



# Dr. King’s Dream: Inquiry Assessment Rubric

Criterion	Meets Expectations (3)	Making Progress Toward Expectations (2)	Limited/No Progress Toward Expectations (1)
▼ Select one assessment score per criterion row below. ▼			
Analyze Dr. King’s goals for the civil rights movement	<b>Independently</b> demonstrates an understanding of key concepts and skills orally, in writing and/or through a visual representation.	<b>With prompting and support,</b> demonstrates <b>partial</b> understanding of key concepts and skills orally, in writing, and/or through a visual representation.	With prompting and support, <b>does not</b> demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation.
Identify Dr. King’s accomplishments and obstacles as a civil rights leader	<b>Independently</b> demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation.	<b>With prompting and support,</b> demonstrates <b>partial</b> understanding of key concepts and skills orally, in writing, and/or through a visual representation.	With prompting and support, <b>does not</b> demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation.
Reflect on the impact Dr. King’s legacy has had on their lives	<b>Independently</b> demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation.	<b>With prompting and support,</b> demonstrates <b>partial</b> understanding of key concepts and skills orally, in writing, and/or through a visual representation.	With prompting and support, <b>does not</b> demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation.
Defend their position on whether Dr. King’s dream has been fulfilled	<b>Independently</b> demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation.	<b>With prompting and support,</b> demonstrates <b>partial</b> understanding of key concepts and skills orally, in writing, and/or through a visual representation.	With prompting and support, <b>does not</b> demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation.



Criterion	Meets Expectations (3)	Making Progress Toward Expectations (2)	Limited/No Progress Toward Expectations (1)
<p><b>D2.His.13.3-5.</b> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p>	<p><b>Independently</b> demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation.</p>	<p><b>With prompting and support,</b> demonstrates <b>partial</b> understanding of key concepts and skills orally, in writing, and/or through a visual representation.</p>	<p>With prompting and support, <b>does not</b> demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation.</p>
<p><b>D3.3.3-5.</b> Identify evidence that draws information from multiple sources in response to compelling questions.</p>	<p><b>Independently</b> demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation.</p>	<p><b>With prompting and support,</b> demonstrates <b>partial</b> understanding of key concepts and skills orally, in writing, and/or through a visual representation.</p>	<p>With prompting and support, <b>does not</b> demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation.</p>