## Dr. King’s Dream: Inquiry Assessment Rubric

| Criterion | MeetsExpectations (3) | Making ProgressToward Expectations (2) | Limited/No ProgressToward Expectations (1) |
| --- | --- | --- | --- |
|  | **▼** *Select one assessment score per criterion row below.* **▼** |
| Analyze Dr. King’s goals for the civil rights movement | **Independently** demonstrates an understanding of key concepts and skills orally, in writing and/or through a visual representation. | **With prompting and support,** demonstrates **partial** understanding of key concepts and skills orally, in writing, and/or through a visual representation. | With prompting and support, **does not** 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 | **Independently** demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation. | **With prompting and support,** demonstrates **partial** understanding of key concepts and skills orally, in writing, and/or through a visual representation. | With prompting and support, **does not** 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 | **Independently** demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation. | **With prompting and support,** demonstrates **partial** understanding of key concepts and skills orally, in writing, and/or through a visual representation. | With prompting and support, **does not** 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 | **Independently** demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation. | **With prompting and support,** demonstrates **partial** understanding of key concepts and skills orally, in writing, and/or through a visual representation. | With prompting and support, **does not** demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation. |
| **D2.His.13.3-5.** 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. | **Independently** demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation. | **With prompting and support,** demonstrates **partial** understanding of key concepts and skills orally, in writing, and/or through a visual representation. | With prompting and support, **does not** demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation. |
| **D3.3.3-5.** Identify evidence that draws information from multiple sources in response to compelling questions. | **Independently** demonstrates an understanding of key concepts and skills orally, in writing, and/or through a visual representation. | **With prompting and support,** demonstrates **partial** understanding of key concepts and skills orally, in writing, and/or through a visual representation. | With prompting and support, **does not** demonstrate understanding of key concepts or skills orally, in writing, and/or through a visual representation. |