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| LEQ 3: **How does Stanley Kubrick use satire to construct his argument about the dangers of nuclear war?** | | | |
| Name | Performance level 2 | Performance Level 1 | Performance level 0 |
| Understanding of theme (RL 2) | Student completely articulated a defensible interpretation of theme. The theme would be the satirical comment and would include what Kubrick wants us to change. | Student identifies a theme, but it may be incompletely articulated or not completely defensible. | The student did not identify a theme or identified an indefensible interpretation. |
| Characterization RL 4) | Student adequately explains how the characters are developed and how the characters’ relationships contribute to theme (satire!) | Student explains how the author uses characterization, but doesn’t fully connect to theme or demonstrate the relationship of the characters. | The student does not indicate an understanding of characterization or how they contribute to the theme. |
| Irony (RL 4) | Student adequately explains how irony is developed to communicate and contribute to theme. | Student explains how the author uses irony, but doesn’t fully connect it to theme. | The student does not indicate an understanding of irony and theme. |
| Quality of Details (RL 1) | The student selected the appropriate amount of the **best** details for supporting the theme and its development. | The student selected some details but they were not fully adequate for supporting theme and its development. | The student selected no details or completely irrelevant details. |
| Writing Quality (W 4; L1) | Response is coherently written with few or no errors in standard English conventions. It is well organized around a central idea. | Response is written with limited errors in standard English conventions. Errors slow down comprehension. Response may not be well organized or coherent. | Response is poorly crafted with many errors in standard English conventions. Comprehension is limited due to errors. |