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| L**EQ 4: How does an author use characterization and setting to develop a theme?**  **You are writing this response in a brief essay format.** | | | |
|  | Performance level 2 | Performance Level 1 | Performance level 0 |
| Understanding of theme (RL 2) | Student completely articulated a defensible interpretation of theme. | 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 3) | Student adequately explains how the character’s transition contributes to theme. | Student explains how the author uses characterization, but doesn’t fully represent the transition or connect it to theme. | The student does not indicate an understanding of characterization. |
| Setting (RL 4) | Student adequately explains how the setting is developed to communicate a particular theme. | Student explains how the author uses setting, but doesn’t fully connect it to theme. | The student does not indicate an understanding of theme and/or setting. |
| Quality of Details (RL 1) | The student selected the appropriate amount of the **best** details for supporting their position. | The student selected some details but they were not fully adequate for supporting the student. | The student selected no details or completely irrelevant details. |
| Writing Quality (W4; L1) | Response is coherently written with few or no errors in standard English conventions. Organization is effective. There is an effective introduction and conclusion. Body paragraphs are well organized around one topic sentence. | Response is written with limited errors in standard English conventions. Response may not be well organized or coherent.There is an introduction and conclusion.  (Sentence structure errors which do not limit comprehension) | Response is poorly crafted and may have many errors in standard English conventions. Comprehension is limited due to errors.  (There/Their/They’re errors)  (Verb ending errors)  (Possessive errors)  (Sentence structure errors which limit comprehension) |

**To help you write your response, follow this checklist:**

These are only recommendations. You are not required to follow this list.

Paragraph 1

\_\_\_You introduce the idea of growing up or going through a rite of passage.

\_\_\_You use the author’s full name and the title of the story (Doris Lessing and “Through the Tunnel”)

\_\_\_You state what the theme is for the story

\_\_\_You state what the basic setting is and who the main character is for the story.

Paragraph 2

\_\_\_You identify how the setting is used symbolically.

\_\_\_You connect the setting and its symbolism to the theme.

\_\_\_You use at least three examples of the setting and specifically explain how each example symbolically shows the theme.

\_\_\_You write a transition sentence at the end of the paragraph which indicates how setting and characterization is connected.

Paragraph 3

\_\_\_You identify how the change is the character is important.

\_\_\_You connect the character to the theme.

\_\_\_You use at least three examples of how the character changes in the story and specifically explain how each example shows the theme.

\_\_\_You write a transition sentence at the end of the paragraph which states why changing as a person is important.

Paragraph 4

\_\_\_You restate the theme.

\_\_\_You summarize your key points from paragraph 2 and 3.

\_\_\_You give a few thoughts on why setting is important to growing up or a rite of passage.

\_\_\_You give a few thoughts on what we can learn about maturing from going through a rite of passage.