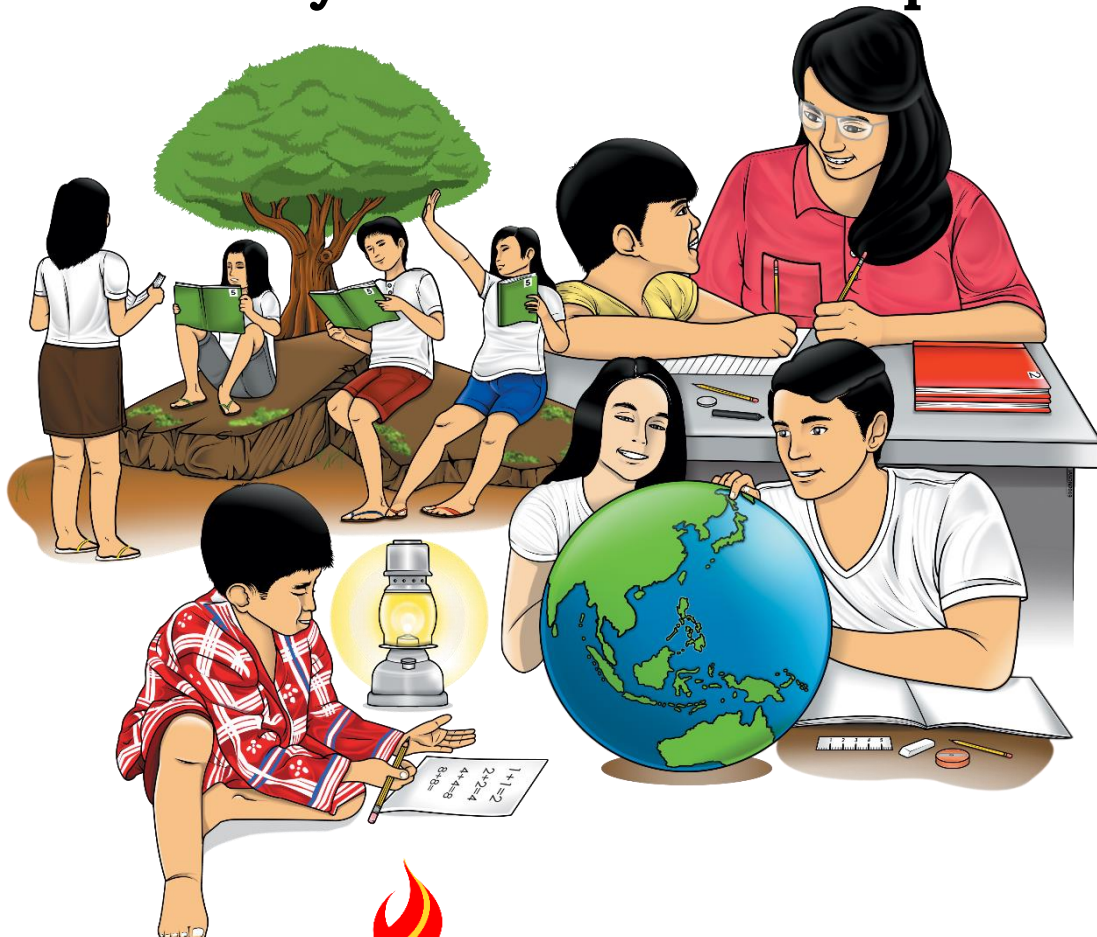# 21st Century Literature from the Philippines and the World

Quarter 2 – Module 4:
Self and Peer Assessment of a Literary Text's Creative Adaptation

ALTERNATIVE DELIVERY MODE

ADM

21st Century Literature from the Philippines and the World

Quarter 2 – Module 4:
Self and Peer Assessment
of a Literary Text's Creative Adaptation

DepED
DEPARTMENT OF EDUCATION

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

What I Need to Know

Most Essential Learning Competency
Do self- and/or peer assessment of the creative adaption of a literary text, based on rationalized criteria, prior to presentation.

This module was designed and written with you in mind. It is here to help you master the sequence of events in a story. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

This module also aims to engage you in appreciation and critical study of 21st Century Literature from the Philippines and the World, encompassing their various dimensions, genres, elements, structures, contexts, and traditions. This module allows you to embark on a journey from Philippine regions to the different parts of the world through various literary encounters.

After going through this module, you are expected to:

1. understand the concept of literary text adaptation;
2. appreciate the importance of peer and self-assessment in improving one's learning; and
3. perform assessment of the adaptation literary forms using self- and peer-assessment based on rationalized criteria.
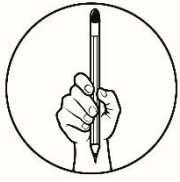
What I Know

A. MULTIPLE CHOICES

Directions: Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. It is the adapting of a literary source (e.g., a novel, short story, poem) to another genre or medium, such as film, stage play, or video game.
   a. literary text
   b. peer-assessment
   c. self-assessment
   d. literary adaptation

2. It is a piece of written material, such as a book or a poem that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs.
   a. literary text
   b. peer-assessment
   c. self-assessment
   d. literary adaptation

3. It is the assessment of students' work by other students of equal status. Students often undertake peer assessment in conjunction with formal self-assessment. They reflect on their own efforts and enrich this reflection by exchanging feedback on their own and their peers' work.
   a. literary text
   b. peer-assessment
   c. self-assessment
   d. literary adaptation

4. It is a process where students are directed to assess their performance against pre-determined standard criteria. It involves the students in goal setting and more informal, dynamic self-regulation and self-reflection.
   a. literary text
   b. peer-assessment
   c. self-assessment
   d. literary adaptation

5. `What kind of assessment task is it when students reflect on their own performance?
   a. a quiz
   b. a unit test
   c. peer assessment
   d. self-assessment

B. TRUE/FALSE

Directions: Read each statement carefully. Write True if the statement is Correct, otherwise False if incorrect.

_____ 1. Peer and self-assessment encourage students to be responsible for their own learning.

_____2. Peer and self-assessment make student's learning inactive.

_____3. Peer and self-assessment change one's perception that learning is a passive process.

_____4. Peer and self-assessment allow students to better understand assessment expectations that would lead to improving ones' performance.

_____5. Literary adaptation is a process of adapting literary sources into a new genre or medium.

_____6. Literary adaptation can be assessed using standard criteria.

_____7. Loose adaptation is concerned with highlighting the universality of the theme.

_____8. Transformative adaptation is concerned with keeping the few elements of the literary source.

_____9. Artful adaptation is concerned with finding balance between true to its own as work of art.

_____10. Museum adaptation is concerned with preserving every possible detail of the literary source.

LESSON 1

Self and Peer Assessment of Creative Adaptation of a Literary Text

This lesson focuses on performing a self and peer assessment of a creative adaptation of a literary text. Literature expresses human thoughts, feelings, sensations, and imaginations. It recreates situations, relates experiences and records events and history. As you go through this lesson, you will be given the time to express your own perceptions, feelings, creativity, and judgment by making an adaptation of a literary text using multimedia and ICT skills. You will also learn how to evaluate and assess these literary adaptations.

Literary adaptation is a process of adapting a literary source (e.g. a novel, short story, and poem) to another genre or medium such as a film, stage play, or even video games. It involves adapting the same literary work in the same genre or medium just for different purposes, e.g. to work with a smaller cast, in a smaller venue (or on the road), or for a different demographic group (such as adapting a story for children).

At the end of this lesson, you are expected to do a self- and/or peer assessment of the creative adaptation of a literary text based on rationalized criteria.

What's In

Studying literature can be very easy with the right amount of knowledge gained from your studies in the past. Can you still recall your previous topic on creative presentation of literary text by applying multimedia? It was highlighted that every technological breakthrough adds up life to literature. Meaning, with technology, literature becomes more accessible than that of yesterday. Televisions, tablets, computers, and even smart phones can now be your best literature buddy as you explore the wide array of literature all over the world. More so, the existence of technology gives prevalent skills to learners to easily capture the meaning the literature intends to express due to its visual aesthetics, audio programming, and virtual kinesics.

For this next lesson, you will be acquainted with another skill which will require you to think critically in exhibiting assessment of an adapted literary piece. This will surely make your learning experience more exciting.

What's New

In this module, you will learn more about exhibiting your skill in assessing creative adaptation of a literary text based on rationalized criteria. You will be reading a flash fiction entitled "Jake" by Jim Bartlett, who has written a number of stories from flash to novella which are all featured in Fiction on different platforms such as The Web, Crime Spree Magazine, Short-Storyme, Fairlight Books, and other publications. As a flash fiction story goes, the author tells a loving, gentle story of love, loss, and longing with an unexpected ending.

Activity 1

Read and learn more about the story, after reading the story, rate it in your own simple assessment using the rubric given below. Indicate your score on the space provided.

JAKE
by Jim Bartlett

Jake's eyes snap open, and he quickly turns to the side. But like his aching heart, the spot where Max always sat on the couch remains empty. He takes in a long, deep breath – really more of a sigh – and squeezes his eyes closed, hoping that by slipping into the darkness of a nap, he will temporarily mask his sorrow.

For fifteen years they were inseparable. Always side by side. The walks on the beach with the gentle waves calling, the seagulls cawing. All those hikes on the trail where the trees canopied over like arches, wrapping them in a soft cool shade on a hot sunny day. Even just a ride to the grocery store for something Martha may have forgotten, they always went together.

Though he knows that in some ways he should be thankful for just having their time together – those moments forever etched in his heart – and that the sickness took Max quickly rather than dragging out the pain for weeks, maybe even months, he still feels cheated. That somehow, he is missing years that could have been.

Unable to sleep, he looks around the all too empty room, letting his gaze fall upon the leash, which still hangs from the peg by the door. It seems to wait patiently, ever ready for that next big adventure. As his eyes well up, he realizes for the first time how much his grief weighs, how hard it is to even rise with such a heaviness inside.

It is then he hears a shuffle from behind and turns to see Martha standing in the doorway, her shoulder resting against the frame.

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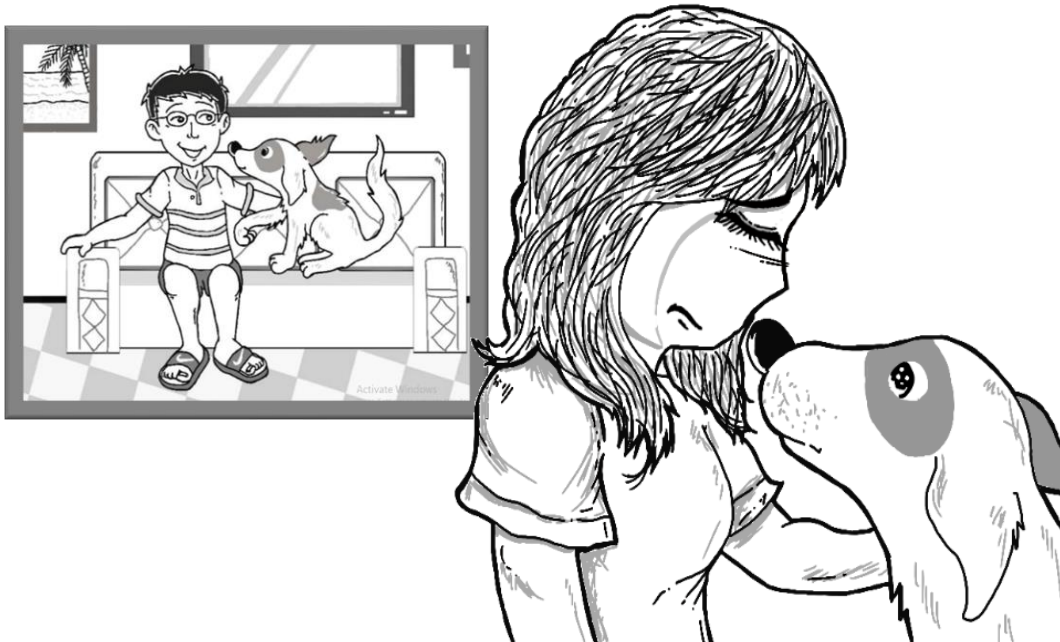
"I thought you might be in here," she says. She looks down at him for only a moment before her stare drifts to the couch. "I miss him, too, Jake. More than you'll ever know."

There's a faraway melancholy tone to her voice, but he knows that her heart, like his, has a hole too big to fill. His head drops and he gives off another long sigh, which seems to prompt her to come over and kneel down onto the carpet beside him. She slides a hand under his chin and lifts it up, then tucks back his long, floppy ears, such that their teary eyes can meet.

"I guess you do know, don't you, Jake."

Flash Fiction Grading Rubric

CATEGORY	Exceptional (4)	Good (3)	Fair (2)	Poor(1)
Nature of Flash Fiction	Reads like narrative (story), contains characters, tension, and some mystery or surprise. Often there is unease present at the end, a sweetly ambiguous or implicit end. Clear payoff. The story is ninety-nine words or less.	Reads like a narrative (story), may contain characters, tension, and mystery or surprise. There is not a clear twist at the end, a clear payoff. The story may contain ninety-nine words or less.	Reads somewhat like a story may contain Interesting reading, though writer tells too much and shows too little. The story is not ninety-nine words or less	Though flash fiction is brief, this is too brief, not developed or carried through. There could have been more added to make the story more interesting.
Plot Development	An internal conflict is clearly described. Event(s) in the story fully explain(s) how the internal conflict changes the character(s).	An internal conflict is partially described. Event(s) in the story partially explain(s) how the internal conflict changes the character(s).	An internal conflict is present, but it is unclear what the conflict is about. The character appears to change somewhat but not very much.	There is no internal conflict. The character does not change in the story.
Writing Process	Devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Devotes little time and effort to the writing process. Doesn't seem to care.
Language Used	Sensory details are vivid and the readers can easily imagine what is being described. A distinct mood is conveyed consistently throughout the story.	Sensory details are present and help readers get a general idea of what is being described. There is an identifiable mood, but it is not conveyed consistently throughout the story.	Sensory details are confusing and the reader does not know what to imagine. It is unclear throughout most of the story what the mood is.	There are no descriptions or sensory details. There is no identifiable mood.

https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=Z7398A&

Total out of 20_____

Comments:

_____

_____

_____

How was your experience in assessing the short story? Were you able to capture the author's message? If yes, what was it? If not, what hindered you to capture the author's message?

Explain your answer.

_____

_____

_____

That was a remarkable start!

Now, let us try presenting the story in a different form as you do the next activity.

Activity 2

Directions: Make a comic strip about the story of Jake. Follow the steps in creating a comic strip. Then, assess your work using the rubric below.

Steps in Creating a Comic Strip

1. Go back to the story, "Jake".

2. Identify the sequence of the story that you will use in your comic strip.

3. Write your ideas for your comic

4. Use basic shapes to draw

5. Add in the speech and lettering

6. Add detail to your cartoon

Do a self-assessment of your output, fill out the rubric table below to check your score. Also, do a peer-assessment; you may send your output to a friend and ask him or her to rate your output using the same rubric. Enjoy!

Points to Consider	Level				
	5	4	3	2	1
The output is able to preserve the details of the literary text.					
The output is able to balance the author's message and the student's interpretation.					
The output is able to keep the flash fiction's idea.					
The output is able to highlight the universality and timelessness of the story's theme.					
The output is able to utilize ICT and multimedia.					

How is your experience in assessing the presentation? What level of observance ratings did you put in the points to consider? Explain your answer.
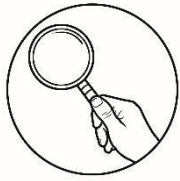
_____

_____

_____

_____

What is It

Earlier in our lesson, you evaluated a flash fiction and assessed it by using the given rubric. In your own simple way, you were able to produce an adaptation of the flash fiction when you transformed it into a comic strip. You also made a self-assessment and peer-assessment of it using the given criteria.

Let us keep going then. Know more about the lesson as you read the following facts and information:

What is the importance of Peer and Self-Assessment?

As a student, it is important that one must know how to do peer and self-assessment. Here are the reasons according to the University of Reading:

1. It encourages you to take responsibility for your learning by encouraging engagement with assessment criteria and reflection of your own performance and that of your peers. Through this, you can learn from your previous mistakes, identify your strengths and weaknesses and learn to target your learning accordingly.

2. It makes you more active in your learning which in this way, it can help to change the perception that learning is a passive process whereby students simply listen and absorb information for the sake of compliance. In this way, students are more likely to engage with their learning as participants instead of just spectators.

3. It enables you to better understand assessment expectations and work towards improving your own performance. Getting yourself more actively involved in your assessment can make assessment itself a means by which you can develop.

Thus, Peer and Self-assessment are important to learn for a student like you, and in order to achieve this, it is essential that your assessment criteria are clear and fully described through the help of your teacher. Taking this step further and allowing you to contribute to the assessment criteria can serve to transfer ownership, fostering deeper engagement with the assessment and learning.

What is literary text adaptation?

Literary adaptation is a process of adapting a literary source (e.g. a novel, short story, and poem) to another genre or medium such as a film, stage play, or video game. It involves adapting the same literary work in the same genre or medium just for different purposes, e.g. to work with a smaller cast, in a smaller venue (or on the road), or for a different demographic group (such as adapting a story for children).

Personally, a good example of this is the "Hana Yori Dango" a manga series written by Yoko Kamio. It was set in Tokyo, Japan, and told the story of a middle-class teenage girl named Makino Tsukushi who starts attending a prestigious high school called Eitoku Academy. The school is *ruled* by F4 (aka Flower Four), a group of hot guys from the country's richest families! The group's leader Domyouji Tsukasa bullies her and later develops feelings for her, but Tsukushi falls for his BFF Hanazawa Rui instead. The rest of the F4 members are named Nishikado Sojirou and Mimasaka Akira. As the years have gone by, several adaptations were made for this manga.

The following are its adaptations:

Year	Title	Country of Origin
1996	Hana Yori Dango	Japan
2001	Meteor Garden	Taiwan
2005	Hana Yori Dango	Japan
2009	Boys Over Flowers	Korea
2018	Meteor Garden	China
2021	F4 Thailand	Thailand

What do we want in a literary adaptation?

According to Watts (2020) in the article entitled *"What do we want in a literary adaptation?"*, there is complexity and difficulty to commit as regards to determining: *What makes a good adaptation? Which matters more: the quality of the film itself, or how "accurate" it is to the book it's based on?* Literary text and literary adaptation are different art forms such as in the case for instance between novels and films. Instead, she noticed four different types or "levels" of adaptation. Each has varying degrees of adherence to their source material.

1. **The "Museum" adaptation.** This type is concerned with preserving every possible detail of the book exactly how it exists in the book, just transferred to the film as a medium.

11

2. **The Artful adaptation.** It is concerned with finding balance between being true to its own as a work of art. Accordingly, it is like a conversation between the book and audience. Rather than preserving every detail like a museum, an Artful Adaptation finds the essential elements of the book and interprets them in ways that meaningful for the audience.

3. **The Loose Adaptation.** This type is concerned about keeping a few elements or some semblance of the premise of the book it's based on, but then more or less does its own thing with them. Often, this type of adaptation is discussed in negative terms, as if its lack of exact similarity to its source material is somehow a failure.

4. **The Transformative Adaptation.** This type of adaptation seeks to highlight the timelessness and universality of their source works' messages and themes.
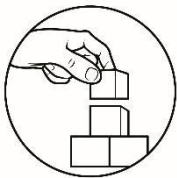
What's More

Activity 3

Directions: Do you love watching movies? Look for a movie that is an adaptation from a novel e.g. *"Harry Potter (2001-2011)", "The Da Vinci Code (2008)", "The Lord of Ring and "The Hobbit (2001-2014)".* Then, compare and contrast the movie and the novel *(the literary text where the movie is based on)* using a Venn Diagram.

Title of the movie: _____   Title of the Novel: _____

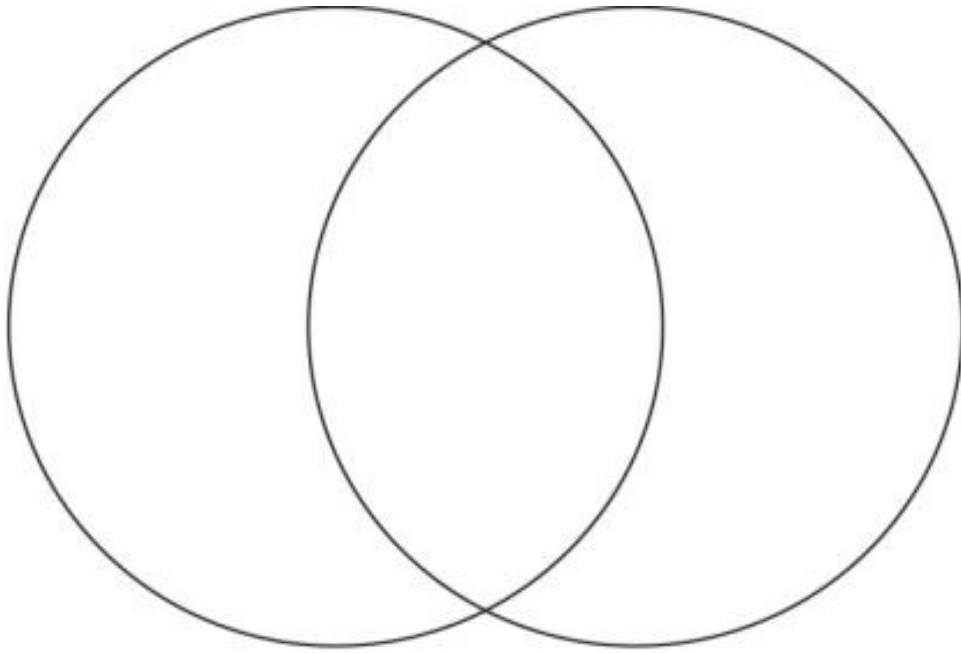Director: _____   Author: _____

Synopsis: _____   Synopsis: _____

How is your experience with this activity? Is there a major difference or similarity between the movie and the novel? Explain your answer.

_____
_____
_____
_____
_____
_____

What I Have Learned

Activity 4

Directions: Answer the following questions briefly and meaningfully:

1. What do you think is the importance of peer and self-assessment to improve one's understanding of the lesson?

   _____
   _____
   _____
   _____
   _____

2. Do you think setting criteria is important in the assessment? Why? Why not?
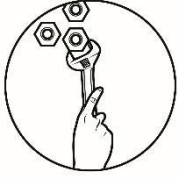
   _____
   _____
   _____
   _____
   _____

3. Do you agree that making an adaptation of a literary text deepens your understanding of the literary work? Why? Explain your answer.

   _____
   _____
   _____
   _____
   _____

What I Can Do

Activity 5

Directions: Make an adaptation of a poem using multi-media and ICT skills. Assess your own work using the given criteria below. After the self-assessment, you will also ask a classmate to assess the same video using the same criteria.

Follow the guidelines below:

1. Produce a 3-minute or 180-seconds spoken word poetry video by interpreting the poem,
2. Rise, by Sagar Yasav.
3. Upload your video in our google classroom. (Ask your teacher for further instructions.)
4. Assess your own work using the given assessment tool below.
5. Let a classmate assess your work using the same assessment tool.

Rise

By Sagar Yadav (2007)

I will rise
After every fall.
I will rise
And stand tall.
I will rise
Over the wall.
I will rise
Above them all.

Like the sun,
Which never dies.
Though sets every night,
Every day it does rise.
Like the ocean
Whose tides

Many times they are down,
But invariably they rise.

Like the trees,
From seeds they arise,
And heights great
They rise and rise.

After falling once,
Twice and thrice,
Again and again
I will rise and rise.

I will rise
After every fall.
After every fall
I will rise.

Assessment Tool for Peer and Self-Assessment

Points to Consider	Level				
	5	4	3	2	1
The adaptation is able to preserve the details of the literary text.					
The adaptation is able to balance the author's message and the student's interpretation.					
The adaptation is able to keep the poem's idea.					
The adaptation is able to highlight the universality and timelessness of the poem's theme.					
The adaptation is able to utilize ICT and multimedia.					

Total Score (25 POINTS): _____

Share something here.

How did you rate yourself?

_____

_____

_____

_____

What about your peer's assessment of your adaptation?

_____

_____

_____

_____

Comparing the scores, were the points close? What are your thoughts?

_____

_____

_____

_____

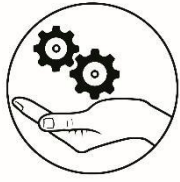# *Assessment*

A. MULTIPLE CHOICES

Direction: Choose the letter of the best answer and encircle it.

1. It is a process where students are directed to assess their performance against pre-determined standard criteria. It involves the students in goal setting and more informal, dynamic self-regulation and self-reflection.
   - a. literary text
   - b. peer-assessment
   - c. self-assessment
   - d. literary adaptation

2. It is the adapting of a literary source (e.g. a novel, short story, poem) to another genre or medium, such as a film, stage play, or video game.
   - a. literary text
   - b. peer-assessment
   - c. self-assessment
   - d. literary adaptation

3. It is the assessment of students' work by other students of equal status. Students often undertake peer assessment in conjunction with formal self-assessment. They reflect on their own efforts and enrich this reflection by exchanging feedback on their own and their peers' work.
   - a. literary text
   - b. peer-assessment
   - c. self-assessment
   - d. literary adaptation

4. It is a piece of written material, such as a book or a poem that has the purpose of telling a story or entertaining, as in a fictional novel. Its primary function as a text is usually aesthetic, but it may also contain political messages or beliefs.
   - a. literary text
   - b. peer-assessment
   - c. self-assessment
   - d. literary adaptation

5. What kind of assessment task is applied when students reflect on their own performance?
   - a. a quiz
   - b. a unit test
   - c. peer assessment
   - d. self-assessment

B. TRUE/FALSE

Directions: Read each statement carefully and write True if the statement is Correct otherwise False if incorrect.

_____ 1. Peer and self-assessment change one's perception that learning is a passive process.

_____ 2. Loose adaptation is concerned with highlighting the universality of the theme.

_____ 3. Peer and self-assessment encourage students to be responsible for their own learning.

_____ 4. Literary adaptation can be assessed using standard criteria.

_____ 5. Artful adaptation is concerned with finding balance between true to its own as work of art.

_____ 6. Peer and self-assessment allow students to better understand assessment expectations that would lead to improving ones' performance.

_____ 7. Museum adaptation is concerned with preserving every possible detail of the literary source.

_____ 8. Transformative adaptation is concerned with keeping the few elements of the literary source.

_____ 9. Peer and self-assessment make student's learning inactive.

_____ 10. Loose adaptation is concerned with highlighting the universality of the theme.
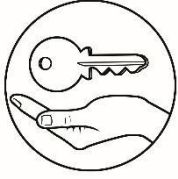
Additional Activities

You have learned the skill in doing a self- and/or peer assessment of the creative adaptation of a literary text, based on rationalized criteria. This time, you will apply what you have learn by writing a blog entry about the flash fiction entitled JAKE by Jim Bartlett.

In the blog entry, include the following: the reason why you liked the story, how it made you feel; what message you gleaned from it; and how it affects your appreciation of literature. Please be guided with the rubric below.

Performance Area	1	2	3	4
Content	Content of the blog is non-substantive and does not show knowledge of the subject	The content of the blog is somewhat vague and limited in substance	The content of the blog manifests accurate knowledge but limited development of the subject.	The content of the blog exhibits knowledgeable, relevant, substantive and thorough development of the subject.
Organization	The blog is poorly organized, ideas with serious problems involving the progression of the topic	The blog contains confusing ideas and disconnected. It lacks logical sequencing and development	The blog is somewhat choppy incomplete and loosely organized but the main ideas are clearly laid down. Ideas are logical but incomplete sequencing	The blog clearly stated/ supported the idea. It shows a well-organized and logical sequencing in the introduction, body and conclusion
Mechanics	The blog of the student does not show mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing	The blog of the student has frequent errors of spelling, punctuation, capitalization, paragraphing	The blog of the student has occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	The blog of the student demonstrates mastery of conventions and few errors of spelling, punctuation, capitalization, paragraphing

Answer Key

What I Know

A. Multiple Choice
1. D
2. B
3. B
4. C
5. D

B. TRUE or FALSE
1. TRUE
2. FALSE
3. TRUE
4. FALSE
5. TRUE
6. TRUE
7. TRUE
8. FALSE
9. FALSE
10. TRUE

What's New?

Activity 1 and 2
Answer may Vary

What's More

Activity 3
Answer may vary

What I have learned?

Activity 4
Answer may vary

What I can do

Activity 5
Answer may vary

Assessment

A. Multiple Choice
1. C
2. D
3. B
4. A
5. D

B. TRUE OR FALSE
1. TRUE
2. FALSE
3. TRUE
4. TRUE
5. TRUE
6. FALSE
7. FALSE
8. FALSE
9. TRUE
10. TRUE

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