

Instructional Systems Design

For Teacher: Instructions related to Final Assessment

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A- Instructional Goal:

After the grade 6 English Language Learners (ELLs) have completed the lesson based on the short story written by Frank Stockton titled "*The Lady or the Tiger?*" they will be able to identify the narrative elements in the story then write a similar short story indicating the narrative elements in their own story. (Estimated time needed: minimum 8 hours)

B- Terminal Objective:

After the grade 6 English Language Learners (ELLs) have read the short story written by Frank Stockton titled "*The Lady or the Tiger?*", analyzed it, and identified its narrative elements, they will be able to write a similar short story of their own indicating the narrative elements in their own story. Their short stories will be evaluated based on the "Short Story Evaluation Rubric" (below) and will be considered at least "Intermediate."

C- Instructions for the Assessor:

The learners are, by now, supposed to have done the following:

1. Filled out "Short Story Components Fill-in Form" number 1 (for "*The Lady, or the Tiger?*")
2. Filled out "Short Story Components Fill-in Form" number 2 for own story (tentatively)
3. Written the sequence of action / timeline of events for own story
4. Written the first draft of their story
5. Highlighted words/sentences that indicate the narrative elements in own story
6. Written in the margin what kind of narrative elements the highlighted words indicate
7. Filled out "Short Story Components Fill-in Form" number 3 for own story then compared this form with the previous one (number 2).
8. Evaluated peer and own work based on the "Short Story Evaluation Rubric"
9. Modified story based on evaluations
10. Written the second draft
11. Had the second draft corrected by the teacher based on the "Short Story Evaluation Rubric"

Now, supposing the second draft evaluation was at least in the intermediate level, the learners are supposed to start writing their final draft based on the teacher's corrections. After they are done, they need to fill-out "Short Story Components Fill-in Form" number 4 (the final one) and submit it with their final draft. The learners already know that their story should be at least 1,000 words. They need to be reminded that their final "Short Story Components Fill-in Form" is also assessed in the "Short Story Evaluation Rubric" which is over 100 points.

Time allotted: 2 hours

(In case any learner's second draft evaluation was below the intermediate level, they need to have gone back to step 5 (evaluate own work) before they start writing their final draft.)

How to assess: Start by evaluating the learners' "Short Story Components Fill-in Forms" and give them a score out of 18 points.

The components are as follows:

Short Story Components Fill-in Form 18%	The "Short Story Components Fill-in Form" is not well filled-out. The answers do NOT show that the learner has well understood the narrative elements and was able to include and indicate them in his/her own story to a sufficient extent. (13-14 pts)	The "Short Story Components Fill-in Form" is rather well filled-out. The answers show that the learner has somewhat well understood the narrative elements and was able to include and indicate them in his/her own story to a good extent. (15-16 pts)	The "Short Story Components Fill-in Form" is very well filled-out. All the answers show that the learner has well understood the narrative elements and was able to both include and indicate them in his/her own story. (17-18 pts)
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As you assess those forms, highlight the relevant components in the "Short Story Evaluation Rubrics", then write the final scores out of 18 in the last column to the right.

Afterwards, read the learners' short stories and assess them based on the remaining traits in the "Short Story Evaluation Rubric." Do not forget to highlight or underline the relevant comments in the rubric. This will help the students understand why they received that grade and what needs to be fixed. If you find yourself highlighting components in different columns for one trait, this is OK. Then the grade you assign to that trait needs to reflect that. For example, if you are evaluating "Characterization" which is over 10, and you highlight some components under "Novice" and some others under "Intermediate," then the grade you assign should follow the column under which there are the most highlights. You need to use your own judgment here. If you are not sure, assign a grade of 7.5 (which is between the two).

D- Directions for the Learner:

In two hours maximum, and based on your teacher's corrections of your second draft, write the final draft of your short story that is similar to the story titled "*The Lady, or the Tiger?*" which you have just studied. The only difference is that your story, which should be at least 1,000 words, will have an end. After you have finished writing the final draft, you need to fill-out the "Short Story Components Fill-in Form" which you are familiar with. Your story will be evaluated according to the "Short Story Evaluation Rubric" that you are also familiar with. The "Short Story Evaluation Rubric" is over 100 points, 18 of which are on the "Short Story Components Fill-in Form."

Do not forget to include, in your story, all the narrative elements, and all the components of the plot (including falling events and a resolution/denouement). Remember: there is no action in the exposition and the resolution.

Your ideas should flow logically; the story should be coherent. Instead of telling it, you need to show it. You need to use specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader needs to experience the story and connect with the characters. The story should be interesting, captivating and well illustrated.

Most importantly, DO NOT FORGET TO PROOFREAD YOUR STORY! You need to apply all the rules of punctuation, sentence structure, grammar, agreement of tenses, spelling, capitalization, etc. that you have already studied. Your writing should have an effective rhythm, flow. Sentences should be well built; you need to have a good sentence structure. Use parallel structures; avoid useless repetitions/deadwoods, misplaced modifiers, sentence fragments, and awkward expressions.

Although you are not required to type your story, it should be visually clear, easy to read.

Finally, take 5 minutes of your time to study, again, the rubric that will be used for evaluation. Focus on the "Proficient" column; aim high! Highlight in the rubric what you think you need to keep in mind.

If, at any moment, you have any question, do not hesitate to ask.

E- Short Story Evaluation Rubric: Over 100

Traits / Items	Novice / In-Progress	Intermediate	Proficient	Total Pts.
Characterization 10%	Characters are unclear. They may be a little more than a name and a description or do not rise beyond stereotype. They may be unbelievably inconsistent, or there may not be enough information to form a judgment about them. (6-7 pts)	Characters are clear and reasonably developed. The main character(s) have identifiable characteristics. They may seem to lack a past or future. (8-9 pts)	Characters are strongly drawn, clearly separate and appropriately developed. The main character(s) are presented in multiple ways (appearance, action, thoughts, speech, etc.). They behave "within" their character. They have a past and a future. (10 pts)	
Plot 15%	The exposition is not well-written; although it might include no action, it does not captivate the reader and does not provide enough information about the time/place, the characters, and the background of the story. The point at which the exposition ends and the first action begins is absent or not clear. Very few and unorganized events lead to a quasi-climax. The characters engage in very few conflicts, if any. The story does not reach a moment of greatest emotional intensity. There is no appropriate series of events that bring the story to an end. The conclusion might include no action, but it also does not include unraveling of tensions because no real tensions exist. (10-11 pts)	The exposition is rather well-written; it includes no action but attracts the reader while providing good enough information about the time/place, most of the characters, and the background of the story, in addition to a potential for conflict. The point at which the exposition ends and the first action begins is rather clear. There is a good series of events that lead to the climax. The characters engage in conflicts and struggle with their problems in meaningful ways. The story has a satisfying and logical climax that is the culmination of the preceding events. It does reach a moment of emotional intensity; the highest point where there is the most suspense; the turning point. There is a series of events that bring the story to an end. The conclusion includes no action, but does include unraveling of tensions: most questions are answered. The characters are left to deal with the consequences of conflicts. (12-13 pts)	The exposition is well-written; it includes no action but captivates the reader while providing excellent information about the time/place, the characters (protagonist, antagonist, character foil, minor characters), and the background of the story, in addition to a potential for conflict. The point at which the exposition ends and the first action begins, i.e. the catalyst that starts the major conflict, is clear. There is a creative series of events that lead to the climax. The characters engage in conflicts and struggle with their problems in interesting and meaningful ways; antagonism is heightened. The story has a satisfying and logical climax that is the culmination of the preceding events. It does reach a moment of greatest emotional intensity; the highest point where there is the most suspense; the turning point. There is a great series of events that bring the story to an end. The conclusion includes no action, but does include unraveling of tensions: most questions are answered. The characters are left to deal with the consequences of conflicts. (14-15 pts)	
Setting, Narration, and Exposition 18%	Where/when the story takes place may be unclear or setting may be absent altogether. Most of the story is told rather than shown. There is very little use of specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader does not experience the story and connects very little with the characters. (13-14 pts)	Where/when the story takes place is clear. Some of the story is shown rather than told. There is use of some specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader somehow experiences the story and connects with the characters to some extent. (15-16 pts)	Where/when the story takes place is clearly drawn and have an impact on the story. An appropriate amount of the story is shown rather than told (it is visually "alive."). There is good use of specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader experiences the story and connects with the characters. (17-18 pts)	
Mechanics & Sentence Fluency 18%	The story shows little evidence of proofreading. Errors interfere with the understanding of the story. The manuscript is sloppy and difficult to read. (13-14 pts)	The story has been reasonably well proofread. There may be some errors, but they do not interfere with the understanding of the story. The manuscript is visually clear. (15-16 pts)	The story has been closely proofread and contains few or no errors in punctuation, sentence structure, grammar, agreement of tenses, spelling, capitalization, etc. The writing has an effective rhythm, flow. Sentences are well built (good sentence structure). Language enhances and clarifies meaning. Parallel structures; no useless repetitions/deadwoods; no misplaced modifiers; no sentence fragments; no awkward expressions. The manuscript is visually clear. (17-18 pts)	
Overall 21%	The story is (much) less than 1,000 words. The elements of the story do not work together well. The meaningfulness of the narrative is absent or confusing. The story is neither coherent nor well illustrated. (16-17 pts)	The story is at least 1,000 words. The story is competently told. The meaningfulness of the narrative is apparent. The ideas flow rather logically. The story is somewhat coherent; it makes sense to a certain extent. It is well illustrated. (18-19 pts)	The story is more than 1,000 words. All the elements of the story work together in a successful way. The meaningfulness of the narrative is apparent, compelling and artful. The ideas flow logically. The story is coherent; it makes sense. It is interesting, captivating and well illustrated. (20-21 pts)	
Short Story Components Fill-in Form 18%	The "Short Story Components Fill-in Form" is not well filled-out. The answers do NOT show that the learner has well understood the narrative elements and was able to include and indicate them in his/her own story to a sufficient extent. (13-14 pts)	The "Short Story Components Fill-in Form" is rather well filled-out. The answers show that the learner has somewhat well understood the narrative elements and was able to include and indicate them in his/her own story to a good extent. (15-16 pts)	The "Short Story Components Fill-in Form" is very well filled-out. All the answers show that the learner has well understood the narrative elements and was able to both include and indicate them in his/her own story. (17-18 pts)	
TOTAL over 100				

Rubric adapted from:

A Rubric to Grade a Science Fiction Story: <http://www.sff.net/people/james.van.pelt/teenfinty/grading.htm>

The 6+1 Trait Rubric: <http://www.nwrel.org/assessment/pdf/Rubrics/6plus1traits.PDF>

F- Short Story Components Fill-in Form: (Over 18)

3.1.1 Plot-

3.1.1.1 - Exposition: (no action)

3.1.1.1.1 Setting

- a. Time: _____
- b. Place: _____

3.1.1.1.2 Characters

- a. Protagonist: _____
- b. Antagonist: _____
- c. Character Foil: _____
- d. Minor Character: _____

3.1.1.1.3 Background information: _____

3.1.1.1.4 Potential for conflict: _____

3.1.1.2 - Rising point: State the point at which the exposition ends and the first action begins; the catalyst that begins the major conflict:

3.1.1.3 - Complication or Rising events/action: List the series of events that lead to the climax. (Characters engage in conflicts; antagonism is heightened.)

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

Event 5: _____

3.1.1.4 - Climax: the moment of greatest emotional intensity, the highest point in the story where there is the most suspense, turning point.

What is this highest point? _____

3.1.1.5 - Falling events/action: List the events that bring the story to an end.

- Event 1: _____
- Event 2: _____
- Event 3: _____
- Event 4: _____
- Event 5: _____

3.1.1.6 - Resolution/Denouement: the conclusion that includes unraveling of tensions; most questions answered; characters left to deal with consequences of conflicts. (No action)

In one sentence state how the problem gets solved: what is the resolution of the story?

3.1.2 Point of View- What type of point of view is used? Justify.

3.1.3 Tone- What is the style or manner of expression? List at least 2 adjectives that describe it.

3.1.4 Mood- What is the atmosphere of the story? List at least 2 adjectives that describe it.

3.1.5 Theme- What is the main topic that the story touches upon?

3.1.6 Progression of ideas-

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|-----------|--------------------------------------------|-----|----|-----------------------------|
| a- | Do the ideas flow logically? | Yes | No | (circle the correct answer) |
| b- | Is the story coherent? Does it make sense? | Yes | No | (circle the correct answer) |

If you gave a negative answer to any of the questions in number 3.1.6, suggest some modifications below:

3.1.7 Level of interest- Is the story interesting and captivating? If not, what does it need to become so?
