

Evaluation tools to measure critical literacy in L2. Input and output

Assignments input and output: Read the assigned abstract from the literary text and write your critical review in 170-240 words.

Teaching phases: Phase 1: Encouraging questioning of the information provided. Phase 2. Promoting reflection on the information proposed. Phase 3. Introducing exposure to different contexts. Phase 4. Enabling students to express their critical opinion

Input and Output Tool: Questions by categories for reading input and writing production

Categories	5W1H	Questions
Main characters	Who	Who are the main characters? Describe them in detail. What do you think about their personality? What are they going to do in the movie, in your opinion?
Setting	When and Where	When and where does the action take place? Write in detail. What are the challenges of that environment? Are there any possible advantages for the main characters?
Context	What themes / How	What themes can form part of the plot (e.g. nature, relationship, friendship, love, etc.) How would you feel/ act in similar situations?
Visual devices	What devices	What devices are used to create the mood? Describe it with adjectives. Describe five of them in detail. Explain your choice.
Personal opinion	Why? What exactly?	Why would you read or not read the whole story? What is your impression of the movie trailer? What moments captured your attention?

Evaluation Tool 1.1 Critical writing in L2. Part 1 adapted from Cambridge C1 MCER

Score	EFL Subscales		
	Content	Organization	Language
Definitions	It focuses on how well the participant has understood and fulfilled the task (adequacy and complexity).	It focuses on how the participant puts together the piece of writing (logical sequence, clear structure).	It focuses on vocabulary and grammar (range and accuracy).
4	All content is relevant to the task. The target reader is fully informed.	Text is a well-organized, coherent whole, using a variety of cohesive devices and organizational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of grammatical forms with full control. Errors, if present, are related to less common words and structures.
3	Performance shares features of Bands 2 and 4.	Performance shares features of Bands 2 and 4.	Performance shares features of Bands 2 and 4.
2	Minor irrelevances and/or omissions may be present. The target reader is, on the whole, informed.	The text is well organized and coherent, using a variety of cohesive devices and organizational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present.
1	Irrelevances and misinterpretatio	The text is generally well-organized and	Uses a range of everyday vocabulary appropriately,

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	n of tasks may be present. The target reader is minimally informed.	coherent, using a variety of linking words and cohesive devices.	with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control.
0	The content is totally irrelevant. The target reader is not informed.	Performance below Band 1.	Performance below Band 1.

Evaluation Tool 1.2 Critical writing in L2. Part 2 adapted from Kucer ´s Dimensions of Literacy (2014) and Malone ´s Game Theory (1981)

Score	Critical Literacy			
	Conceptual (challenge and curiosity)	Cognitive (personal experiences)	Originality (fantasy and design)	Complexity of achievement
Definitions	It deals with the knowledge of how multimodalit y is employed to deconstruct the meaning.	A focus on mental strategies and processes that are used to build meaning.	It deals with how the activity challenges the participant and how original the writing is (without losing a sense of quality).	It deals with how well the activity covers all objectives from a teacher’s perspective; how well the students respond to the organizational challenge of writing.
4	A thorough analytical text with	A deep connection to background knowledge.	Broad, highly varied, and non-repetitive concepts for	All activity-related questions were covered, and

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	accurate information. Excellent performance in uncovering hidden biases.	Excellent command of questioning, summary, and synthesis.	this activity have been presented.	the presentation was fully developed.
3	Performance shares features of Bands 2 and 4.	Performance shares features of Bands 2 and 4.	Adequately varied but occasionally repetitive concepts have appeared.	Most activity-related questions have been covered and the presentation was mostly developed.
2	Accurately makes some observations or interprets information. Occasional errors may be present.	Some connection to background knowledge. A good command of questioning, summary, and synthesis.	Quite a limited document with a lack of variety and repetition of ideas.	Some activity tasks have been covered, and the presentation was partially developed.
1	Makes observations or interprets evidence poorly / vaguely.	Very basic connection to background knowledge. Limited command of questioning, summary, and synthesis.	The very limited, basic presentation has been memorized and highly repetitive.	Few activity tasks have been covered and the presentation was not developed.
0	Performance below Band 1.	Performance below Band 1.	Performance below Band 1.	Performance below Band 1.