**Evaluation Protocol**

**Instructions**

Thank you for taking part in this evaluation, which is inscribed within the project "Contemporary LLMs and Literary Abridgement: An Analytical Inquiry."[[1]](#footnote-1)

You have been assigned two texts to evaluate based on the provided criteria. The texts are abridged versions of the same or different literary works. Please fill in the two tables independently by marking your answers with a tick (✓) or cross (X) (or by circling the relevant answer). The section "Aesthetic Appeal" is highly subjective; please provide your personal opinion. You are welcome to write additional comments in the rightmost field.

This protocol is adapted from ([Mousavi et al, 2022](https://aclanthology.org/2022.gem-1.12.pdf)).

If you have any questions, please address them to [iglika.nikolova.stoupak@gmail.com](mailto:iglika.nikolova.stoupak@gmail.com)

**Text 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimension** | **Question** | **Answer Options** | **Definition** | **Comment**  **(optional)** |
| **Understandability** | | | | |
| Text | Is the text understandable in its entirety? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the plot is easy to make sense of |  |
| Vocabulary | Is the used vocabulary understandable? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the used words are not overly complex or otherwise irrelevant |  |
| Syntax | Is the syntax clear? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | sentence constructions are easy to make sense of |  |
| **Correctness** | | | | |
| Type of text | Is the text really an abridged short literary text? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text is identifiable as an abridged version of a short literary text |  |
| Vocabulary | Are the used words correct? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no words that strike as non-existent or translated unnaturally from another language |  |
| Syntax | Is grammar used correctly? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no grammatical mistakes, including unnatural calques from another language |  |
| Punctuation | Is punctuation used correctly? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there is no wrong or atypical use of punctuation |  |
| Structure | Is the text structured correctly? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text is well structured into paragraphs and has a discernable introduction and conclusion |  |
| **Consistency** | | | | |
| Register | Is the text’s register consistent? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the level of formality and genre conventions are maintained throughout the text |  |
| Writing style | Is the writing style consistent? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text uses consistent tenses, level of knowledge and attitude towards the characters and events |  |
| Information presented | Is the presented information consistent? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no contradictions in the information presented (incl. character names) |  |
| **Textual Coherence** | | | | |
| Transitions | Are textual transitions present and natural? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text flows fluently between sentences (paragraphs) |  |
| Anaphora Use | Is anaphora clearly resolvable? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no pronouns (or other anaphora) that have an unclear or erroneous referent |  |
| No repetitiveness | Is the text free of needless repetition? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | information (incl. separate words) is not overly repeated |  |
| **Aesthetic Appeal** | | | | |
| Length | Is the text’s length appropriate? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text feels neither too long nor too short |  |
| Pacing | Is the text’s pacing appropriate? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | proportionately, appropriate textual length is given to plot segments |  |
| Style/Register | Are the text’s style and register appropriate? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text does not feel too formal; it is children-friendly |  |
| Engagement | Is the text engaging? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text maintains appropriate levels of narration, description, surprise, dialogue, etc. |  |

**Text 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dimension** | **Question** | **Answer Options** | **Definition** | **Comment**  **(optional)** |
| **Understandability** | | | | |
| Text | Is the text understandable in its entirety? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the plot is easy to make sense of |  |
| Vocabulary | Is the used vocabulary understandable? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the used words are not overly complex or otherwise irrelevant |  |
| Syntax | Is the syntax clear? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | sentence constructions are easy to make sense of |  |
| **Correctness** | | | | |
| Type of text | Is the text really an abridged short literary text? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text is identifiable as an abridged version of a short literary text |  |
| Vocabulary | Are the used words correct? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no words that strike as non-existent or translated unnaturally from another language |  |
| Syntax | Is grammar used correctly? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no grammatical mistakes, including unnatural calques from another language |  |
| Punctuation | Is punctuation used correctly? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there is no wrong or atypical use of punctuation |  |
| Structure | Is the text structured correctly? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text is well structured into paragraphs and has a discernable introduction and conclusion |  |
| **Consistency** | | | | |
| Register | Is the text’s register consistent? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the level of formality and genre conventions are maintained throughout the text |  |
| Writing style | Is the writing style consistent? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text uses consistent tenses, level of knowledge and attitude towards the characters and events |  |
| Information presented | Is the presented information consistent? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no contradictions in the information presented (incl. character names) |  |
| **Textual Coherence** | | | | |
| Transitions | Are textual transitions present and natural? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text flows fluently between sentences (paragraphs) |  |
| Anaphora Use | Is anaphora clearly resolvable? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | there are no pronouns (or other anaphora) that have an unclear or erroneous referent |  |
| No repetitiveness | Is the text free of needless repetition? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | information (incl. separate words) is not overly repeated |  |
| **Aesthetic Appeal** | | | | |
| Length | Is the text’s length appropriate? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text feels neither too long nor too short |  |
| Pacing | Is the text’s pacing appropriate? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | proportionately, appropriate textual length is given to plot segments |  |
| Style/Register | Are the text’s style and register appropriate? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text does not feel too formal; it is children-friendly |  |
| Engagement | Is the text engaging? | |  | | --- | | Yes | | Mostly Yes | | Mostly No | | No | | the text maintains appropriate levels of narration, description, surprise, dialogue, etc. |  |

1. conducted by Iglika Nikolova-Stoupak, Gaël Lejeune and Eva Schaeffer-Lacroix, STIH Laboratory, Sorbonne-Université, Paris [↑](#footnote-ref-1)