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Analysis of Active Learning Mechanism Applied to Language Models for Computer Assisted Short Answer Grading

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Motivation

In universities with an increase in number of student every semester, the number of tests conducted also increases. This means that:

- The professor spends more time in correcting student exams than preparing for lectures.
- If students are not assigned full scores for on a test, they expect a meaningful feedback from the professor.

Motivation

Consider the following dummy scenario:

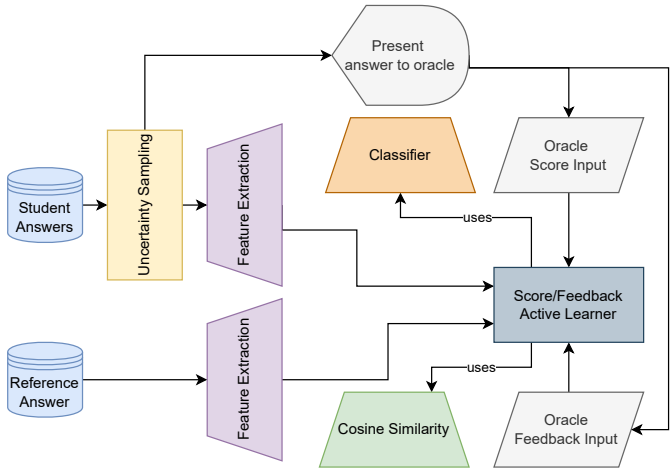
- 80 students enrolled in a class.
- Tests are conducted bi-weekly.
- Professor requires 15 minutes to evaluate one student test.
- Total time spent by the professor to evaluate all tests per week is 10 hours.

Problem Statement

- To automate the evaluation of student tests while still keeping the oracle/professor in the loop.
- Allow the assignment of meaningful feedback to student answers indicating their mistakes.

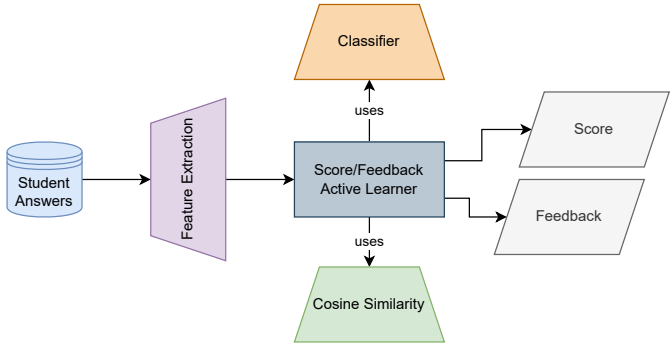
Approach

Training cycle



Approach

Prediction cycle



Approach

Uncertainty Sampling

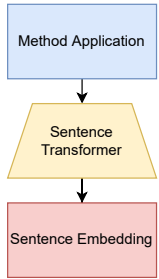
Uncertainty sampling is a query strategy that queries the instances about which it is least certain how to label. We use uncertainty sampling variant might query the instance whose prediction is the least confident:

$$x_{LC} = argmin_x P(\hat{y}|x;\theta) \tag{1}$$

Where x is the feature, y is the class label prediction, and $\hat{y} = argmax_y P(y|x;\theta)$ is the class label that has the largest posterior probability using model θ.

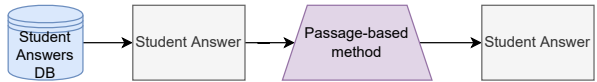
Approach

Feature Extraction: Overview



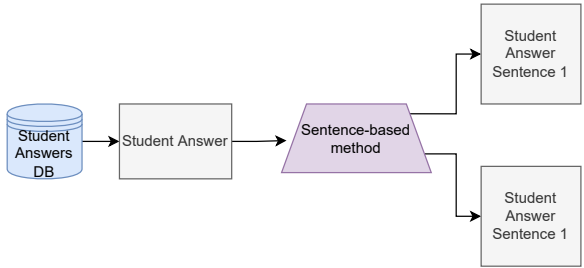
Approach

Feature Extraction: Passage-based method



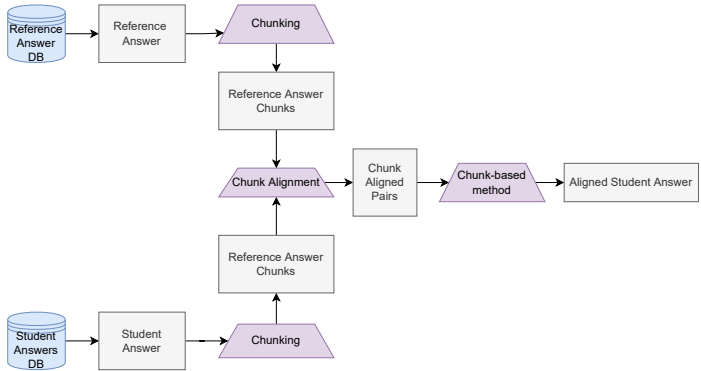
Approach

Feature Extraction: Sentence-based method



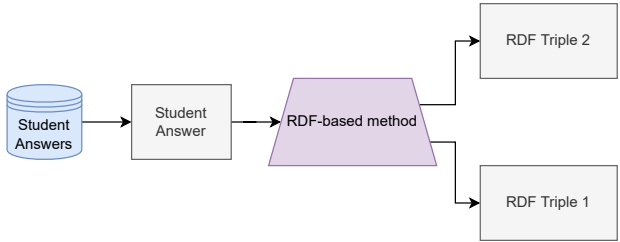
Approach

Feature Extraction: Chunk-based method



Approach

Feature Extraction: RDF-based method



Approach

Language Models

Model:	Base model	Number Training tuples
all-mpnet-base-v2[1]	microsoft/mpnet-base.	1.17B
all-distilroberta-v1[1]	distilroberta-base	1.12B
all-MiniLM-L12-v2[1]	microsoft/MiniLM-L12-H384-uncased	1.17B
multi-qa-distilbert-cos-v1[1]	distilbert-base	214M
all-MiniLM-L6-v2[1]	nreimers/MiniLM-L6-H384-uncased	1.17B

Table 1: Displays pre-trained language models with their base model used in training and number of training tuples used[1].

Evaluation

Score

- Pearsons Correlation

$$\rho(y, \hat{y}) = \frac{cov(y, \hat{y})}{\sigma_y \sigma_{\hat{y}}} \tag{2}$$

- RMSE Score

$$RMSE = \sqrt{\frac{1}{n} \Sigma_{i=1}^{n} (\hat{y}_i - y_i)^2} \tag{3}$$

Where y represents actual grade and $\hat{y}$ represents predicted grade with σ_y and $\sigma_{\hat{y}}$ computed as the standard deviation of y and $\hat{y}$

Evaluation

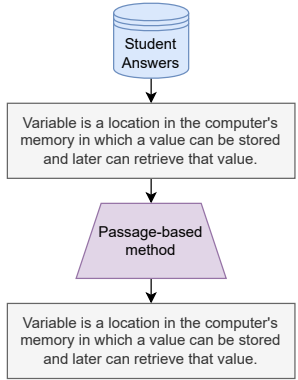
Feedback

Results

Feedback

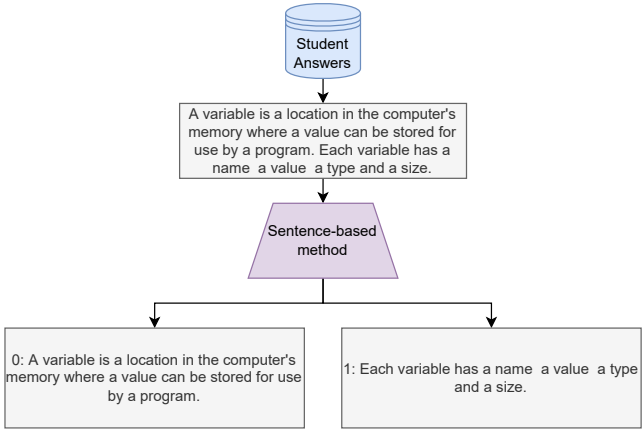
Approach

Feature Extraction: Passage-based method



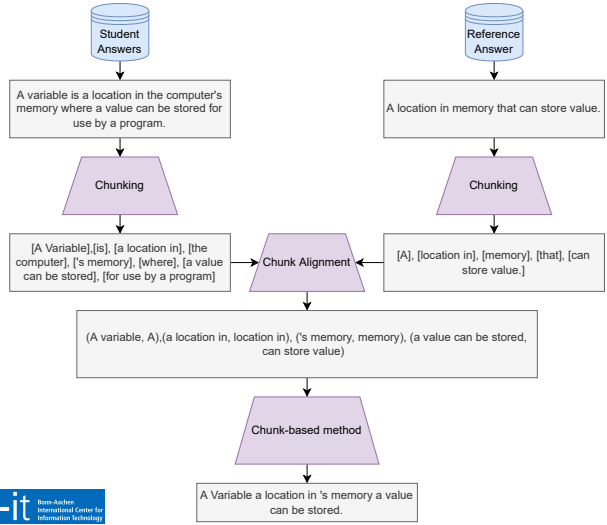
Approach

Feature Extraction: Sentence-based method



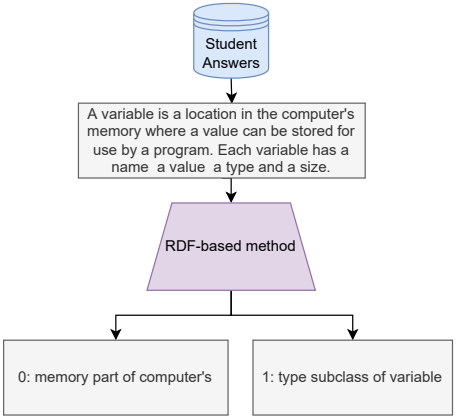
Approach

Feature Extraction: Chunk-based method



Approach

Feature Extraction: RDF-based method



Jabberwocky

Lewis Carroll

’Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

Lists and locales

Lorem ipsum dolor sit amet

- Nulla nec lacinia odio. Curabitur urna tellus.
  - Fusce id sodales dolor. Sed id metus dui.
    - » Cupio virtus licet mi vel feugiat.

1. Donec porta, risus porttitor egestas scelerisque video.
   1.1 Nunc non ante fringilla, manus potentis cario.
   1.1.1 Pellentesque servus morbi tristique.

Nechť již hříšné saxofony ďáblů rozzvučí síň úděsnými tóny waltzu, tanga a quickstepu! Nezvyčajné kŕdle šťastných figliarskych ďatľov učia pri kótovanom ústí Váhu mĺkveho koňa Waldemara obžierať väčšie kusy exkluzívnej kôry. The quick, brown fox jumps over a lazy dog. DJs flock by when MTV ax quiz prog. “Now fax quiz Jack!”

Text blocks

In plain, example, and alert flavour

This text is highlighted.

A plain block

This is a plain block containing some highlighted text.

An example block

This is an example block containing some highlighted text.

An alert block

This is an alert block containing some highlighted text.

Definitions, theorems, and proofs

All integers divide zero

Definition

$$\forall a, b \in \mathbb{Z} : a \mid b \iff \exists c \in \mathbb{Z} : a \cdot c = b$$

Theorem

$$\forall a \in \mathbb{Z} : a \mid 0$$

Proof

$$\forall a \in \mathbb{Z} : \cdot 0 = 0$$ □

Numerals and Mathematics

Formulae, equations, and expressions

1234567890 $\quad 1234567890 \quad \hat{x},\ \check{x},\ \tilde{a},\ \bar{a},\ \dot{y},\ \ddot{y} \quad \iint f(x,y,z)\,\mathrm{d}x\mathrm{d}y\mathrm{d}z$

$$\frac{1}{1+\dfrac{1}{2+\dfrac{1}{3+x}}}+\frac{1}{1+\frac{1}{2+\frac{1}{3+x}}}$$

$$F:\begin{vmatrix} F''_{xx} & F''_{xy} & F'_x \\ F''_{yx} & F''_{yy} & F'_y \\ F'_x & F'_y & 0 \end{vmatrix} = 0$$

$$\iint\limits_{\mathbf{x}\in\mathbb{R}^2} \langle \mathbf{x},\mathbf{y}\rangle\,\mathbf{dx} \qquad \overline{\overline{a\alpha}^2+\underline{b\beta}+\overline{\overline{d\delta}}} \qquad]0,1[+\lceil x\rfloor-\langle x,y\rangle$$

$$e^x \approx 1+x+x^2/2!+ +x^3/3!+x^4/4!$$

$$\binom{n+1}{k}=\binom{n}{k}+\binom{n}{k-1}$$

Figures

Tables, graphs, and images

Faculty	With TEX	Total	%
Faculty of Informatics	1 716	2 904	59.09
Faculty of Science	786	5 275	14.90
Faculty of Economics and Administration	64	4 591	1.39
Faculty of Arts	69	10 000	0.69
Faculty of Medicine	8	2 014	0.40
Faculty of Law	15	4 824	0.31
Faculty of Education	19	8 219	0.23
Faculty of Social Studies	12	5 599	0.21
Faculty of Sports Studies	3	2 062	0.15

Table 2: The distribution of theses written using TEX during 2010–15 at MU

Figures

Tables, graphs, and images

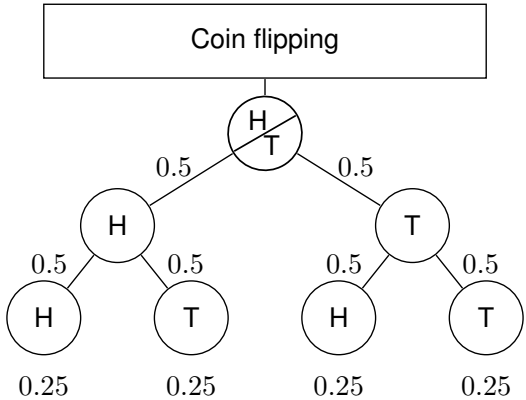


Figure 1: Tree of probabilities – Flipping a coin[1]

[1] A derivative of a diagram from `texample.net` by cis, CC BY 2.5 licensed

Code listings

An example source code in C

```c
#include <stdio.h>
#include <unistd.h>
#include <sys/types.h>
#include <sys/wait.h>

// This is a comment
int main(int argc, char **argv)
{
        while (--c > 1 && !fork());
        sleep(c = atoi(v[c]));
        printf("%d\n", c);
        wait(0);
        return 0;
}
```

Citations

TEX, LATEX, and Beamer

TEX is a programming language for the typesetting of documents. It was created by Donald Erwin Knuth in the late 1970s and it is documented in **The TEXbook** [2].
In the early 1980s, Leslie Lamport created the initial version of LATEX, a high-level language on top of TEX, which is documented in **LATEX: A Document Preparation System** [3]. There exists a healthy ecosystem of packages that extend the base functionality of LATEX; **The LATEX Companion** [4] acts as a guide through the ecosystem.
In 2003, Till Tantau created the initial version of Beamer, a LATEX package for the creation of presentations. Beamer is documented in the **User's Guide to the Beamer Class** [5].

Bibliography

TEX, LATEX, and Beamer

Donald E. Knuth. **The TEXbook**. Addison-Wesley, 1984.

Leslie Lamport. **LATEX: A Document Preparation System**. Addison-Wesley, 1986.

M. Goossens, F. Mittelbach, and A. Samarin. **The LATEX Companion**. Addison-Wesley, 1994.

Till Tantau. **User's Guide to the Beamer Class Version 3.01**. Available at `http://latex-beamer.sourceforge.net`.

A. Mertz and W. Slough. Edited by B. Beeton and K. Berry. **Beamer by example** In TUGboat, Vol. 26, No. 1., pp. 68-73.

There Is No Largest Prime Number

The proof uses reductio ad absurdum.

Theorem

There is no largest prime number.

1. Suppose p were the largest prime number.

4. But $q + 1$ is greater than 1, thus divisible by some prime number not in the first p numbers.

There Is No Largest Prime Number

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Theorem

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1. Suppose p were the largest prime number.
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The proof uses reductio ad absurdum.

Theorem

There is no largest prime number.

1. Suppose p were the largest prime number.
2. Let q be the product of the first p numbers.
3. Then $q + 1$ is not divisible by any of them.
4. But $q + 1$ is greater than 1, thus divisible by some prime number not in the first p numbers.

A longer title

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- two
  This is a test of bold text

Test (1/2)

First slide

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Test (2/2)

Second slide

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