

Motivation

Content accuracy of spoken responses is usually evaluated using a cosine similarity metric between a candidate response and reference response (Attali and Burstein, 2006). This approach requires a large number of reference summaries (Chen, 2013). It also penalizes both the lack of precision and lack of recall.

We investigate whether ROUGE, a popular recall-based metric for the evaluation of automated written summaries, can be applied to the assessment of content accuracy of spoken responses produced by non-native speakers of English.

Data

The speakers were presented with two types of tasks:

- “... look at a series of six pictures and tell the story that the pictures show ...” (1 question)
- “... listen to a teacher or a group of students ... talk about what you heard ...” (3 questions)

Scoring rubrics for content accuracy:

- Score 4: “... Content is **full and appropriate** to the task ... although minor errors may occur ...”
- Score 3: “... Content is **mostly complete and appropriate** to the task ... but supporting details and elaboration are limited or lacking ...”
- Score 2: “... Development is mostly limited to some (or all) of the main facts, presented one by one. ... Some **key information** may be **omitted or inaccurate** ... ”
- Score 1: “... Content is **incomplete** and/or lacks development ...”

Corpus statistics

- 5,934 spoken responses from 1,611 speakers
- 24 different prompts (4 prompts per speaker)
- Average length of responses: 72 words ($\sigma = 29$)
- ASR WER: 26.5% for picture narration, 29.4% for summarization.

Adapting ROUGE to evaluation of spoken summaries

What is ROUGE?

$$ROUGE_N = \frac{\sum_{Summ \in Reference} \sum_{Ngrams \in Summ} Count_{overlap}(Ngrams)}{\sum_{Summ \in Reference} \sum_{Ngrams \in Summ} Count(Ngrams)}$$

What we did to adapt ROUGE to speech:

- Responses are shorter than automatic summaries (72 words vs. 100 words)
- There are grammatical errors, repetitions, repairs and other disfluencies
- The errors of automatic speech recognition (ASR) introduce further noise

Base ROUGE	New ROUGE	Baseline: CVA
ROUGE-1	ROUGE-1	Cosine similarity (<i>tf-idf</i>)
Counts all tokens	Counts types only	Counts types only
$N_{references} = 1$	$N_{references} = 4$	$N_{references} = 4$

Removing stop-words and lemmatization had no effect on performance.
No further improvement in performance for more than 4 summaries. The choice of reference responses does not matter.

- Developed by Lin and Rey (2004) for the evaluation of automatic text summaries
- Recall-oriented
- Requires only a small number of reference summaries
- Does not need any manual annotation
- Easy and fast to compute automatically
- Successfully used for scoring written test responses (Madnani et al., 2013)

Using ROUGE to score content accuracy

Model	ASR		Manual	
	<i>r</i>	κ	<i>r</i>	κ
Content accuracy only				
CVA only	0.492	0.340	0.469	0.303
Base ROUGE only	0.587	0.440	0.632	0.489
New ROUGE only	0.655	0.540	0.700	0.590
All aspects of proficiency				
Delivery/Lang use only	0.678	0.565	0.678	0.565
D/LU + CVA	0.691	0.600	0.698	0.602
D/LU + Base ROUGE	0.700	0.597	0.719	0.610
D/LU + New ROUGE	0.715	0.617	0.738	0.652

r - Pearson’s *r* between holistic expert human score and predicted score
 κ - weighted quadratic kappa between holistic human score and rounded predicted score
 Agreement between two expert raters: $k = 0.69$

Is it just the length?

Base ROUGE is very sensitive to the length of the response. The new ROUGE still outperforms CVA if the length of response (*N* words) is held constant.

	Correlation with human score (<i>r</i>)			
	Absolute		Partial	
	ASR	Manual	ASR	Manual
CVA	0.508	0.451	0.428	0.370
Base ROUGE	0.553	0.589	0.281	0.284
New ROUGE	0.652	0.673	0.478	0.460

Conclusion

- Recall-based ROUGE-1 shows good agreement with expert ratings but is very sensitive to response length.
- The use of types instead of tokens increases the agreement with human ratings and reduces the sensitivity to the response length.
- The use of several reference summaries improves the performance. Only four reference summaries are necessary to achieve reliable results.
- There is only a small drop in performance between human transcriptions and the output of automatic speech recognition.

Selected references

- Attali, Y., and Burstein, J. (2006). Automated essay scoring with e-rater V. 2. *The Journal of Technology, Learning and Assessment*, 4(3):1–30.
- Chen, L. (2013). Applying unsupervised learning to support vector space model based speaking assessment. *Proceedings of the 8th Workshop on Innovative Use of NLP for Building Educational Applications*, pages 58–62.
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- Madnani, N., Burstein, J., Sabatini, J., and O’Reilly, T. (2013). Automated scoring of a summary-writing task designed to measure reading comprehension. In *Proceedings of the 8th Workshop on Innovative Use of NLP for Building Educational Applications*, pages 163–168.

