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Korean Online Diagnostic Assessment (ODA) System: Looking beyond the Diagnostic Profile

AATK Conference 2016

Sun-Kwang Bae & Si Yen Lee
Agenda

• What is Online Diagnostic Assessment?

• How does Diagnostic Profile look like?

• Analysis of Individual Profiles (Group Activity)

• Analysis of Class Profiles (Group Activity)
Diagnostic Assessment is a formative assessment tool that helps determine learners’ strengths and weaknesses.
Online Diagnostic Assessment

• To provide the learner with individualized feedback (diagnostic profile)

• Detailing performance in four areas: comprehension, lexicon, syntax and discourse (Additional speech processing feedback for aural texts)

• Assesses language abilities ranging from ILR skill level 1 to 3.
ODA Highlights

- Web-based
- Standardized
- Criterion-Referenced (ILR)
- Automated CR Items
- Adaptive
- Instant Feedback
- Range of FLO topics
- Open to the public
ODA Structure

- Multi-level starting points: L1, L1+, L2, L2+.
- Adapts to the learner’s performance, and moves up or down.
- Determines and verifies floor and ceiling levels.
- Collects diagnostic data.
- Generates an individualized diagnostic profile.

Login → Entry Level Set

Higher Set

Lower Set

Diagnostic Profile
Probed Twice

Successful Level
3 Passages

Probe Level
6 Passages

Diagnostic Profile
Assessment Unit & Content

Assessment Unit = Testlet
ODA evaluates performance in sets of 3 testlets

Each Testlet Consists of:

• Passage
• Comprehension Items
  – Main Proposition
  – Supporting Propositions
• Linguistic Items
  – Lexicon
  – Structure
  – Discourse
http://oda.lingnet.org
Diagnostic Function

Content Items

- Determine comprehension and ILR level

Linguistic Items

- Probe reasons for failing comprehension questions
Feedback

Diagnostic Profile

- Individualized
- ILR Level Estimate
- Current Level Performance Report
- Target Level Performance Report
- Email-able
- History Page
Based on your performance in this ODA session, your ILR proficiency level estimate is 1+ (Current Level).

Your goal is to work toward proficiency level 2 (Target Level).

**Note:** The primary purpose of ODA is to provide you with formative feedback - feedback to help you in the learning process. The ILR level estimate you are given here is intended to function as a reference for charting your progress toward higher proficiency. You may or may not receive the same level at an official test.

The goal is to work incrementally toward your target proficiency level, by learning more about the content areas and the lexical, syntactical, and discourse aspects that you have not yet mastered. The following is a detailed diagnostic feedback on your performance.

---

**Content Questions***

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Target Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

83.33% unsatisfactory 61.11% satisfactory excellent

**Linguistic Questions****

<table>
<thead>
<tr>
<th>Current Level</th>
<th>Target Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

66.67% 65.15%
# Diagnostic Profile

## Performance Report - Current Level 1+

### Content Questions

<table>
<thead>
<tr>
<th></th>
<th>Correct / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Ideas</strong></td>
<td>2/3 (66.7%)</td>
</tr>
<tr>
<td>understand all subjects relating to immediate needs</td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Ideas</strong></td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>understand some familiar topics beyond immediate needs</td>
<td></td>
</tr>
<tr>
<td>understand some factual content</td>
<td></td>
</tr>
</tbody>
</table>

### Linguistic Questions

<table>
<thead>
<tr>
<th></th>
<th>Correct / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>8/18 (44.4%)</td>
</tr>
<tr>
<td>understand all vocabulary related survival needs</td>
<td></td>
</tr>
<tr>
<td>understand vocabulary related to some common concrete topics</td>
<td></td>
</tr>
</tbody>
</table>

### Subject Area Breakdown

- Geography: natural elements, weather and natural disasters: 6/6
- Culture: transportation: 0/6
## Diagnostic Profile

### Performance Report - Target Level 2:

#### Content Questions

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Correct / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand factual content</td>
<td>6/6 (100%)</td>
</tr>
<tr>
<td>Understand important factual details</td>
<td></td>
</tr>
</tbody>
</table>

#### Supporting Ideas

<table>
<thead>
<tr>
<th>Supporting Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand factual content</td>
</tr>
<tr>
<td>Understand important factual details</td>
</tr>
</tbody>
</table>

#### Linguistic Questions

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Correct / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand everyday topics, common personal accounts, or well-known current events</td>
<td>27/42 (64.3%)</td>
</tr>
</tbody>
</table>

#### Subject Area Breakdown

- Science: health and medicine: 4/7
- Geography: demographics: 2/7
- Society: transportation: 7/7
- Economy: manufacturing and trade: 5/7
- Military: security events and incidents: 5/7
- Culture: leisure: 4/7

#### Structure

<table>
<thead>
<tr>
<th>Structure</th>
<th>Correct / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand narrations about current, past and future events</td>
<td>4/6 (66.7%)</td>
</tr>
</tbody>
</table>
# Diagnostic Profile

## Structure

Understand narrations about current, past and future events

Understand basic grammar relations within utterances

### Structural Feature Breakdown

- Recognize passive verbs in various types, e.g., 먹히다, 보이다, etc., in some long utterances: 0/1
- Comprehend the usage of adverbial particles, e.g., ~부터, ~박에, ~까지, ~처럼, ~만큼, etc., in some long utterances: 0/1
- Comprehend the usage of long adjectival clauses (attributive forms) in some long utterances: 1/1
- Relate subjects that are modified by clausal utterances to their verbs: 2/2
- Recognize causative verbs in various types, e.g., 먹이다, 보이다, ~게 하다 etc., in some long utterances: 1/1

### Discourse

Understand basic elements of cohesion (e.g., pronouns, verb inflections)

### Discourse Feature Breakdown

- Recognize conjunctions that connect utterances of reason, cause/effect, or result, e.g., 그러나가, 그러나다가, 그러나, 그래도, etc.: 1/1
- Identify what pronouns refer to across distant utterances: 2/4
- Recognize conjunctive endings of verbs for purpose, reason, etc., e.g., ~아/어서, ~리, ~기 때문에, ~하여도, ~면서, etc.: 1/1

## Speech Processing

...
### Speech Processing

#### Delivery
- understand speech delivered at a normal rate

#### Vocabulary
understand vocabulary items in their audio forms or with transcription

<table>
<thead>
<tr>
<th></th>
<th>Original Version</th>
<th>Modified Version</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct / Total</td>
<td>11/18</td>
<td>0/0</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct / Total</td>
<td>27/42</td>
<td>9/11</td>
</tr>
<tr>
<td><strong>Audio Forms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct / Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transcribed Forms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct / Attempts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Differentiated Learning

Know the Learner
Assess the Learner
Adjustable Assignments
Questioning Strategies
Autonomous Learning

Using Technology

Learn. Teach. Explore.
Individualized Learning Plan

To include:

• Strength-Weakness analysis

• Recommended activities / strategies

• Recommended resources

• Progress monitoring

Source: http://education.vermont.gov/
Writing ILP

- **Specific**: State what the student will be able to do by the end of the plan
- **Measurable**: Can be monitored and assessed during and at the review of the ILP
- **Achievable**: Be realistic, based on the student’s present skill level
- **Relevant**: Recommended activities and resources should be level appropriate and engaging
- **Time-bound**: Have time-bound progress monitoring plans
Group Work I

- Six participants per group
- Work in pairs to analyze one student’s LC & RC profiles
- Develop individual learning plan for each student for an advisory session with the student

➤ Time limit: 25 minutes
➤ Outcome: ILP poster for each student
Group Work II

- Aggregate individual data for the class profile
- Analyze strengths and weaknesses of the class
- Develop class teaching plan for short-term and long-term

➤ Time limit: 25 minutes
➤ Outcome: Teaching plan poster for the class (include class profile)
Group Report & Discussion

- Post one ILP poster per group
- Post class profiles and teaching plans

➤ Report: 2-3 minutes per group
➤ Discussion & Comments
Any questions?

http://oda.lingnet.org
<table>
<thead>
<tr>
<th>ILR Scale</th>
<th>ACTFL Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3+</td>
<td>Superior</td>
<td>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2+</td>
<td>Advanced Plus</td>
<td>Able to satisfy most work requirements and show some ability to communicate on concrete topics</td>
</tr>
<tr>
<td>2</td>
<td>Advanced</td>
<td>Able to satisfy routine social demands and limited work requirements</td>
</tr>
<tr>
<td>1+</td>
<td>Intermediate - High</td>
<td>Able to satisfy most survival needs and limited social demands</td>
</tr>
<tr>
<td>1</td>
<td>Intermediate - Mid</td>
<td>Able to satisfy some survival needs and some limited social demands</td>
</tr>
<tr>
<td></td>
<td>Intermediate - Low</td>
<td>Able to satisfy basic survival needs and minimum courtesy requirements</td>
</tr>
<tr>
<td>0+</td>
<td>Novice - High</td>
<td>Able to satisfy immediate needs with learned utterances</td>
</tr>
<tr>
<td>0</td>
<td>Novice - Mid</td>
<td>Able to operate in only a very limited capacity</td>
</tr>
<tr>
<td></td>
<td>Novice - Low</td>
<td>Unable to function in the spoken language</td>
</tr>
</tbody>
</table>