



# FAST

Facilitating Accessibility  
in Support of Tourism

## IO3 - Assessment Guide

For evaluating an individual's attainment of  
knowledge, understanding and skills

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## 1. Project “FAST”

Project FAST (**Facilitating Accessibility in Support of Tourism**) addresses a service need which is currently a key barrier to accessible travel. Personal Assistant Services (PAS) are often necessary to accessible travellers but expensive to have, primarily because they are controlled by travel agencies and the supply of such professionals is low.

FAST will develop the definition of the individual who offers PAS to give more people the opportunity to become “Accessibility Travel Facilitators” (ATF). In this regard, FAST will first define the exact role and duties of the ATF under the new conditions and requirements. By clearly defining the role, the responsibilities and corresponding expectations will be set. Consequently, the definition of the position will identify the necessary qualifications, experience and educational requirements. As the occupational role of the ATF will be significant and key to the growth of accessible tourism, the project will design a qualifications framework for its profile to accredit the acquired skills by defining the level descriptors and the corresponding learning outcomes based on EQF. This will also facilitate access to, mobility and progression within education, training and career path. Furthermore, this will enable national qualification systems to expedite recognition of the acquired skills and competences, thereby ensuring an integrated system that encourages lifelong learning. FAST will then develop the necessary training framework comprising of the training methodology, training curricula and didactic material. Lastly, in this direction, an **Assessment Guide** will be developed to address assessment strategies and methodologies for the different stages of learning, for evaluating an individual’s attainment of knowledge, understanding and skills.

For more information, please visit: <https://www.ssgt-mb.si/stran/67/fast-homepage>

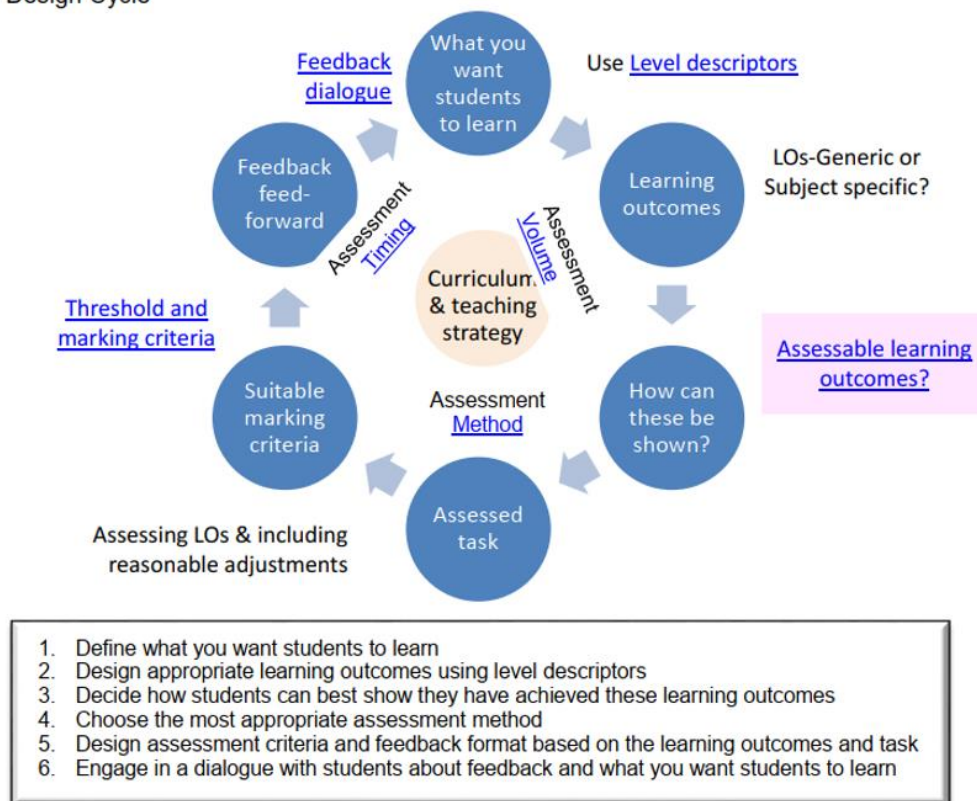
## 2. Introduction to the Assessment Guide

According to the Application of the project, the Assessment Guide will be developed to assist the trainers of the future ATFs on their assessment strategy throughout the learning process.

More specifically, based on the learning outcomes defined in **IO2 – Qualification Descriptors**, the consortium will develop the Assessment Guide, i.e., guidelines for evaluating an individual's attainment of knowledge, understanding and skills. The Assessment Guide for the ATFs will aim to promote principles of consistency of practice; coherent programme assessment structure; sustainable assessment and quality in assessment. The developed Assessment Guide will help trainers design assessment(s) which will:

- Fit the programme learning outcomes
- Help learners apply their feedback
- Be readily adapted to accommodate reasonable adjustments (where feasible)
- Provide a manageable workload for trainers and learners

Assessment Design Cycle



This Assessment Guide will provide a set of **mapping templates** and design framework to assist the development of good assessment blueprint. Assessment should always contribute to an individual's learning and progress, and therefore, the Assessment Guide will cover three main types of assessment that contribute towards learning:

(a) **Diagnostic Assessment** is an assessment can be used to discover a candidate's strengths and weaknesses, to identify a learning programme for them, or to assign them to a specific group or level.

(b) **Formative Assessment** is the assessment that takes place in the learning environment to provide information on a candidate's progress. This information is used to set learning goals and to provide constructive feedback.

(c) **Summative Assessment** is the assessment used for awarding formal qualifications when individual learning is assessed against a particular specification or standard.

The three types of assessment will be further analysed below and, thus, the trainers will be able to select and implement the type of assessment that suits them and their learners best.

### 3. Diagnostic Assessment Summary

Diagnostic assessments are sets of written questions (multiple choice or short answer questions) that assess a learner's current knowledge base, or current views on a topic/issue to be studied in the course.

The purpose of diagnostic assessments is to help identify problems with a certain instruction style and provide insights into improvement that can be done in the quality of delivery. Diagnostic assessments in education help educators understand their learners' strengths, weaknesses, knowledge level, and skillset prior to beginning instruction. Diagnostic assessment examples include pre-assessment tests that give you a snapshot of, or diagnose knowledge to screen learners.

To put it simple, diagnostic assessments collect data on what the learners already know about a specific subject or topic.

#### 3.1 Advantages and Disadvantages

##### Advantages of Diagnostic assessments:

- They provide insights to educators to create customized instructions
- They are usually informal and easy to use
- They don't require high-level training and don't have standardized protocols to follow
- Such assessments show quick results once you're used to them
- Instructors can easily share their learnings with their peers

##### Disadvantages of Diagnostic assessments:

- They don't take into consideration anything that needs to be done post the delivery of a lesson
- The importance of diagnostic assessments also diminishes in large groups
- A trainer may develop inaccurate assumptions about the learner's knowledge of a subject and overlook that particular topic during the unit
- Learners new to this kit can become anxious

- Generally, for this assessment to be administered correctly and executed reliably, special training may be required. Plus, this whole process is quite time-consuming

### 3.1.1 Examples

The following are ways in which trainers/educators/instructors from different fields use various types of diagnostic assessment tools:

- Psychology: the instructor conducts a survey to understand learners' assumptions about concepts such as the nature of mind versus the nature of behaviour
- Course with group work: the instructor rolls out a self-assessment, where group members rate themselves on certain parameters. Specific examples of their previous group work are collected to understand each individual's mindset

Other types of diagnostic assessments that can be used for assessing learners:

- Journals
- Quiz/tests
- Conference/interview



## 4. Formative Assessment Summary

The goal of formative assessment is to monitor learning in order to provide ongoing feedback that can be used by instructors to improve their teaching and by learners to improve their learning. More specifically, formative assessments:

- Help learners identify their strengths and weaknesses and target areas that need work
- Help instructors recognize where learners are struggling and address problems immediately

Formative assessment is many times the ideal way for educators of all age groups to get an accurate gauge on how learners are retaining information, whether they are understanding what is going on, and whether or not their lessons are understandable and comprehensible in general.

### 4.1 Advantages and Disadvantages

#### Advantages of Formative assessment:

By providing learners with a platform to voice and express their thoughts and opinions on how things are going for them within the classroom you, one can quickly develop a culture of sharing that is free from anxiety or fear. As well as this, one can underline just how important participating in classroom activities and discussions is and how they are ultimately beneficial for every learner.

#### Disadvantages of Formative assessment:

- Time-consuming and resource-intensive
- Needs experts experienced with assessments
- Creates complexity challenges
- Evaluators must maintain objectivity

### 4.1.1 Examples

- Live multiple-choice poll

A live multiple choice that asks learners about your current lesson is the most basic and useful form of formative assessment. Using a tool that can both run this poll and visualize results means it can fit seamlessly into the lesson without taking an inordinate amount of time.

- Pre-class open-ended question

Asking learners to recall what they learned last week or even yesterday can help gauge what important information has been retained and what may have been overlooked. Neither questions nor responses need to be overly complex or detailed.

- End of class feedback forms or questionnaires

A survey can help clear things up for you and can help you accurately evaluate how things went. Like with a live poll or open-ended question, a survey does not necessarily need to be 10 or fifteen questions long, it can be short and to the point.

- Quick scales

Providing learners with set responses in the form of scales questions can eliminate much of this additional time as they can respond almost immediately. Additionally, you can see swiftly and clearly from a graph of answers how the average responses look at whether there are notable outliers.

## 5. Summative Assessment Summary

The goal of summative assessment is to evaluate learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

They are for example contrasted with formative assessments, which collect detailed information that educators can use to improve instruction and student learning while it's happening.

Information from summative assessments can be used formatively when learners or staff use it to guide their efforts and activities in subsequent courses.

Summative assessment aims to evaluate learning and achievements at the end of a specific period or module, by comparing it against a universal standard. Summative assessments often have a high point value, take place under controlled conditions, and therefore have more visibility.

### 5.1 Advantages and Disadvantages

#### Advantages of Summative assessment:

- Boosts individuals
- Weak areas can be identified
- Training success can be measured
- Measures educators' performance

#### Disadvantages of Summative assessment:

- Demotivates individuals
- Not accurate reflection of learning, because it focuses mainly on the performance of the educators
- Biasing

### 5.1.1 Examples

- End-of-term or midterm exams (when applicable)
- Cumulative work over an extended period such as a final project or creative portfolio to be presented
- End-of-unit or chapter tests
- Standardised tests that demonstrate school accountability and are used for learners' admissions; SATs, GCSEs and A-Levels (when applicable)

## 6. Conclusions

As it is clear, all assessment types have their limitations. Any individual assessment (diagnostic, summative or formative) can only give a snapshot of a learner's achievement on a single occasion. This indeed may prevent educators from drawing clear conclusions about end-to-end strengths and weaknesses.

Some educators believe that **formative** assessment can impede upon lesson time itself, with a requirement to rush through learning to proceed with assessments and evaluations. Unlike summative assessment, that cumulates towards the end of a segment and is planned and prepared for, formative assessment relies upon educators to take time from their current learning schedule, even when the results lack weight in the school's overall marks.

What's more, with learners potentially aware that this type of assessment has no bearing on their final grades, they may take formative tests less seriously. This could lead to skewed results and educators misreading the feedback.

While there is little disagreement among educators about the need for or utility of **summative** assessments, debates and disagreements tend to center on issues of fairness and effectiveness, especially when summative-assessment results are used for high-stakes purposes. In such cases, it has been blamed for forcing educators to work with no room for creativity, and teaching 'to the test'. Learners may be expected to spend hours drilling specific exercises instead of other creative and engaging exercises that inspires an interest in less conventional subjects.

All types of summative assessment and informal formative assessment are essential to assessing learner progress. They contribute towards an improved outcome of the learners' understanding and ensure a better end result.

Educators should, however, focus as much energy and resources on formative assessment as summative, despite the lack of weight or accountability on the former. Weaving one with the other will greatly improve a learner's holistic ability to prepare for end of term exams or other forms of standardised testing.

Last but not least, **diagnostic** assessment in education has historically been associated with special education. In this direction, many early reading and literacy assessments have been designed to help identify and address challenges before students develop

serious reading or other difficulties. The result of these diagnostic tests will help teachers implement specific interventions designed to help the student benefit from instruction.



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