

Evaluation Narrative

On April 4, 2014, teachers at Woodland High School were invited to attend an optional workshop related to POINT, the school system’s data management program. 14 teachers attended, representing four different academic departments: world languages, math, English, and social studies. All 14 teachers completed the post-workshop evaluation survey.

Included below are the mean scores for each of the survey questions. For each question, participants were asked to answer on a scale of 1-5 where 1=not confident and 5=extremely confident.

Table 1. I could use POINT and the resources available to me to . . .

Question	Mean
Determine what score students made on a recent test given in my class.	4.34
Create an “answer-key-only” Express Test.	3.78
Create an Express Test using pre-made questions from the test bank within POINT.	3.56
Administer a test online.	3.25
Create a score report for an individual student.	3.87
Create an item analysis spreadsheet.	3.33
Create a skills analysis spreadsheet.	3.28

Additionally, participants were asked to rate the helpfulness of the workshop from 1-5 where 1=not helpful at all and 5=extremely helpful. The mean score was a 4.12. On this question, participants were given the opportunity to provide feedback concerning what elements of the workshop they found helpful or not helpful or to give suggestions for improvements. Some of the responses included:

- “Very helpful. I don’t think I could do it by myself quite yet, but the handouts and videos will be really helpful when I try.”
- “I like the student score report. Now students can do test corrections for the questions they missed.”
- “I wish there was a way to print the Item analysis in landscape instead of only in portrait.”
- “This was really, really good. I plan on looking over the website and going back to watch the videos the next time I’m asked to use POINT.”
- “I didn’t know that there were test questions in POINT. That’s going to be really helpful for creating benchmark assessments for EOCT courses.”
- “I hope our network can support students taking the test online. What happens if the server times out or becomes too full?”
- “Thanks! I thought this was all really helpful and made me see that POINT isn’t as bad as I thought. You brought up some simple, practical things that can help me get started. I’ll be back for more workshops.”

Finally, participants were asked to identify POINT topics they would like to see covered in future sessions. Some of the most frequently identified topics include:

- Comparing results from two tests (diagnostic, post assessment) in one report
- Creating groups for students who need remediation
- Adding teacher-created questions to the test bank

The results of the post-workshop evaluation were very positive. Despite the general criticism within the school for POINT, the attendees seemed to realize that they can easily accomplish some powerful tasks using POINT that can make a difference in data analysis. The mean scores for each of the survey responses was on the positive side indicating teachers are confident that they could perform the tasks covered in the workshop on their own or using the resources provided during the workshop. I included the phrase “resources available to me” in the evaluation form because I wanted teachers to realize that the workshop was not intended to make them fully proficient in all POINT tasks. Instead, I hope that they became more familiar with the program and feel confident enough to use it, even if that means they must rely on some of the instructional videos to guide them through some of the tasks. Even I, as a now experienced user of POINT, sometimes turn to an instructional video or step-by-step screenshots to perform a task with which I am not familiar. Next year, one of the technology focus team’s goals is to increase the use of POINT within the school building, so in addition to conducting additional workshops and adding to the website, I hope to issue a survey at the beginning and the end of the school year measuring teachers’ perceptions and use of POINT to determine if perceptions become more positive and use increases over the course of the year.