## Improving Learning Assessment in Economics with Value-Added Analysis William Walstad (U. of Nebraska-Lincoln ) & Jamie Wagner (U. of Nebraska at Omaha)



1. A multiple-choice test with pre- & post items has 4 response patterns: PL: positive learning (0 pre & 1 post) RL: retained learning (1 pre & 1 post) NL: negative learning (1 pre & 0 post) ZL: zero learning (0 pre & 0 post)

2. Excel Program does analysis and creates graphs. Enter (0, 1) scores and group codes (1, 2, etc).

- 3. Post score = PL + RL
- a. Analyze items
- b. Analyze students
- c. Analyze groups

4. Pre score = NL + RL (analysis by item, group, student)

5. Difference score: PL – NL (analysis by item, group, student)

6. Get overall results by test item.

See Walstad, W. B. & Wagner, J. (2016). The disaggregation of value-added test scores to assess learning outcomes in economics courses. *Journal of Economic Education*, 47(2).



	Test	Score	Proportion
1			
	Posttest	24.000	0.800
	Retained	11.000	0.367
	Postive	13.000	0.433
	Pretest	12.500	0.417
	Retained	11.000	0.367
	Negative	1.500	0.050

2	Posttest	17.50	0.58
	Retained	8.500	0.283
	Postive	9.000	0.300
	Pretest	12.000	0.400
	Retained	8.500	0.283
	Negative	3.500	0.117

Posttest Retained Learning Positive Learning