Assessment for student learning opens the door for meaningful engagement into what, how and why learning occurs for all learners; this in turn, informs practice, pedagogy and curricula to better support all students.

### Three Quick Assessment for Student Learning Tips for New Faculty

<table>
<thead>
<tr>
<th>Tip</th>
<th>Note</th>
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<tbody>
<tr>
<td><strong>Student Learning Outcomes (SLOs)</strong> should be learner-centered, specific and measurable.</td>
<td><em>It should be very clear to students (outlined in the syllabus) what they will learn in each course. Activities and assessment in the course should connect directly to each SLO. Utilizing <a href="#">backwards course design</a> will help with this process.</em></td>
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<tr>
<td>Utilize <strong>rubrics</strong> to clearly communicate expectations and how students will demonstrate learning (and how this will be assessed).</td>
<td><em>Students should understand how they will demonstrate their knowledge and how this will be assessed. Rubrics are a guide for students and help to dispel the hidden curriculum. Check out the <a href="#">ECTL Knowledge Base</a>.</em></td>
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<tr>
<td>Approach <strong>assessment as a reflective activity</strong> and an on-going dialogue with students on what, how and why they are learning.</td>
<td><em>Inquiring into student learning through assessment invites meaningful reflection around pedagogy and curricula. Assessment for student learning allows us to continue to improve our practice to support all learners.</em></td>
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</tbody>
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**Assessment Resources for New Faculty**

- Ellbogen Center for Teaching and Learning (ECTL)
- UW Assessment Coordinators
- ECTL Academies | September 15 & October 21
- [Assessment Learning Community (AY 22/23)](#) | Apply by Sept. 2
- NILOA – “[New to Assessment](#)”

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