

University of Wyoming Assessment for Student Learning

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

Tip	Note
Student Learning Outcomes (SLOs) should be learner-centered, specific and measurable.	<i>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 backwards course design will help with this process.</i>
Utilize rubrics to clearly communicate expectations and how students will demonstrate learning (and how this will be assessed).	<i>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 ECTL Knowledge Base.</i>
Approach assessment as a reflective activity and an on-going dialogue with students on what, how and why they are learning.	<i>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.</i>



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”](#)

[ECTL Assessment Team](#)

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