INTERSTATE PASSPORT®

Passport Learning Outcomes and Proficiency Criteria
Oral Communication

PASSPORT LEARNING OUTCOMES

Faculty representatives from participating Passport institutions, along with the Passport State Facilitators and project staff, develop Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The Passport Interstate Faculty Team – comprised of faculty members with expertise in the designated area – review, compare, and contrast the sets of learning outcomes submitted by each state and then negotiate to arrive at an agreed-upon set of learning outcomes – the *Passport Learning Outcomes*. Team members vet the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes are refined and finalized for the knowledge or skill area. Institutions that sign the Passport Agreement acknowledge that their lower-division general education learning outcomes map to and are congruent with the Passport Learning Outcomes.

PROFICIENCY CRITERIA

The proficiency criteria describe the EVIDENCE of proficiency with the Passport Learning Outcomes at the transfer level that one might see in a student's behavior, performance or work. These are observable behaviors rather than subjective descriptors such as "appropriate" or "excellent." Specific examples, provided in the Transfer-Level Proficiency Criteria column of the matrix below, are not intended to mandate curriculum or assessment methods, nor do they constitute a comprehensive list of concepts that each student must master. Rather, they serve as guidelines for determining whether a student has reached the desired level of proficiency for the specific learning outcome through a variety of possible methods. The inclusion of many diverse concrete examples is intentional as different courses may address a given feature in distinct ways; for example, a statistics course will address learning outcomes differently than a quantitative reasoning course. Also, a given concrete example may possibly address more than one Passport Learning Outcome. No single course, or Passport student, is expected to demonstrate all of these criteria of transfer-level proficiency.

ORAL COMMUNICATION FRAMING LANGUAGE

Public speaking entails a crucial set of skills for higher education students to develop because of its importance for effective participation in classrooms and its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more courses in oral communication and becomes strengthened across the curriculum. The following learning outcomes are not exhaustive, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport. *Relationship to institution's Passport Block*: an introductory speech course, outcomes identified in other courses, or equivalent demonstration of speech proficiency is required.

ORAL COMMUNICATION		
Passport Learning Outcome Features	**Passport Learning Outcomes** (What the student has learned)	**Transfer-level Proficiency Criteria** (Evidence of proficiency of the learning outcome appropriate at the transfer level) No single student is expected to demonstrate ALL of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria. Student speakers will be able to:
Preparation for Performance	(a) develop a central message and supporting details by applying ethics, critical thinking and information literacy skills; (b) organize content for a particular audience, occasion or purpose.	Select topics that are relevant to and important for a public audience and occasion. Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness. Select and critically evaluate appropriate support materials. Represent sources accurately and ethically. Become fully informed about the subject matter. Defend motive of the presentation. Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.
Delivery	demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.	Prepare the audience by verbally outlining the speech at the start. Present an accurate, relevant and fair message. Support main points with specific reference to a variety of materials, including statistics, personal examples, testimony, and other techniques appropriate for the speaking occasion and audience. Make clear distinctions between speaker's ideas and ideas of others. Use verbal footnotes while delivering the speech.

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Delivery (cont.)		Present without reading from notes or visual aids. Use presentation aids or technology to enhance delivery of a presentation. Use delivery techniques (posture, gesture, eye contact, pauses, and vocal expressiveness) and language choices that make the presentation understandable, and speaker appears comfortable. Treat audience with respect.
Monitor and Adjust	monitor and adjust for audience feedback.	Present in the time allotted. Recognize that the audience is engaged (e.g., audience members are looking at the speaker, orienting body toward speaker, displaying appropriate facial expressions) and adjust if needed (e.g., the speaker initiates eye contact, rephrases points, changes delivery pace, increases volume, steps toward audience, provides additional examples).
Critical Receiver	listen and critically evaluate the speaker's central message and use of supporting materials.	Audience member will be able to: Give speaker full attention (e.g., refrain from using cell phone, laptop, iPads, etc.; engaging in other work or side conversations; or sleeping). Ask and answer questions as appropriate. Restate the purpose of the speech. Summarize the main points of the speech. Complete appropriate, constructive peer evaluations.