INTERSTATE PASSPORT®

Passport Learning Outcomes and Proficiency Criteria
Written 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.

WRITTEN COMMUNICATION FRAMING LANGUAGE

Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline or the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but almost always requires at least one dedicated course. Proficiency at writing includes the use of sources, writing process knowledge, convention and mechanics, self-assessment and reflection. This area further includes an introduction to analysis of the content of others' writings, critical thinking and logical reasoning in addressing that content in an appropriate context. *Relationship to institution's Passport Block:* an introductory writing course or equivalent demonstration of writing proficiency is required, with an expectation that students have opportunities to write as part of other lower-division courses.

WRITTEN 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's collection of writing may include one or more of the following:
Rhetorical Knowledge	demonstrate rhetorical knowledge by addressing issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.	Writing in a variety of genres, including, for example, essays, reviews, lab reports, case studies, research papers. Reflective commentary with analysis of writer's own levels of effectiveness in a variety of writing situations. Narrative of historical events and/or fictional events using chronological organization. Organization and presentation of factual information in the form of a report. Development of a unified, coherent essay focused on a thesis. Development of an analytical argument with attention to detailed supporting material appropriate to the context. Description and analysis of rhetorical features of a document, such as audience, purpose, and genre. Employment of a variety of types of evidence, such as definition, explanation, analogy, graphics, and/or visuals, as appropriate to the context. Use of a variety of tones, voices, and personae, such as writing in the first person, writing in the third person, adjusting syntax, diction, and structure according to the formality of the occasion and purpose. Awareness of the conventions and expectations of academic audiences. Use of technology appropriate to the context.

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Use of Sources	evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.	Critical analysis of all source materials for bias, fairness, accuracy, relevance, and validity. Integration of source information and ideas with student's original perspective on a topic, with evidence of clear distinctions between his/her own ideas and the ideas of others. Use of correct punctuation and mechanics to present quotations, citations, page numbers, footnotes, endnotes, and references (bibliography) in accordance with a recognized format and style manual. Demonstration of the role of full documentation as a strategy to ensure academic integrity, attributing ideas incorporated from books, articles, the Web, or any other material to the original source using in-text citations and ancillary materials (e.g., reference list). Presentation of ideas and words of other authors in context, used fairly without distortion. Papers written individually for each class and/or assignment unless explicit approval for collaboration or for rewriting a paper done for a previous assignment has been given. Understanding of the nature of both obvious (cutting and pasting from other sources, buying papers on the Internet) and subtle (paraphrasing and summarizing without citation) forms of plagiarism and a commitment to avoid it.
Writing Process Knowledge	develop flexible strategies for generating, revising, editing, and proofreading.	Working documents from inception of idea to final draft (e.g., brainstorming, notes, rough drafts, instructor feedback, peer response, collaboration with a peer writing tutor, incorporation of feedback in revised text, and other relevant illustrations). Evidence of revision strategies that begin with global (higher order) concerns and shift to local (lower order) concerns as essays or other pieces of writing are developed over time (e.g., a shift from

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Writing Process Knowledge (cont.)		focusing on what to write toward how to write it, but recognizing that the writing process is recursive, not linear, and the writer may return to any stage of process at any time). Illustration of skillful use of strategies to create both coherence and cohesion (e.g., readers are provided signals to guide their construction of meaning from the text by means of transitional words, phrases, and sentences; looking forward or backward in the text; and other devices). Reflective commentary that shows meta-cognitive awareness of successful and unsuccessful use of processes in samples submitted.
Conventions and Mechanics	demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.	Demonstration of sentence variety in terms of type, length, word order, emphasis, etc. Evidence that proficiency with language extends to matters of format and paragraphing as well as syntax and style appropriate to the context. Efforts to eliminate common errors in grammar, punctuation, and mechanics; over time, student demonstrates improvement in ability to identify and correct patterns of errors.
Self-Assessment and Reflection	reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.	Discussion of student's writing process, including experiences and/or strategies with invention, drafting, peer feedback/peer review, revising, and editing. Description and analysis of student's strengths and weaknesses in writing. Discussion of student's writing processes and writing choices concerning particular assignments.