**The Transition from High School Writing Evaluation Systems to College Writing Evaluation Systems**

|  |  |
| --- | --- |
| **High School** | **College** |
| Reports (summaries of information) | Analytic essay (positions based on evidence) |
| Rule-bound, general | Apprenticeship, craft model, response to comments |
| Feedback focused on form or accuracy of content  | Feedback focused on meaning, shaping ideas |
| Fluency | Precision in use of language |
| Simple ideas; grammar accuracy | Complex ideas reduces grammar accuracy |
| Features: Topic sentences; Tripartite “thesis”; “grabber” introduction, reiterative conclusion | Features: Provocative thesis; transitions; introductions that set up problem; conclusions that provoke fresh thinking/perspective |
| Simple sentence structure (subject, verb, object). Connectivity of ideas not a priority. | Embedded clauses and phrases; experimentation with semi-colon, hyphen, and colon to express more nuanced positions, ideas |
| Redundancy for explanation of material (e.g. “In other words”) | Accountability for all sentences; concision |
| Long quotes with little explanation or statistics | Embedded quotes, indirect quotes |
| Response to single texts or “surface” reading of multiple texts (usually called the research paper) | Analysis of multiple, complex texts |