

Grade 8 Informative/Explanatory Writing #1
4/4/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Lewis Hine had a passion. That passion helped him change the world as we see it today. Hine was so determined to change the world that he even said this: "I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated". Hines had such a will to fix our world that he used his art to do so.

One way Hine's work as a photographer reflects his famous quote is when he "began to document the working conditions of children". The text states that in 12 months, Hine traveled over 12,000 miles to document these children. His level of dedication to help went to him wearing disguises to sneak into factories and photograph them. With these pictures, he shared with the public the true horrors behind them. In 1909, he said, "the great social peril is darkness and ignorance". By this he meant that the perils people were facing were not being fixed because of the ignorance of the public. By 1916, Hine's photos helped convince congress to pass a law to protect children in the workplace. Thanks to Hine's determination, children under 14 have strict working laws to keep them safe. This showed what Hine thought needed to be corrected.

Another way Hine's photography reflects his quote is when he photographed American workers in 1920. Between 1930 and 1931, the subjects of Hine's photos consisted of "men constructing the Empire State Building", Hine would even climb to the top of the construction site to get the perfect photo. Hine collected these photos and put them into his book *Men at Work*. Since these photos were taken during the Great Depression, they revealed how much more courage and strength was needed for this dangerous job. These photos showed what Hine thought the world needed to appreciate more.

When Hine died in 1940, he had already contributed much to "the world of art, social justice, and American History". Today Hine's work has still impacted us. Thanks to his hard work, and determination, Hine showed us what we needed to correct and what we needed to appreciate more everyday. His photographs of child labor conditions helped make a law to protect the working conditions of children and he showed people the unknown bravery of construction workers. From Hine's photographs, we should learn that sometimes "photographs [have] and effect the written word alone [does] not".

Organization/Purpose: 4

- **Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience:** The main idea is clearly stated and sustained throughout addressing both parts of the quotation (Hine's work as a photographer reflects his famous quote).
- **Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas:** The 2nd and 3rd paragraphs begin the same way {reflects his quote}; nevertheless a variety of effective transitions connect the paragraphs and ideas with a smooth, even flow (One way; With these pictures; By this he meant; Thanks to Hine's determination; This showed; Another way; Since these photos were taken; When Hine died; Today Hine's work; From Hine's photographs).
- **Effective introduction and conclusion:** The opening is more brief, but very effectively introduces the task with background and a bright interpretation of the source theme. The conclusion is thoughtfully reflective and clearly aligns the main ideas with the given task.
- **Logical progression of Ideas from beginning to end; strong connections between and among ideas with some syntactic variety:** An abundance of source information is included; however the essay avoids a summary by remaining focused on the task. The essay is well-balanced, interconnected, and evenly paced as it moves toward a thoughtful conclusion.

Evidence/Elaboration: 4

- **Comprehensive facts and details from source materials is integrated, relevant, and specific:** Specific details from the source are consistently used as evidence supporting each idea. Specific examples of things needing correction are provided (he 'began to document the working conditions of children'; in 12 months, Hine traveled over 12,00 miles; he said, 'the great social peril is darkness and ignorance'; Hine's photos helped convince congress to pass a law to protect children). Specific details also support the idea of appreciation (Hine's photos consisted of 'men constructing the Empire State building'; Hine collected these photos and put them into his book Men at Work).
- **Effective use of a variety of elaborative techniques:** Source material is well-elaborated upon and interpreted to align with the task. Examples of correction are expanded upon (His level of dedication to help; he shared with the public the true horrors behind them; By this he meant that the perils people were facing were not being fixed because of ignorance of the public; Thanks to Hine's determination, children under 14 have strict working laws to keep them safe). Details supporting appreciation are also commented upon (Hine would even climb to the top of the construction site to get the perfect photo; they revealed how much courage and strength was needed for this dangerous job).
- **Vocabulary is clearly appropriate for the audience and purpose:**
 - **Effective, appropriate style enhances content:** The essay maintains a bright and engaging style that fully addresses the task. Each detail from the source is followed by an original interpretation showing an effective comprehension of source concepts.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few errors in any category. There are 3 minor spelling errors (unknown/unknown, alon/alone, and/an), a capitalization error (congress), and a few word usage errors/awkward phrases (change the world to as we see/to how we see; His level of dedication to help went to him wearing/led him to wearing; photographs [have] and effect/an effect). These occasional errors seem to be minor 1st draft omitted word/letter moments. The response has

enough density to demonstrate more correct use of conventions than incorrect. Adequate control of conventions is demonstrated.

Grade 8 Informative/Explanatory Writing #2
4/3/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

This quote reflects Hine's work as a photographer by stating what role photographers had in the early 2000's. Many photographers at the time were opening peoples eyes to some of the things that happened in daily life that aren't considered exceptable. Such as, child labor and unfair wages in dangerous conditions. These photographers tended to share that same goal of: "How can I show people what is happening in the world." Many of these people put themselves in grave danger just by being in that line of work.

Hine himself was in a kind of thankless job. He was in very consistant peril when he recorded the raw facts of company successes. Those successes had a lot to do with the laborers who did, dangerous back-breaking labor for very little pay. Hine had experiened this for himself. These children and workers were in serious danger and by human nature, compassion compelled him to show the american people their story.

Such principles as these are of course, no longer exceptable. This was due to the hard work of many brave and heroic souls. Who saught to change the atrocities of early american business practices. Now things are very different. It isn't perfect of course but now you won't see your 12 year old cousin working a cotton mill.

Hine was an inspiration as a photagrahper. While he may not have been revered in his lifetime, it is certain to be so now. He and many others, surely had fears and doubts about what they were doing. Even so, they stuck to it and ended up changing america's outlook on the conditions of their workers. For the better.

So, to summarize even when things weren't looking up the photographers of the early 2000's had a hunger for the truth. A kind of thirst for justice that would never be satiated by petty bribery or facing perils of unknown measure. We should thank them for that. For what they've brought to light for a blind country. Their courage and valor was a service to our great nation.

Organization/Purpose: 4

- **Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience:** The main idea is clearly stated and sustained throughout addressing

both parts of the quotation (opening peoples eyes to some of the things that happened in daily life that aren't considered exceptable; people put themselves in grave danger just by being in that line of work).

- **Consistent use of a variety of transitional strategies to clarify the relationships between and among Ideas:** Transitions effectively link ideas and details within and between paragraphs (Such as; Many of these people; Hine himself; Such principles as these; Now things; While he may not have been; Even so; So, to summarize).
- **Effective Introduction and conclusion:** The opening thoroughly introduces the ideas to be developed with a rich background that addresses both parts of the quotation. Although correction and appreciation are not literally stated, the children, workers, and dangerous conditions are mentioned. The conclusion effectively summarizes the main ideas with insight and reflection.
- **Logical progression of Ideas from beginning to end; strong connections between and among ideas with some syntactic variety:** The essay progresses smoothly with a balanced focus on both parts of the quotation. Each section is interconnected, focused, and relevant to the main ideas moving toward a comprehensive conclusion.

Evidence/Elaboration: 3

- **Adequate facts and details from source materials is integrated and relevant, yet may be general:** Several text concepts are incorporated to support the main ideas; however the details are only generally alluded to. The development lacks specific examples or detailed paraphrases from the passage. The essay generally supports the idea of correction (child labor and unfair wages in dangerous conditions; He was in very consistant peril; dangerous back-breaking labor for very little pay; Heine had experienced this for himself; now you won't see your 12 year old cousin working a cotton mill; they ... ended up changing america's outlook on the conditions of their workers). The idea of appreciation is also generally supported (Many of these people put themselves in grave danger; workers were in serious danger; This was due to the hard work of many brave and heroic souls).
- **Effective use of a variety of elaborative techniques:** The essay is impressively developed with insightful elaboration upon text concepts. There is consistent interpretation and extrapolation of the facts presented in the passage to support the main idea. (These photographers tended to share that same goal of: 'How can I show people what is happening in the world'; Hine himself was in a kind of thankless job; compassion compelled him to show the American people their story; sought to change the atrocities of early American business practices; had a hunger for the truth ... A kind of thirst for justice that would never be satiated by petty bribery or facing perils of unknown measure; brought to light for a blind country).
- **Vocabulary Is clearly appropriate for the audience and purpose:** The essay consistently uses an impressively descriptive and appropriate vocabulary that is specific and not strained.
- **Generally appropriate style is evident:** The essay is developed with impressive elaboration showing great comprehension of the passage and of the task, but only generally incorporates text details as evidence for the ideas discussed. At times the work of the photographers is stressed more than the heroism and dignity of the workers being photographed. The development is impressive but somewhat incomplete.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few errors in any category. There are rare instances of capitalization, usage,

and punctuation errors (american; exceptable/acceptable; it is certain to be so/he is certain to be so; peoples/people's). There are two perhaps stylized fragments (For the better. - paragraph 4; For what they've brought to light for a blind country. - paragraph 5). As a whole the essay demonstrates a strong control of complex sentences. The response has enough density to demonstrate more correct use of conventions than incorrect. Adequate control of conventions is demonstrated.

Grade 8 Informative/Explanatory Writing #3
3/4/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Hine's work as a photographer reflects the quotation because he did show the world what needs to be corrected. When congress passed laws to protect children in the workplace. Owen Lovejoy, Member of The National Child Labor Committee stated, "The work Hine did for this reform was more responsible than all other efforts in bringing the need to public attention". This means that Hine's photographs could have taken effect of the congress who made the ruling, as it may have already effected people of the United States and possibly even beyond that territory.

Another way Hine is reflecting the qoutation is when he traveled to Belgium and France in 1918 to photograph the events of World War I, His photographs showed the need for assistance in these countries. It made people appreciate their lives thinking that men they do not even now are traveling to a coutry that they have never been to, are risking their own so they could be protected from danger. And for them to have freedom that others dont have. Hine's images showed the emotion they needed to appreciate those they loved and the things that they had.

Finally, in 1930 and 1931, Hine traveled to New York City to photograph the men building the Empire State Building during the Great Depression. His photographs showed the dignity, stength, and bravery of the people who labored the building. It showed what people would do for money during hard times for the whole country.

Over all, The way Hine photographed people showed things that had to be corrected. They showed the things that had to be appreciated. His photos played a large of changing peoples opinions of certain topics, and making people look at things differently.

Organization/Purpose: 3

- **Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience:** As stated the main idea addresses what needs to be corrected; appreciation is not stated as a conscious theme until the conclusion. Nevertheless, the overall central idea is adequately presented.
- **Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas:** Some transitions are used to connect ideas moving forward; however, the

paragraphs are linked with a predictable, formulaic scheme (Another way Hine is reflecting the quotation; Finally; Over all).

- **Adequate introduction and conclusion:** The introduction is arguably a single sentence which only partially addresses the quotation given in the prompt. The conclusion is brief and repeats the opening line. It does finally address the appreciation portion of the task which helps validate paragraph 3. Nevertheless, it is somewhat reflective.
- **Adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The essay begins awkwardly and immediately after a single sentence introduction. The 1st paragraph lacks background and context resulting in some confusion. Nevertheless, some clarity is restored as the essay progresses with connected examples supporting the opening idea. The 3rd paragraph seems out of place given the theme of correcting conditions, but is placed in context in the conclusion (appreciated). Although the progression is somewhat awkward, the overall continuity is apparent and there is a sense of balance and measured pace.

Evidence/Elaboration: 4

- **Comprehensive facts and details from source materials is integrated, relevant, and specific:** Specific details from the source are consistently used as evidence supporting each idea. Specific examples of things needing correction are provided (congress passed laws to protect children in the workplace; the work Hine did for this reform was more responsible than all other efforts; he traveled to Belgium and France in 1918; showed the need for assistance in these countries). Specific details also support the idea of appreciation (Hine traveled to New York City to photograph the men building the Empire State Building during the Great Depression; His photographs showed the dignity, strength, and bravery of the people who labored the building).
- **Effective use of a variety of elaborative techniques:** Source material is well-elaborated upon and interpreted to align with the task. The elaboration is somewhat unbalanced and inconsistent as there is effective commentary on correction but little expansion for the appreciation details. Details about correction are elaborated upon (This means that Hine's photographs could have taken effect of the congress who made the ruling; effected people of the United States and possibly even beyond that territory; It made people appreciate their lives thinking, that men they do not even (know) are traveling to a country that they have never been to, are risking their own so they could be protected from danger; for them to have freedom that others don't have; showed the emotion they needed to appreciate those they loved and the things that they had). Details supporting appreciation are somewhat less commented upon (It showed what people would do for money during hard times for the whole country).
- **Vocabulary is clearly appropriate for the audience and purpose:**
 - **Generally appropriate style is evident:** As a whole the essay is well-developed with support and commentary; however, the style is at times awkward. The beginning details are confusing and lack context and there is a sense that the progression closely follows the source chronologically. However, elaboration on text details avoids a simple summary by invoking the task and showing relevance.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are several errors throughout; most involve misspelling (countries, country, differently, strength, Over all, now/know), that may be attributed to keystroke errors. There are

also several dropped words (risking their own/own lives; who labored the building/on the building, played a large of changing/large part in changing). There are a few usage errors (effect/affect; could have taken effect of/ could have affected the congress; may have already effected/affected people) There is only one fragment near the end of paragraph 2 in an otherwise controlled essay (And for them to have...). Finally there are a couple of missing apostrophe's (dont, peoples) and two instances of non-capitalization (congress) of a proper noun. The errors seem egregious if tallied, but compared to the whole, no serious problem is prevalent and no meaning is impeded. The essay is long enough and controlled enough to compensate for the occasional error.

Grade 8 Informative/Explanatory Writing #4
3/3/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine’s quotation that appears at the beginning of the passage.

“I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated.”

Think about how Hine’s work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine’s work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Photography. Photography is taken for granted most of the time now. But, photography can be so impactful on the world and many people don’t realise it. Lewis Hine was a photographer that worked for better working conditions for children. Hine was very important for his era because of his photos.

To start off, Lewis was one of many photographers who investigated social conditions at the time, but what made him stand out was the way he photographed. He saw pride and dignity in the laborers and soldiers and tried to show that in his work.

Next, Lewis worked hard to document the working conditions of children. Lewis traveled 12000 miles in 12 months. He would sneak into factories in disguise and he would record the names, ages, working hours, and wages in the factories. The data and photographs he documented was proof of the poor working conditions of child labor.

Last off, Lewis’s photos had a great impact on people. Lewis believed that social reformers should expose the bad working conditions that most people didn’t know about. In 1916, Congress finally passed laws to protect children while they work. Limits were also placed on the employment of children of 14 years or younger in factories and shops. A member of the National Child Labor Committee wrote, “The work [Lewis] Hine did for this reform was more responsible than all other efforts in bringing the need to public attention.”

Photography is a wonderful thing. It let’s us capture moments we loved and might never see again, but it also shows us moments in history we’d rather forget.

Organization/Purpose: 3

- **Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience:** The central idea is clearly stated and remains the focus throughout; however, it is only generally related to the prompt quote (Hine was very important for this era because of his photos).

- **Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas:** Some transitions are used to connect ideas; however the paragraphs are linked with a conspicuously formulaic scheme (To start off; Next; Last off).
- **Adequate introduction and conclusion:** The introduction provides a general background for the topic though the ideas of showing needed correction and appreciation per the prompt is not addressed. The conclusion is brief, but reflective; again, the prompt is not incorporated.
- **Adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The essay progresses logically with examples supporting the opening idea; however, the main body of the essay recounts the source closely. The introduction and conclusion keep the essay from simply summarizing the given text. An adequate structure is in place, but the main prompt task is not specifically addressed.

Evidence/Elaboration: 3

- **Adequate facts and details from source materials is integrated and relevant, yet may be general:** The essay relies heavily on recounting specific text details. These do support the idea stated in the introduction, but only generally support the idea of correction and appreciation. Nearly all of paragraphs 2-4 contain specific facts from the passage.
- **Adequate use of some elaborative techniques:** There is some general elaboration that keeps the essay from lapsing into summary. This commentary does tend to be simple and only generally links the details to the task (what made him stand out was the way he photographed; Lewis's photos had a great impact on people; It let's us capture moments we loved and might never see again, but it also shows us moments in history we'd rather forget).
- **Vocabulary is generally appropriate for the audience and purpose:**
 - **Generally appropriate style is evident:** The essay is generally developed with supporting details and some brief explanations; however, the elaboration only generally links the essay to the given task.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few errors in any category other than 2 misspelled words (investigated/investigated, let's/lets), and an awkward transitional word beginning the 4th paragraph (Last off/Lastly). The essay has control of sentence structure and all other conventions.

Grade 8 Informative/Explanatory Writing #5
3/2/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Lewis Wickes Hine was a busy 18 year old because, Lewis grew up supporting and helping out his family when he was 18. He was supporting his mother and sister. He worked 13 hours a day, six hours a week as a furniture hauler.

First, what he means by "I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated", he wanted to do things like a photographer. He wanted to be a photographer because he could share information.

Second, he wanted to show people what needed to be corrected. If something messed up at work he could just take a picture and show them what needs to be fixed. If anything outside of work needed to be fixed he could just take a picture and then give the other workers pictures on what they need to fix.

Also, he wanted people to appreciate what other people do as there jobs or outside of jobs. Lewis wanted people to know what is happening when they aren't there or just all around just know what is happening. If someone is doing a diffucult or dangerous job he could snap a picture and people might respect them more.

In conclusion, Lewis Hine wanted people to correct and appreciate. All he had to do was take one picture and people could be talking about it for hours.

Organization/Purpose: 3

- **Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience:** The central idea is clearly stated and remains the focus throughout (he wanted to show people what needed to be corrected; he wanted people to appreciate what other people do as there jobs).
- **Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas:** Some general transitions are used to connect ideas; however they tend to be repetitive and the paragraphs are linked with a conspicuously formulaic scheme (If something messed up at work; If someone is doing a diffucult or dangerous job; First; Second; Also; In conclusion).

- **Adequate introduction and conclusion:** The introduction provides background for the main idea although the main task is not immediately stated. The conclusion is brief but relevant to the essay and to the given task.
- **Adequate progression of ideas from beginning to end; adequate connections between and among ideas:** The essay progresses logically addressing both parts of the quotation. Although there is a lack of specific text support, the structure is evenly apportioned and a general focus on the task is maintained. The essay lacks details, but a general structure is in place.

Evidence/Elaboration: 2

- **Some facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied:** The essay begins with specific details from the passage to provide a background (Lewis grew up supporting and helping his family when he was 18...supporting his mother and sister; worked 13 hours a day, six hours a week as a furniture hauler); however, the remainder of the essay is very weakly supported with vague allusions to the text. Information about correction is alluded to (He wanted to be a photographer because he could share information; If something messed up at work...needed to be fixed he could just take a picture). Appreciation is also vaguely supported (If someone is doing a difficult or dangerous job he could snap a picture and people might respect them more).
- **Weak or uneven use of elaborative techniques:** Explanations of text concepts are very weak. The attempt to expand the essay is very simple and immediate (Lewis Wickes Hine was a busy 18 year old; he wanted to do things like be a photographer; Lewis wanted people to know what is happening when they aren't there or just all around just know what is happening; All he had to do was take one picture and people could be talking about it for hours).
- **Vocabulary use is uneven or somewhat ineffective for the audience and purpose:**
 - **Inconsistent or weak attempt to create appropriate style:** The essay address both parts of the given quotation; however, there is only a weak attempt to provide text examples or elaborate on the main ideas. The essay is only partially developed.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few errors in any category other than a word usage error (there for their) and the misspelling of difficult, which may be attributed to a keystroke error. Paragraph three has awkward subject/verb agreement issues but meaning is never impaired.

Grade 8 Informative/Explanatory Writing #6
2/3/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

As a photographer Hine knew what the people he was photographing was going through because "he worked 13 hours a day, six days a week as a furniture hauler" to provide for his family. When Hine got older he did not think that it was right that the kids were working long and hard days and not going to school to get an education so he started photographing kids and them doing work to show the public that it was bad for the children to work. The pictures were of kids that were usually under the age of 16. All those kids worked as "berry pickers, laundry workers, coal breakers, cannery workers, mill workers, and glass makers". Later on 1909 he gave a speech about how the camera could be a tool to create change in the world.

He worked so hard to make a change in the work places in the early 1900's. In the beginning of 1916, finally, congress passed a law that protected children under the age of 14 in factories and shops. After that he went around and made a book named *Men at Work*. In 1936, Hine could no longer find work in his field. Photography went down hill. His photographs was an inspiration to a lot of people. Hine later passed away in 1940.

Organization/Purpose: 2

- **Controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience:** The main idea is stated, though it awkwardly appears half way through, after a recap of source material (he started photographing kids and them doing work to show to the public that it was bad for the children to work). Only part of the quote is addressed (corrected).
- **Inconsistent use of transitional strategies and/or little variety:** There are few transitions that are independent of restating source facts rather than advancing a main idea (When Hine got older, Later on 1909, After that he went, In 1936).
- **Introduction or conclusion, if present, may be weak:** The opening jumps immediately into source facts without introducing the main idea. The closing offers facts that deviate from the main idea with no conclusive statement.
- **Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas:** Ideas follow a close summary of the source timeline

with a main idea stated in the middle. As a whole the essay progresses as a summary. There is only an implicit connection to the prompt quote (corrected).

Evidence/Elaboration: 3

- **Adequate facts and details from source materials is integrated and relevant, yet may be general:** Specific details from the source are used consistently as evidence supporting the main idea that Hines worked to inform the public about children's working conditions (he worked 13 hours a day...; the pictures were of kids...under the age of 16; worked as 'berry pickers...'he gave a speech about how the camera could be a tool to create change in the world; congress passed a law that protected children...). Other details are not relevant (made a book named *Men at Work*; In 1936, Hine could no longer find work in his field; an inspiration to a lot of people; passed away in 1940).
- **Adequate use of some elaborative techniques:** The essay is very dependent on text details, but there are a few moments of elaboration that provide a context that aligns with the task (As a photographer Hine knew what the people he was photographing was going through; Hine...did not think that it was right that the kids were working long and hard days and not going to school to get an education so he started photographing kids and them doing work to show to the public that it was bad for the children to work; He worked so hard to make a change in the work places in the early 1900's).
- **Vocabulary is generally appropriate for the audience and purpose:**
 - **Generally appropriate style is evident:** The essay develops a logical style of presenting ideas backed up with source evidence. Elaboration on the details redeems the essay from becoming a summary lacking a relevant main idea.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** There are few errors in any category. The main errors are in capitalization (congress/Congress), spelling (threw/through; down hill/downhill; begging/beginning), usage (was/were), and a dropped word (later on (in) 1909). The response has enough density to demonstrate more correct use of conventions than incorrect. Adequate control of conventions is demonstrated.

Grade 8 Informative/Explanatory Writing #7
2/2/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Lewis Hine was a photographer who saw things that needed to be corrected in many places of work. He also wanted to show the amazing people who worked under these harsh conditions. Hine photographed many people working in extremely harsh and unfair conditions. He did not try to show poor downtrodden people, but people with dignity and pride who were tough as nails. He recorded the names and ages of the people in his photographs. As well as their wages and working hours. They showed the American public the resilience of the workers. As well as how unfair it was for them to work for so long and be paid very little. All in all the quote from Hine, "I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated." describes his career as a photographer perfectly. He showed many the hard and dangerous working conditions and the brave and incredible people who worked in them.

Organization/Purpose: 2

- **Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience:** The main idea is stated and sustained (Hine...saw things that needed to be corrected; wanted to show the amazing people who worked under these harsh conditions). Both parts of the quotation are addressed.
- **Inconsistent use of transitional strategies and/or little variety:** A few transitions connect supporting ideas though they are simple and repetitive (He also; As well as; This showed; As well as; All in all).
- **Introduction or conclusion, if present, may be weak:** The introduction states a main idea, but it is brief and offers no background or context for the ideas that follow. The conclusion is also very brief but does attempt some reflection.
- **Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas:** Ideas progress rapidly in this brief essay. The essay is somewhat list-like rather than a progression towards an overall idea; some details do not seem connected to others impeding the overall organization.

Evidence/Elaboration: 2

- **Some facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied:** Some generally paraphrased text details are used to support the main idea though some details are not as relevant. The idea of correction is generally supported (Hine photographed many people working in extremely harsh and unfair conditions; he recorded the names and ages...wages and working hours; how unfair it was for them to work for so long and be paid very little). Appreciation is also generally supported (He did not try to show poor downtrodden people, but people with dignity and pride who were tough as nails; This showed the American public the resilience of the workers).
- **Weak or uneven use of elaborative techniques:** Other than paraphrasing source details, there is little attempt to elaborate beyond given information (poor downtrodden people; tough as nails).
- **Vocabulary use is uneven or somewhat ineffective for the audience and purpose:**
 - **Inconsistent or weak attempt to create appropriate style:** The essay does attempt to develop the opening idea with text details that are linked to the task (the quote is included near the end); however, there is a lack of elaboration to go beyond given information.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** The main errors are 9 spelling errors (extermily/extremely, downtrodden/downtrodden, appreciated, perfectly, increadiable, quot, payed, dignity, resilience) which may be attributed to first draft and keystroke errors, and 2 sentence fragments (As well as their wages and working hours; As well as how unfair it was for them to work for so long and be paid very little.) The response has enough density to demonstrate more correct use of conventions than incorrect. Adequate control of conventions is demonstrated.

Grade 8 Informative/Explanatory Writing #8
2/2/1

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Hine is a photographer that is trying to get better working conditions for the poor. While Hine was growing up he was a poor worker at a very young age and knows what those young kids are worked just to survive and help there families..

Hine just wanted to give the workers a better lif then he had as a child. He feels he needs to give back to the world by helping these people for better working conditions and having a break and still getting payed the minimum just so they can keep there selfs alive.

So what Hine does that he takes pictures of them working showing how it is not a safe or even protection from anything and showing how boring and no good conditions or even straps to anything to stop you from falling not even gloves incase of cutting your hands.

Organization/Purpose: 2

- **Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience:** The main idea is stated and sustained but only addresses one aspect of the task quote (Hine is a photographer that is trying to get better working conditions for the poor). The task is not mentioned, but the relation to correction is clearly implied.
- **Inconsistent use of transitional strategies and/or little variety:** Few transitions connect ideas resulting in a more matter-of-fact, rambling progression (While/While Hine was growing up; So what Hine does).
- **Introduction or conclusion, if present, may be weak:** The introduction is brief and seems to set up a summary scenario, but does align with the task (correction). There is no conclusion as the essay ends with a text detail.
- **Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas:** The introduction is immediate, but does initiate a progression of ideas supporting the opening idea. Weak sentence structure hampers the overall pace, but there is a sense of focus and the ideas are interconnected. An attempted structure is in place.

Evidence/Elaboration: 2

- **Some facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied:** Text details are vaguely alluded to, but there is a consistent attempt to support the main idea throughout the essay. The need for correction is vaguely supported (Whale Hine was growing up he was a poor worker; helping these people for better working conditions; getting payed the minimum; showing how it is not a safe or even protection; showing how boring and no good conditions). These allusions are minimal but text-based.
- **Weak or uneven use of elaborative techniques:** There is a weak attempt to elaborate on the text details (knows what those young kids are worked just to survive and help there families; wanted to give the workers a better lif then he had; needs to give back to the world; no...straps to anything to stop you from falling not even gloves incase of cutting your hands).
- **Vocabulary use is uneven or somewhat ineffective for the audience and purpose:**
 - **Inconsistent or weak attempt to create appropriate style:** The style is awkward but demonstrates an attempt to develop using text ideas and some further explanations.

Conventions: 1

- **Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.** This is an example of a brief response with severe errors in multiple categories that are not compensated with correct examples elsewhere. There are errors in spelling, usage, and grammar (Whale/While; knows what those young kids/ knew how; there/their; lif then/life than; payed/paid; there selfs/themselves; incase/in case). An awkward sentence is attempted in paragraph 3 with moments that impede meaning with poor word choice (showing it is not a safe or even protection from anything...how boring and no good conditions or even straps...not even gloves...); the meaning is evident, but given the brevity there is little opportunity to recover. The density of errors in proportion to correct conventions demonstrates a limited control of conventions.

Grade 8 Informative/Explanatory Writing #9
2/1/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

Hine as a photographer helped his quote show evidence of what his quote meant. One reason he used photography to show what the meaning of the quote was that he took pictures of jobs that are really hard and how much courage and effort the workers put into the jobs to show that they should be appreciated. Another reason is that he wanted people to be thankful for the workers so it seems as if in his photo that the job looks scary. This is how Hine used photography to support his quote.

Organization/Purpose: 2

- **Controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience:** The main idea is stated. (he took pictures of jobs that are really hard...to show that they should be appreciated). Part of the quote is addressed (appreciation).
- **Inconsistent use of transitional strategies and/or little variety:** In spite of brevity, a few transitions attempt to connect ideas (One reason; Another reason; This is how).
- **Introduction or conclusion, if present, may be weak:** The opening is awkward but addresses the task and introduces an idea. The conclusion is abrupt and simple, but serves to frame the response.
- **Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas:** The response is simple and brief but does show a progression of ideas moving forward. A very basic structure is attempted.

Evidence/Elaboration: 1

- **Facts and details from source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied:** One vague allusion to the text shows a minimal attempt to support the main idea (he took pictures of jobs that are really hard and how much courage and effort the workers put into the jobs).
- **Minimal, if any, use of elaborative techniques:** There is an attempt to elaborate (he wanted people to be thankful for the workers so it seems as if in his photo that the job looks scary).

Other explanations are more trite (Hine as a photographer helped his quote show evidence of what his quote meant).

- **Vocabulary is limited or ineffective for the audience and purpose:**
 - **Little or no evidence of appropriate style:** The style does attempt to go beyond a simple, quick answer, but there is little attempt to provide text examples to support the main idea and the additional commentary is simplistic.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** The main error is a combination of omitted words or misused phrases in the second sentence that cause some confusion. In spite of this confusion, there is no problem discerning the meaning of the remaining sentences, and overall there are few other errors. The response has enough density to demonstrate more correct use of conventions than incorrect. Adequate control of conventions is demonstrated.

Grade 8 Informative/Explanatory Writing #10

1/2/1

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

hine was one of the best photographers and he then went on to find a different job and he worked on one of the biggest buildings in new york city he likes to try to get the best photo as he can so that he can show the people the things that he accomplished in his life and to show how brave he is and also how much dignity he has but before hine started to to photographing he was a teacher hine also worked at a furniture hauler his family made him work so he was 18 years old he worked 13 hours and 6 days a week

Organization/Purpose: 1

- **Controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience:** A main idea is difficult to discern as several somewhat detached details are provided.
- **Few or no transitional strategies are evident:** No transitional scheme attempts to link ideas in this run-on response.
- **Introduction and/or conclusion may be missing:** There is no apparent introduction or conclusion as the opening begins with information with little context and the ending provides another fact.
- **Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression:** There is little sense of a progression of ideas. Most of the ideas seem disconnected and randomly placed.

Evidence/Elaboration: 2

- **Some facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied:** Several details from the source are vaguely incorporated to support the idea of appreciation (worked on one of the biggest buildings in new york city; to show how brave he is and also how much dignity he has; he was a teacher; hine also worked at a furniture hauler; he was 18 years old he worked 13 hours and 6 days a week). The details seem random but they attempt to describe Hine and the opening statement.
- **Weak or uneven use of elaborative techniques:** There is an attempt to elaborate though most of the response seems more biographically filled with source facts. There is also some

- misinterpretation of the source and who the appreciation was intended for (he likes to try to get the best photo as he can so that he can show the people the things that he accomplished in his life...).
- **Vocabulary use is uneven or somewhat ineffective for the audience and purpose:**
 - **Inconsistent or weak attempt to create appropriate style:** In spite of confusing details, the essay attempts a style of using the text to provide an appreciation for Hines. There is an attempt to develop text ideas and basic commentary.

Conventions: 1

- **Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.** This is an example of a brief response with a few basic errors that fall below expectation and are not absorbed into the density of correct examples. Most prominent, there are no examples of correct sentence construction: the essay appears to be one long run-on. Also prevalent is the lack of capitalization and ending punctuation. There are also a couple of usage/grammar errors (likes/liked; photo as he can/that he can). These errors are too severe in such a brief response. The density of errors in proportion to correct conventions demonstrates a limited control of conventions.

Grade 8 Informative/Explanatory Writing #11
1/1/2

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine’s quotation that appears at the beginning of the passage.

“I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated.”

Think about how Hine’s work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine’s work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

What the quotation “I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated”. Means is that the photographer wanted to show what was wrong with the things people were doing and that they needed to show everyone that these things need to be stopped. He wanted to try to make it to where people would try to stop the doing these bad things.

Organization/Purpose: 1

- **Controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience:** A main idea is presented (the photographer wanted to show what was wrong with the things people were doing).
- **Few or no transitional strategies are evident:** No transitional scheme attempts to connect ideas.
- **Introduction and/or conclusion may be missing:** The main idea is not introduced or concluded.
- **Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression:** There is little sense of a progression of ideas as the main idea is simply repeated.

Evidence/Elaboration: 1

- **Facts and details from source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied:** The main idea is not supported with text examples.
- **Minimal, if any, use of elaborative techniques:** There is only minimal commentary to expand the main idea (they needed to show everyone that these things need to be stopped; make it to where people would try to stop the doing these bad things).
- **Vocabulary is limited or ineffective for the audience and purpose:**
 - **Little or no evidence of appropriate style:** The response is a simple answer that does not attempt an expanded essay with text support or relevant elaboration.

Conventions: 2

- **Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling:** This essay is very brief with only a few errors. There is a minor fragment (What the quotation...be appreciated), and an awkwardly constructed following sentence (Means is that...); the writer continued their thought in a new sentence instead of completing the thought in the previous sentence. There is also an awkward grammar issue (...try and make it to where people...) in the final sentence as well as a couple instances of spelling errors that may be attributed to keystroke errors (neede/needed; stop the doing/stop them doing). The meaning is never doubted or impeded. In the end, the density of the essay absorbs the errors with correct examples elsewhere.

Grade 8 Informative/Explanatory Writing #12
1/1/0

Lewis Wickes Hine was an important twentieth-century photographer whose work documented the unfavorable social conditions and important historical events of his era. Read Hine's quotation that appears at the beginning of the passage.

"I wanted to show the things that had to be corrected. I wanted to show the things that had to be appreciated."

Think about how Hine's work during his lifetime supports this quotation.

Write an informative/explanatory essay for your teacher that explains how Hine's work as a photographer reflects this quotation. Be sure to use details from the passage to support your ideas.

A DAY SIX DOOS A WEAK AS A FURNITURED HUOLER HINE TO STERT
WURKING. HE WORDE 13 YEARS.

Organization/Purpose: 1

- **Controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience:** The response is a random paraphrase from the text; there is no central idea.
- **Few or no transitional strategies are evident:** The response is too brief to exhibit a transitional scheme.
- **Introduction and/or conclusion may be missing:** The response has no introduction or conclusion.
- **Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression:** There is no progression of ideas or attempted structure.

Evidence/Elaboration: 1

- **Facts and details from source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied:** The response is a close attempt to copy the text. The detail does not support a main idea.
- **Minimal, if any, use of elaborative techniques:** There is no attempt to elaborate.
- **Vocabulary is limited or ineffective for the audience and purpose:**
 - **Little or no evidence of appropriate style:** There is no evident style attempted.

Conventions: 0

- **Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.** This is an example of a response with severe errors that impede flow as well as meaning. There are no examples of correct capitalization as the entire response is capitalized; there is no control of sentence construction. Spelling errors go beyond keyboarding moments or omitted letters and fall below expectation (A DAY SIX DOOS (days)

A WEAK (week) AS A FURNITURED HUOLER (hauler) HINE TO STERT (start) WURKING (working). HE WORDE (worked) 13 YEARS.) The response appears to be cobbled together from paragraph 2, sentence 2 of the passage. There is little to no command of conventions in this brief response.