

## Lesson 14 CER Alternatives

---

These alternative assessments were created for situations where your students have not had much exposure to the CER format. It is also intended for students who need more scaffolding to surface their understanding.

Thank you to Norma Andrade and Christine Benita for putting these together. If you have any questions about these alternative assessments you can direct them to Christine.

### **Whole Class Preparation for Assessment:**

#### **Assessment Option A: Graffiti Wall**

Students ask questions based on the categories Criteria/Constraints, Solutions, and What we know. Other students answer the question and write their name next to it. Partners can use sentence strips to write their answer for posting next to the question. Teacher creates the categories.

(Example) **Problem: Erosion**

<b>Criteria/Constraints</b>	<b>Solutions</b>	<b>What we know</b>
What will make our project successful?	What are the solutions to our problem?	What have they learned about erosion?
What will make our project unsuccessful?	What are the benefits of... Where have you seen this be successful?	Draw an example of erosion, draw where you've seen erosion, what are its effects?  Where have you NOT seen erosion?

#### **Assessment Option B: Consensus Site Model with class solutions created with student input.**

Students using highlighted Stormwater Solutions Research Sheets, found in Lesson 10, to contribute to the discussion.

#### **Assessment Question:**

*Now it's time to write about your group's solution. You may use the site model and your Solution Sheet(s) to identify your solution, and explain how it worked and why it worked.*

## **For students who need more scaffolding beyond the above preparations**

### **Scaffold 1:**

Can be used for either Assessment options listed above. Sentence Stems to answer the question, *How effective is the solution my group modeled?*

My group's solution was to \_\_\_\_\_.

We chose this because \_\_\_\_\_.

- Instead of (another solution) because \_\_\_\_\_.
- This solution seems the best because \_\_\_\_\_.

The evidence we used to come to this solution was \_\_\_\_\_, or

We know this because we learned \_\_\_\_\_.

### **Scaffold 2:**

Use with the Consensus Model of the school grounds with input of solutions from everyone

Big paper, two solutions, sentence stems to answer, multi-tiered level of questions from simple to complex answers.

Claim: Building a (e.g., planting a tree) \_\_\_\_\_ at our site was the best solution for our problem.

- Post the solutions the class were given

The evidence that best supports my claim is \_\_\_\_\_.

- Create a class list of what evidence worked for the solutions
- Students use one of the lists to write about their group's solution

Solution A: Planting a Tree	Solution B:
<ul style="list-style-type: none"><li>○ Roots will absorb the water</li><li>○ Roots bind soil, act like hands</li><li>○ Trees slow down the rain as it falls</li></ul>	

Extra scaffold for the Consensus Model, create multiple choices: What is the evidence to support your claim?

- A) two items: roots absorb water and hold the soil
- B) wrong: trees are very tall
- C) both A and D
- D) one item: trees slow down the rain as it falls

Using the Solution Sheets, students highlight why this solution works, what makes their solution work? This is the reasoning part.

- For the planting a tree solution, students highlight the diagram's root system
- Students highlight the constraints: amount of space needed, money (all handouts have a challenge section, students highlight the constraints)

Assessment A & B are whole class approaches. Students who need more scaffolding can use the Scaffolds 1 or 2 as added writing resources.

Pre-verbal students & writing challenged students use these scaffolds.