



Unit 2 Assessment: Our Planet

Digital Assessments

Google™ version: tcmpub.digital/lp/3-5a/unit2-g

Microsoft® version: tcmpub.digital/lp/3-5a/unit2-m

Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about our planet.
- How do you think this unit helped you learn English?



Speaking and Listening

Read the directions, “Let’s talk about this picture.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	1 point	0 points
1	It started raining. The animals came to the water hole. What are some things you see in the picture?	Student names at least two things in the picture.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	How does water help plants and animals?	Student gives a response related to the image or other knowledge they have. (<i>Example answers: They can drink. They can grow. They can wash.</i>)	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	What will the animal friends do at the water hole?	Student makes a prediction based on the image. (<i>Example answers: swim, play, jump in the water, drink the water</i>)	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



Reading

Questions 1–2

Read the directions, “Look at the pictures.” Support students by reading aloud the answer choices, if necessary.

1. Read the prompt, “Choose the word that describes the leaves in the picture.” (*Answer: C. sharp*)
2. Read the prompt, “Choose the sentence that matches the picture.” (*Answer: C. The leaves are smooth.*)

Questions 3–4

Read the directions before each question, “Read the text, and answer the question.” Support students by reading aloud the answer choices, if necessary.

3. Read the text. Then, read the question, “What is the text mostly about?” (*Answer: B. polar bears*)
4. Read the text. Then, read the question, “Why did Fen sneak out of the burrow?” (*Answer: D. Fen wanted a drink of water.*)



Writing

Read the directions, “Look at the picture. Then, it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the sentence starter and the word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “What are two things you see in the picture?”	Student writes at least two things in the picture. (<i>Example answers: foxes, camels, sand, trees, desert</i>)	Student writes only one thing in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write a story. Imagine you are a desert animal. Use precise words and details to make your story interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes at least three sentences about what it would be like to be a desert animal. Student attempts to use grade-appropriate conventions.	Student writes one or two sentences that are strong, or they write more but errors impede meaning.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”