

# TMS 6-8 Variety of Evidence, Directions, Select Response

This test is a useful example of how to provide a variety of evidence items for students to demonstrate their knowledge and understanding.

Clear directions, using bold and boxes throughout provides consistency.

This test has clear standards listed early, and in its selected response section, provides an effective and appropriate measure of student understanding.

## CONNOTATION AND DENOTATION ASSESSMENT **APPROVED**

Please answer the following questions to the best of your ability! Be sure to read the directions carefully for each section. Good luck!

L.6.5.c: Vocabulary Acquisition and Use: Distinguish among the connotations of words with similar denotations.  
L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Choose the word with the connotation that best fits the sentence. (1 point each)**

1. I cannot stand the (sound, noise) that comes from my neighbor's yappy chihuahua.
2. "The sooner we move out of this (home, dump)," said Jack, "the happier I'll be."
3. This cell phone is (overpriced, expensive), but I don't mind paying extra because it has so many useful features.
4. I love going camping and getting in touch with nature. The woods are filled with so much (vermin, animal life).
5. What makes Jim such an excellent storyteller is his knack for (invention, lying).
6. Can you ask the new salesman to not be so (enthusiastic, pushy)? He is scaring away customers!

**B: Connotation: Find a positive and negative word for the denotation below. (2 points each)**

7. "to be smart"      + \_\_\_\_\_ - \_\_\_\_\_

8. "to have a low price"      + \_\_\_\_\_ - \_\_\_\_\_

**Circle the word, in each pair below, that has a more favorable connotation. (1 point each)**

- |     |         |    |                |
|-----|---------|----|----------------|
| 9.  | thrifty | or | penny-pinching |
| 10. | pushy   | or | aggressive     |
| 11. | chef    | or | cook           |
| 12. | slender | or | skinny         |

# TMS 6-8 Variety of Evidence, and Directions

This is a later page of the test, where the teacher asks more rigorous questions of the students, in a constructed response format. This provides an analysis of students' deeper mastery, allowing the teacher to determine whether further gaps in students' understanding exists.

Reread the denotation of a cockroach, and then answer the following questions. Remember to look at the scoring rubric! Each answer is worth 5 points!

3. Which of the denotative characteristics of a cockroach do both poets include in their poems?
4. What characteristics does Wild give his cockroaches that are not in the dictionary definition?
5. What additional characteristics does Morley give to cockroaches?

In each poem, the insect acquires meaning beyond its dictionary definition. Both poets lead us away from a literal view of roaches to a nonliteral one. Remember to look at the scoring rubric! Each answer is worth 5 points!

6. Which poet succeeds in giving roaches favorable connotations?