Inference Skill Check

Making Inferences · Grades 6–8 · Try 1 · Teacher key

This short check reuses passages and questions from Inference Form A. Use this short check in place of the matching full form for this student. If the student has already seen these passages in either format, record the result as practice. Score the six inference responses separately from other Reading Check scores.

Passage 1 · The Arrow on the Garden Plan

1. A · The walk slopes toward the drain and the garden lies beyond the raised edge, so the runoff may not reach the planting.

B · No soil-rate observation is reported in paragraph 4.

C · Overflow is a later planning question; the site findings do not establish a capacity problem.

D · Paragraph 4 says the route must be addressed rather than merely enlarging the planting.

2. C · The garden is not intended to remain a pond, and water it receives must pass through the soil. Water staying for days would call that function into question.

A · Color alone does not show whether the garden receives and drains runoff.

B · An extra-water route is an intended part of handling more water than the garden holds.

D · The passage says a rain garden collects some runoff, so receiving only part is not itself evidence of failure.

Passage 2 · Room on the Table

3. D · The notebook records failed trials and a wheel mark; the student identifies where the wheels would hit the old support.

A · The cart has already crossed the final design; Liv uses an earlier failure record, rather than rechecking that successful route.

B · The student asks about the bend, but the notebook is connected to the wheel mark and trial problem, not a set of folding directions.

C · The notebook records unsuccessful attempts, not a comparison showing which support held up best.

4. A · The students expose what the finished bridge cannot explain; Liv then brings the trial record and support to the front.

B · The finished bridge could already be tested before she changed the display.

C · The folded support matters, but the notebook and trial support show the changes that led to the final bridge, not only how its pieces fit.

D · She notices other displays earlier, but the new arrangement explains her own process rather than comparing projects.

Passage 3 · The Backup Track

5. A · Wes cuts the repeated sentence from the opening but saves it separately and dates that file. This separates the current broadcast from material he can recover later.

B · The later listening ends with a running-time check and Save; no restoration of the sentence is described.

C · Saving and dating a separate file preserves the material rather than discarding it.

D · The adviser leaves the choice to Wes; the separate file is his own editing action.

6. B · The program is meant to introduce the new room. Wes deliberately lets the room recording continue when a student begins to apologize for its squeak, suggesting the working sounds serve that purpose.

A · The combined opening is too long even after he turns the music off; the sounds are not needed to fill unused time.

C · Wes turns off that music before making the combined introduction.

D · The passage describes a content choice, not a comparison showing which version required less editing.