Inference Skill Check

Making Inferences · Grades 6–8 · Try 2

Name or code _____ Date _____

Read each passage and circle one answer for each question.

Passage 1 · When the Water Went the Other Way

1 On a harbor display, the predicted tide was falling. At the pier, water crept up past a painted stripe on a post. The display also showed measurements from a gauge at that harbor. The display put both lines on the same height scale. The two lines had stayed close earlier that afternoon. Now one dipped while the other rose.

2 An astronomical tide prediction follows patterns linked to the pull of the Moon and Sun on Earth’s water. That prediction gives one line on the display. The gauge measures the water level that is actually there. Wind can push water toward shore, and water running off the land after rain can raise the level in a bay.

3 An astronomical tide prediction leaves out short-term effects such as wind and runoff. NOAA, the agency that publishes tide predictions, compares predictions with measurements to check how closely they agree. A gap can point to a real change in water level or a problem with the gauge. The gap alone cannot tell a reader which explanation fits.

4 That afternoon, a steady wind blew toward shore as the lines separated. A student working on the display wanted to hide the readings above the prediction to make the graph easier to read. The reviewer asked to see the weather notes and equipment records before making a change.

5 The shape of the measured line gives a reviewer something to check. A run of high readings could be checked by watching the water at the pier. A lone spike calls for checking the equipment at that moment.

6 The display kept the two lines and added the harbor name and time. The falling prediction and the rising measurements were both visible. The gap was the place to start looking for an explanation.

Background source · NOAA Tides & Currents, Frequently Asked Questions

1. If the student hides the high readings, which part of the investigation becomes hardest?

Circle ONE letter.

A Checking whether the graph names the right harbor and time.

B Checking how far the predicted tide fell over the afternoon.

C Finding when the weather notes first mention a steady wind.

D Deciding whether the readings point to a gauge error or a real change.

2. At another bay, rain sends water off the land and into the bay. A working gauge reads above the astronomical tide prediction. What best explains the difference?

Circle ONE letter.

A Runoff can raise the prediction before it affects the measured level.

B Runoff can raise the measured level while the tide prediction leaves it out.

C Runoff can raise both lines by the same amount at the same time.

D Runoff can make the gauge report a higher level without raising the water.

Passage 2 · The Tag in Box 3

1 A box can arrive with the right description and still be the wrong box. Two collections might both contain a red cloth banner, for example. The description narrows the search but does not necessarily identify a single object. A tracking system needs a way to keep similar things apart.

2 Here is one possible system for a small traveling display. Each object receives a unique code. Its record lists a description, its box and its current location. The same code appears on a tag with the object and on a packing list.

3 Suppose two banners have the codes R14 and R41. Their descriptions both say “red cloth,” but their sizes differ. A packing list says R14 belongs in box 3. At the next stop, someone finds an R41 tag in that box. Changing the list immediately would make the records agree without showing what actually happened.

4 Instead, the checker can compare the object’s size with the records and examine the other boxes. The error might involve the object’s place, the tag or the list. Those possibilities call for different corrections. A code is useful, but it does not make every attached tag or copied entry correct.

5 The system also records moves. If box 3 leaves a classroom for a storage room, the location entry changes. The object code stays the same. Otherwise, a reader could mistake a new location for a new object and begin a second record for something already listed.

6 A note explaining a correction belongs with the record. A later checker then has more than a perfectly tidy list: the note shows what was compared and why an entry changed. At unpacking time, the useful question is not merely whether two labels look alike. It is whether the object, its identifier and its recorded journey still fit together.

3. An object moves to storage, and another object has the same description. What keeps their records distinct?

Circle ONE letter.

A The moved object keeps its code, while the other object has its own code.

B The moved object takes the storage place’s code, while the other keeps the old code.

C The matching descriptions give them one code while their locations stay separate.

D Both objects receive new codes whenever their location entries are updated.

4. Why should the checker compare the object's size with the records and look in the other boxes before correcting the list?

Circle ONE letter.

A The comparison can decide whether moving a box requires new codes for its contents.

B The comparison can distinguish a misplaced object from an incorrect tag or entry.

C The comparison can decide whether similar descriptions should share one record.

D The comparison can identify an entry to change so it matches the tag already found.

Passage 3 · Above the Truck

1 Hal opened his sketchbook on the wall outside the community hall. Across the road, a delivery truck stood between him and the doorway he had planned to draw. The driver was unloading boxes one at a time. Hal checked the clock above the hall's entrance and turned to a blank page.

2 The drawing group had one hour before its indoor session began. Hal's teacher had asked everyone to bring in a sketch made from observation. Hal already had a clean drawing of the doorway on his phone, copied from a picture he had found the night before. It showed every carved leaf above the door.

3 He set the phone beside the sketchbook. From where he sat, he could see the upper windows over the truck. One was open. A curtain pushed outward, settled, then pushed outward again. He drew a few short lines at the top of the page and rubbed them away with his thumb.

4 A member of the group stopped beside him. She pointed down the street, where a bench offered an unobstructed view of another entrance. Hal looked toward it. Then he folded the cover of his phone shut and tilted his page so he could keep the open window in sight.

5 The delivery truck finally pulled away. Hal had filled most of the page with the window, its curtain and a narrow strip of wall. He turned back to the doorway for a moment. There was space below his sketch, but not enough to draw the whole entrance at the same scale.

6 When the hall clock reached the hour, he packed the closed phone. Inside, the group laid drawings on a long table. Hal placed his page between two sketches of doorways. Beside the moving curtain, he had left three light pencil lines rather than one dark outline. He brushed a crumb of eraser from the margin.

5. Why does Hal most likely leave several light lines beside the curtain?

Circle ONE letter.

A He is planning a border that matches the carved leaves.

B He is using the lines to show a shape that kept changing.

C He is marking where the truck stood below the window.

D He is leaving guides for a dark outline to add during the indoor session.

6. What does Hal's response to the offer of another view suggest about his drawing?

Circle ONE letter.

A He lets what he can observe change the plan he started with.

B He wants to copy the carved design more accurately than his phone shows.

C He chooses the same kind of subject as the drawings beside his indoors.

D He needs a place where he can draw the whole entrance without an obstacle.

Teacher use: ____ / 6