Inference Skill Check

Making Inferences · Grades 9–10 · Try 2 · Teacher key

This short check reuses passages and questions from Inference Form B. 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 · A Room for Rehearsal

1. B · A table and a small headcount do not establish compatibility: quiet editing can use a table while spoken practice may need the shared space. Omitting the activity can therefore allow bookings whose working conditions conflict.

A · The proposed form does not require weekly moves. This does not follow from omitting the activity.

C · Omitting the activity does not turn a short booking into a recurring reservation.

D · The review is not meant to rank subjects. Table space does not establish this proposed ranking rule.

2. D · The shared calendar makes released dates visible when another group can still use them. The review occurs after the term to adjust allocation. Waiting until review loses current opportunities even if the later information improves planning.

A · Finding unused dates after the term does not make them available to short projects during that term.

B · The review can adjust future allocation; it does not automatically cancel clubs' regular places. Delaying release instead affects other groups' access to unused dates.

C · The dates were left on the calendar during the term; recording them afterward cannot free those past sessions.

Passage 2 · Beside the Repair Table

3. D · The reassurance addresses care for a valued object, but she continues protecting the knob, points out the crack and demonstrates how its movement pulls the loose case.

A · The radio belonged to her father, but the crack and demonstration explain the continued protection after reassurance.

B · She requests the diagram later, after the case has been opened; this action comes before the damage demonstration.

C · Anya translates between them. The woman indicates a physical crack rather than asking to take over translation.

4. B · Anya records a component word supplied by the woman and later asks her to verify the spelling of another word. Her request suggests learning the repair vocabulary in their shared language.

A · They discuss whether the case was opened before, but the final request concerns spelling a second word below her drawing.

C · Her request is directed to the woman after the woman supplies a term in the language they share, rather than to the English-speaking volunteer.

D · The diagram helps them inspect the radio, but she asks about a written word rather than the drawing of its connections.

Passage 3 · Where the Cards Wait

5. A · An absent waiting pile is compatible with idle time: a finished envelope can leave the last job waiting while another card still passes the required earlier jobs. The observation therefore does not establish continuous work.

B · The card must be checked and stamped before it goes into an envelope.

C · A visitor line at the first desk does not guarantee that checked and stamped cards reach the last job continuously.

D · Each card moves through successive jobs; the model describes different arrival and finish times.

6. C · Equal average supply does not describe the arrival pattern: simultaneous starts send pairs and a card waits, while offset starts spread arrivals. A summary using only the average can conceal that difference.

A · Both arrangements keep the same checking, stamping and envelope sequence.

B · The envelope job's handling capacity does not change between the two starting patterns.

D · Each checker still takes the same two minutes in both arrangements.