Reading Check on Paper

Inference Check · Form A | Grades 6–8

Teacher key and scoring

Use an unseen form when rechecking. These items also appear online. Record counts by area and consider them with classroom work. For a response with more than one entry, award the point only when all entries match the key. Score each Part A and Part B separately.

Allow about 25–35 minutes as a planning estimate, or give one passage at a time. Students may reread. Give the normal access supports for the student and record any read-aloud or other help that changes what the task measures.

Literal comprehension: 1, 6, 11, 16 · **Inference:** 2, 4, 7, 9, 12, 14, 17, 19 · **Evidence:** 3, 5, 8, 10, 13, 15, 18, 20

Room on the Table

1. A / B / B · Literal comprehension

The finished bridge is on display; paragraph 3 puts the tray and notebook beneath the tablecloth.

2. D · Inference

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

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

B unsupported: 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 unsupported: The notebook records unsuccessful attempts, not a comparison showing which support held up best.

3. B · Evidence

The student identifies where the wheels would catch, then Liv opens the notebook to the gray mark. These connected details explain the notebook's use.

A other idea: This shows the successful finished bridge, not the trial problem the student and notebook help explain.

C one detail: This describes her earlier planned explanation, before the students ask how the support took its shape.

D other idea: This concerns comparison with nearby displays, not the wheel problem recorded in her notebook.

4. A · Inference

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

B one detail: The finished bridge could already be tested before she changed the display.

C one detail: 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 unsupported: She notices other displays earlier, but the new arrangement explains her own process rather than comparing projects.

5. D · Evidence

Liv brings the notebook and earlier support to the front and adds a First Trial card. This new arrangement lets visitors connect the finished bridge with the work that led to it.

A one detail: This describes the record before the visitors arrive, not Liv's later choice about what to display.

B one detail: This identifies the gap in the earlier explanation; the new arrangement more directly shows what Liv chooses to put before visitors.

C one detail: This shows the earlier conversation, before Liv chooses the arrangement for the main visitors.

E one detail: This shows one visitor's question and Liv's response, not the arrangement explaining the development of the design.

The Backup Track

6. D · Literal comprehension

The last sentence of paragraph 4 explicitly says the combined introduction exceeds the allowed time.

A other idea: This identifies who makes the choice, not a problem with the combined recording's length.

B one detail: This gives the limit on the number of openings; it does not state the result of his combined edit.

C one detail: This describes the edit, but not the timing problem it creates.

7. A · Inference

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

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

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

8. C · Evidence

The separate file is direct evidence that removed material has been preserved outside the current opening.

A one detail: This shows removal from the opening, but not the decision to keep the removed material available.

B other idea: This concerns listening to the edit, not preserving a sentence outside it.

D other idea: This concerns the note associated with the broadcast folder, not the separate file holding the unused sentence.

9. B · Inference

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

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

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

10. A, D · Evidence

The stated purpose is to introduce the room, and Wes deliberately accepts its working sound when someone apologizes for it. These details support using the sounds as part of the room's introduction.

B one detail: This describes the earlier music edit, not the purpose served by the room sounds he keeps.

C other idea: This says who decides, not what the room sounds contribute to the program.

E other idea: This checks the finished length; it does not explain what the working sounds add.

The Lamp That Hid the Lock

11. A / B / B · Literal comprehension

Paragraph 4 says a timer can switch the lamp off after closing, a sensor responds to someone approaching, and these controls leave the direction of the light unchanged.

12. C · Inference

Paragraph 2 connects an exposed bulb with glare. Paragraph 3 shows a cover can block the direct view of the bulb while the task area still receives light. A and B leave the bright source exposed. D helps with glare but directs light away from the task.

A one detail: Moving the lamp may put more light on the map, but leaves the bright bulb in view.

B one detail: Aiming the light at the map addresses the task, but the exposed bulb can still make it harder to see.

D one detail: This reduces glare, but directing the light onto the path does not ensure enough light on the map.

13. B · Evidence

Paragraph 3, sentence 2 supports both parts of the decision. A describes where a cover blocks light. C and D each show only one result.

A one detail: This says what light the cover blocks. It does not show that enough light reaches the task.

C one detail: This describes the view from across the lot. It does not tell what the rider can see at the rack.

D one detail: This shows that Tova can see the keyhole. It does not explain how the cover changes her view of the bulb.

14. D · Inference

Paragraphs 4 and 5 distinguish timing from direction. D varies the cover while keeping the schedule fixed. A varies the timer, B varies both, and C compares viewpoints without varying the cover.

A other idea: This changes the schedule and holds the cover fixed. It could test the schedule.

B other idea: The old and new setups differ in both settings, so this comparison cannot isolate the cover.

C other idea: This compares viewpoints while the cover is in place in both cases.

15. B · Evidence

Paragraph 5, sentence 2 explains why an improvement under two simultaneous changes cannot isolate the cover's contribution. A explains the controls, while C and D describe what can be seen from different places.

A one detail: This explains what the time controls change, but not why the original comparison cannot identify the cause.

C other idea: This compares what a photo shows with what Tova can see. It does not address the two changes in the test.

D one detail: This shows the result at the rack. It does not show which of two changes caused an improvement.

The Arrow on the Garden Plan

16. B, D · Literal comprehension

Paragraph 1 describes a shallow planted area arranged to collect some runoff.

A true detail: Paragraph 1 gives this as a possible downspout route, not the description of the rain garden.

C contradicted: The planted area allows water to pass through soil; paragraph 2 explicitly rules out a permanent pond.

17. A · Inference

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

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

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

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

18. D · Evidence

These two findings explain why runoff may not follow the drawn arrow into the proposed garden.

A one detail: This identifies an omission in the drawing; it does not show the direction water will take at the actual site.

B other idea: This concerns water passing through the soil after arrival, not the slope and edge that affect whether it reaches the garden.

C one detail: This recommends what to address; the slope and raised-edge observations more directly support the conclusion about where water may go.

19. C · Inference

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 unsupported: Color alone does not show whether the garden receives and drains runoff.

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

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

20. A, D · Evidence

The passage says the garden is not a permanent pond and says received runoff must move through. Together these support checking water that stays above the soil.

B true detail: This is general suitability guidance, rather than the particular water behavior in Part A.

C true detail: This concerns water reaching the bed, not remaining there after arrival.

E true detail: This recommends local checks generally; the specific water requirements are stated in paragraph 2.