# Reading Check on Paper

## Inference Check · Form B | 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

## The Empty Chair

**1. E** · Literal comprehension

This directly identifies the labeled pencil drawing on the paper.

**A** other idea: This introduces the feeder, not the contents of the sheet of paper.

**B** other idea: This describes the feeder's damage, not the paper.

**C** other idea: This names repair equipment, not what the visitor unfolds.

**D** one detail: This says the visitor unfolds paper but does not describe what is drawn on it.

**2. C** · Inference

He stops at the screwdriver in Gus's hand and keeps hold of his bag; after Gus invites him into the work, he lays out his pieces.

**A** one detail: The boy lays out his two screws later, but his initial stop occurs when he sees the screwdriver in Gus's hand.

**B** one detail: The drawing identifies a corner, but the two hesitant actions happen before he taps it.

**D** unsupported: The passage shows no clearing of table space; his response changes when Gus asks about his own work on the feeder.

**3. B, D** · Evidence

His pause at the tool in Gus's hand suggests uncertainty about who will do the work. Keeping hold of the unopened bag reinforces his hesitation before Gus invites him to participate.

**A** one detail: This establishes his arrival and materials, not his response to Gus starting the repair.

**C** one detail: This explains what he carries, not the hesitation about his role.

**E** other idea: This marks the repair area, not the boy's response to Gus holding the tool.

**4. A** · Inference

Gus pauses while the boy is fitting the screw, steadies the feeder after it slips, and moves only once the side stays in place.

**B** one detail: The volunteer went for a tool earlier, but she has now returned and Gus is supporting the boy's attempt.

**C** unsupported: The volunteer has offered him a ready work mat; his delay follows the boy's unfinished attempt.

**D** unsupported: The boy completes the attempt at the current table; no move of the feeder to another mat is requested.

**5. D** · Evidence

This explicitly links his move to the successful end of the boy's attempt.

**A** one detail: This shows the other station is ready, but not why Gus waits to go there.

**B** one detail: This shows a queue, not the condition that finally leads him to move.

**C** other idea: This is an earlier event, before the boy arrives and before the volunteer offers Gus the empty chair.

## Above the Truck

**6. A / B / B** · Literal comprehension

The phone image supplies the carved leaves. The driver unloading boxes and the moving curtain are described as details of the scene outside the hall.

**7. B** · Inference

The curtain repeatedly pushes outward and settles; the final drawing uses several light lines instead of one fixed outline.

**A** unsupported: The carved leaves belong to the doorway image on his phone, not the curtain he observes.

**C** unsupported: The lines are beside the curtain, not a record of the truck's position.

**D** unsupported: The passage describes the light lines as part of the drawing he displays; it gives no plan to replace them with a dark outline.

**8. D** · Evidence

This directly shows the changing form Hal observes, explaining why several lines can represent it better than one fixed contour.

**A** one detail: This shows revision during the sketch, but it does not say what is changing in the subject.

**B** one detail: This establishes which part of the building Hal can see, not the changing shape of the curtain.

**C** one detail: This places the phone and sketchbook together; it does not describe the curtain's movement.

**9. A** · Inference

Hal was going to draw a doorway. When another doorway is available, he instead keeps watching the window and closes the phone, suggesting a plan adapted to direct observation.

**B** contradicted: He closes the phone and keeps the window in view rather than refining the carved doorway image.

**C** contradicted: His finished window drawing sits between two doorway sketches; it is not the same subject.

**D** contradicted: He is offered that kind of view but stays focused on the window rather than moving to the other entrance.

**10. C** · Evidence

Closing the phone and keeping the window in view directly shows the response to the offered alternative entrance.

**A** one detail: This establishes the original obstacle, not Hal's response to being offered a different view.

**B** one detail: This gives an available image, not his later choice to keep observing a different subject.

**D** one detail: This restores the originally planned view later; it is not Hal's response to the earlier offer.

**E** other idea: This marks the end of the outside session, not his earlier choice about the subject to observe.

## When the Water Went the Other Way

**11. B / A / A** · Literal comprehension

Paragraph 4 says the reviewer asks for records first. Paragraph 2 states the Moon and Sun connection, and paragraph 1 says the two lines had stayed close earlier.

**12. D** · Inference

Paragraph 4 identifies the readings that would disappear. Paragraph 5 shows why a run and an isolated jump send the reviewer in different directions. A, B and C can be investigated using the labels, prediction line or weather notes.

**A** other idea: The name and time can be checked using the label even if high measurements are hidden.

**B** other idea: The prediction line still shows the predicted drop.

**C** other idea: The weather notes still show when the wind was recorded.

**13. C** · Evidence

Paragraph 5 ties a run of high readings to checking the water at the pier and a lone spike to checking the equipment. D identifies possible causes but gives no pattern for choosing what to check.

**A** one detail: This explains how the display puts the two lines on the same scale. It does not give a pattern to investigate.

**B** one detail: This shows that the reviewer asks for records, but does not tell how a pattern points to what to check.

**D** one detail: This identifies the two possible causes. It does not show which pattern would guide a check of each cause.

**14. B** · Inference

Paragraph 2 explains how runoff can affect actual water level. Paragraph 3 explains that the astronomical prediction omits weather effects. The alternatives reverse the roles, apply runoff to both lines, or assume a faulty measurement.

**A** contradicted: The astronomical tide prediction leaves runoff out.

**C** contradicted: Runoff can change actual water level, but the astronomical prediction omits it.

**D** contradicted: The question says the gauge is working. Paragraph 2 explains a real rise in water level.

**15. C, D** · Evidence

Paragraph 2, sentence 4 explains the effect on the measured level. Paragraph 3, sentence 1 supplies the missing piece about the prediction. A and B describe the lines in general. E offers broad possibilities rather than explaining why runoff could separate them.

**A** one detail: This tells what the tide prediction uses. The other prediction sentence directly states that runoff is excluded.

**B** one detail: This tells what the gauge measures and helps explain the comparison. It does not say that runoff can raise the actual water level.

**E** one detail: This gives possible reasons for a gap. It does not explain how runoff could cause a real rise.

# The Tag in Box 3

**16. A, C** · Literal comprehension

The list assigns R14 to box 3, but the tag found there says R41.

**B** contradicted: R14, not R41, is the code listed for box 3.

**D** unsupported: The cause of the mismatch is not established, and the move example does not explain it.

**17. A** · Inference

Unique codes distinguish similar objects; a location change does not create a new object identity.

**B** contradicted: Moving changes a location entry, not the object’s unique code.

**C** contradicted: Similar descriptions do not make two distinct objects share an identifier.

**D** contradicted: The passage explicitly keeps the object code through a move, preventing a duplicate record for the same thing.

**18. B, E** · Evidence

One sentence establishes unique identifiers; the other preserves an object's identifier through a move.

**A** one detail: This identifies the changing field, but does not itself state that identifiers are unique or unchanged.

**C** one detail: This lists fields without establishing the code rules that keep identities distinct.

**D** one detail: This links a tag and list, but does not establish unique object identity or preservation through a move.

**19. B** · Inference

The passage gives several possible sources of the mismatch, and each would call for a different correction.

**A** unsupported: The code-preservation rule is already stated; a move is not the uncertainty in this mismatch.

**C** unsupported: The passage distinguishes similar objects using codes rather than merging records by description.

**D** contradicted: Changing an entry just to match the found tag assumes the tag is right, which paragraph 3 says would not show what actually happened.

**20. C** · Evidence

A misplaced object, a wrong tag and a wrong list entry need different corrections. The quoted passage explains why checking them before editing matters.

**A** one detail: This warns against an immediate change but does not identify the possible sources the checker must distinguish.

**B** one detail: This states the action being explained, not why different checks could call for different repairs.

**D** one detail: This warns that records can be wrong; the paired sentences identify the alternatives and their different corrections.

**E** other idea: This concerns recording a correction after its cause has been checked.