Reading Check on Paper

Inference Check · Form B | Grades 9–10

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 35–45 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.

Paper edition note: Question 8 uses a revised choice A to make choice B the only answer that shows the risk to the case. The online version has different wording.

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 Stop on the Map

1. A / A / B · Literal comprehension

The opening names Alden’s circled recreation-center stop and his partner’s separate card; the council grants time for one route.

2. C · Inference

His sports-club evenings match the apartment student’s early-care days. Hiding his own timetable while answering keeps the personal cost of the direct route less visible.

A unsupported: The same club evenings are still a problem; the text never says he has changed them.

B contradicted: His club evenings are the same days on which the apartment student needs an earlier arrival, not free days.

D other idea: The earlier count concerns incomplete comments. Here he conceals a timetable after learning the days of the scheduling conflict.

3. B · Evidence

His sports-club evenings match the apartment student’s early-care days. Hiding his own timetable while answering keeps the personal cost of the direct route less visible.

A one detail: These concern incomplete route comments and an earlier response, not his personal timetable conflict.

C one detail: This introduces the apartment student’s information. It does not establish how Alden’s own club evenings are affected, as the other text does.

D one detail: These show that he keeps the center request available later, not the timetable overlap behind the earlier concealment.

4. A · Inference

The team presents the direct route despite Alden’s own continuing need. His later entrance question and gate note contribute practical access information for that proposal; the passage does not say the council has approved a route.

B unsupported: The gate question concerns access to the apartments; no extension through it to the center is proposed.

C contradicted: The direct route is presented to the council, and the separate evening rides he messages about are his own.

D contradicted: The gate detail is added to the map for the proposed direct route, not offered as a replacement for it.

5. B · Evidence

The team presents the direct route despite Alden's own continuing need. His later entrance question and gate note contribute practical access information for that proposal; the passage does not say the council has approved a route.

A one detail: These establish his continuing need, not the later practical work on the direct route.

C one detail: These show him investigating the needs before the decision, not putting the chosen route into practice afterward.

D one detail: These concern how they assess and prepare the options, not the gate information added after the meeting.

Beside the Repair Table

6. A, D · Literal comprehension

Paragraph 1 explicitly names the woman's name and contact number.

B unsupported: A home address is not one of the opening's two requested details.

C unsupported: A preferred collection day is not requested in the opening.

E unsupported: The opening does not request a language preference. The language Anya and the woman share appears in their later conversation.

7. D · Inference

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 one detail: The radio belonged to her father, but the crack and demonstration explain the continued protection after reassurance.

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

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

8. B · Evidence

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 one detail: These details explain the radio's history and the volunteer's response. They do not show what lifting the knob would do.

C one detail: These concern prior opening and access to the case, not how moving the knob affects its loose edge.

D other idea: These concern the later working arrangement and the woman's active role, not the reason for protecting the knob.

9. B · Inference

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

C other idea: 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 one detail: The diagram helps them inspect the radio, but she asks about a written word rather than the drawing of its connections.

10. A · Evidence

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.

B one detail: This establishes readiness to record unfamiliar vocabulary, but not the repair term supplied by the woman or its shared language.

C one detail: These show Anya preserving the woman's role in the repair decision, not the source of the word she records.

D other idea: These concern inspecting connections with a diagram and shared lighting, not adding a term supplied by the woman to Anya's notebook.

Where the Cards Wait

11. C · Literal comprehension

Paragraph 7 explicitly names a missing envelope as something that can alter the pattern in a real exhibition.

12. A · Inference

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 contradicted: The card must be checked and stamped before it goes into an envelope.

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

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

13. D · Evidence

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.

A one detail: These establish the first worker's supply and the model assumptions, not continuous occupation of the last job.

B one detail: These trace the first card; the later text explicitly describes the last worker having no next card.

C one detail: This constrains the processing order but does not describe the last worker's actual idle interval. The other quotation says what happens while a card is being stamped.

14. C · Inference

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 contradicted: Both arrangements keep the same checking, stamping and envelope sequence.

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

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

15. C · Evidence

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 one detail: These establish assumptions for the model rather than a difference hidden by the shared average.

B one detail: This describes the offset arrangement's flow, but does not compare it with pairs arriving at the same average.

D one detail: This identifies a waiting place, not a difference between starting arrangements or why an average-only description misses that difference.

A Room for Rehearsal

16. B, E · Literal comprehension

The room is available on four afternoons, and the debate club meets every Monday.

A contradicted: The drama group wants Tuesdays for a month, not a whole term.

C contradicted: The science presentation needs two rehearsals.

D unsupported: The example specifies after-class afternoons and does not state weekend availability.

17. B · Inference

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 unsupported: The proposed form does not require weekly moves. This does not follow from omitting the activity.

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

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

18. C · Evidence

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 one detail: These support continuity, not whether two activities can use the same hour and space.

B other idea: These concern when bookings are available, not the working conditions omitted by the form.

D other idea: These concern allocating time and continuity rather than whether activities can coexist.

19. D · Inference

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

B unsupported: 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 ignores clue: The dates were left on the calendar during the term; recording them afterward cannot free those past sessions.

20. C, D · Evidence

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 one detail: These state the broad aim of the calendar. The other review text specifically identifies when the review happens and what it is intended to adjust.

B other idea: These explain why recurring groups benefit from a regular place, not either requested function.