

1. Supported inferences and evidence

SAT Clarity teaching kit

Original supplementary instruction

Teaching notes

Introduce the skill. These materials are independent of College Board.

2. Learning goal

Select the conclusion supported by a short passage while preserving its scope and uncertainty.
Before starting: Distinguish observations, assumptions and conclusions

Teaching notes

Ask learners to restate the goal. Check the prerequisite before proceeding.

3. Diagnostic

Some seeds recovered from a dry cave germinated after watering. Which conclusion is supported?

- A. All old seeds can germinate.
- B. At least some recovered seeds remained capable of germination.
- C. The cave receives heavy rain.
- D. Dry storage always preserves seeds.

Teaching notes

Allow quiet thinking before sharing. Record reasoning rather than just the letter.

4. Diagnostic reasoning

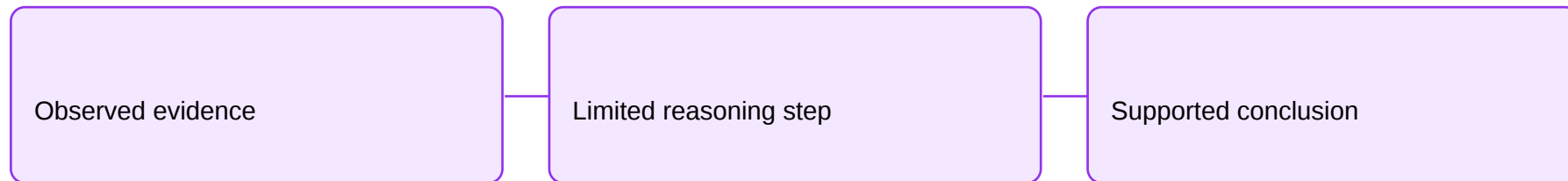
Successful germination establishes capacity in at least those seeds.

Teaching notes

Answer: B. A: The result concerns some seeds, not all old seeds. B: Successful germination establishes capacity in at least those seeds. C: Watering recovered seeds does not establish cave rainfall. D: One recovery does not support an always claim.

5. Evidence and conclusion

A supported inference combines evidence with a modest reasoning step. Separate stated observations from assumptions.

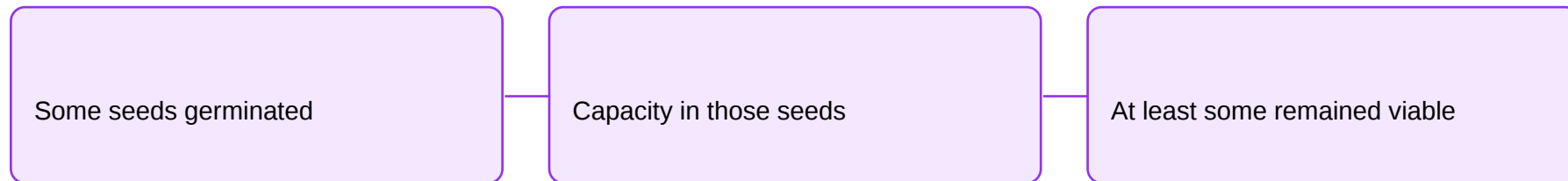


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

6. Scope

Some does not mean all. A result for one group or period does not automatically apply elsewhere.

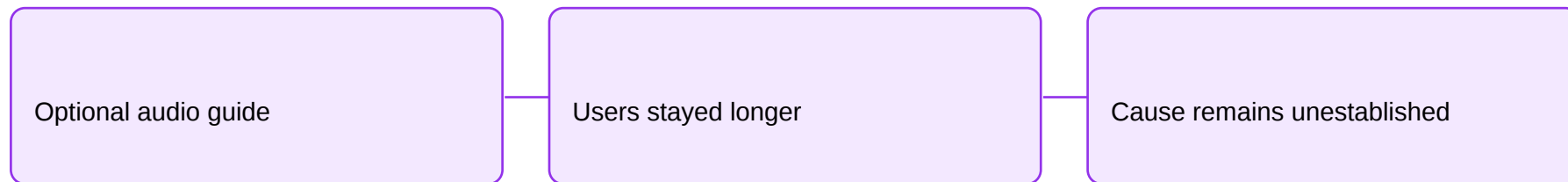


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

7. Association and cause

Groups that differ in an observational comparison can differ for other reasons. A relationship alone does not prove a cause.

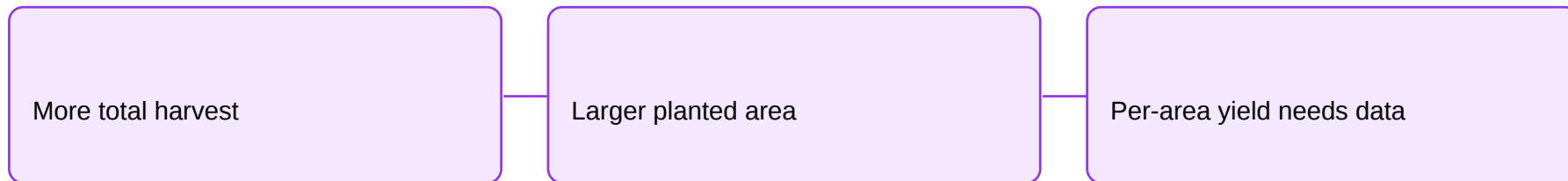


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

8. Missing measurements

An increased total can reflect a larger sample or area. A per-unit claim needs evidence about the denominator.

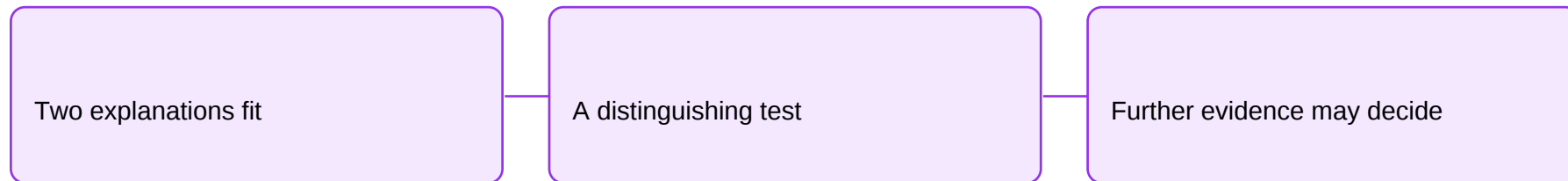


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

9. Uncertainty

A plausible explanation can remain unconfirmed. Choose the conclusion justified by the information rather than the most dramatic story.



Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

10. Worked example 1

A garden harvested more food this year and planted a larger area. It recorded no yield per area. Which conclusion is supported?

- A. Each square meter produced more food.
- B. Soil fertility increased.
- C. Total harvest increased, but increased yield per area is not established.
- D. Weather improved.

Teaching notes

Model reading the prompt and identifying the requested quantity or relationship before solving.

11. Example 1 reasoning

The total increased, while the missing denominator prevents a per-area conclusion.

Teaching notes

Answer: C. A: A larger area can explain more total food without higher per-area yield. B: No soil measurement establishes a fertility change. C: The total increased, while the missing denominator prevents a per-area conclusion. D: The passage supplies no weather comparison.

12. Worked example 2

Visitors who chose an optional audio guide stayed longer on average than other visitors. Which conclusion is supported?

- A. Guide use caused longer visits.
- B. Every guide user stayed longer than every nonuser.
- C. The guide was compulsory.
- D. The groups differed in average visit length.

Teaching notes

Model reading the prompt and identifying the requested quantity or relationship before solving.

13. Example 2 reasoning

The passage explicitly reports an average difference, without establishing cause.

Teaching notes

Answer: D. A: Self-selection allows alternative explanations. B: Different averages do not establish individual ordering. C: Optional directly contradicts compulsory. D: The passage explicitly reports an average difference, without establishing cause.

14. Worked example 3

A bird species nests in both natural cavities and artificial boxes. In one study, boxes sheltered more nests than cavities. Which conclusion is supported?

- A. The species can use more than one type of nesting site.
- B. It never uses natural cavities.
- C. Boxes always improve survival.
- D. All birds prefer boxes.

Teaching notes

Model reading the prompt and identifying the requested quantity or relationship before solving.

15. Example 3 reasoning

Nesting in both types establishes flexibility in site use.

Teaching notes

Answer: A. A: Nesting in both types establishes flexibility in site use. B: Natural cavities are explicitly used. C: Nest counts do not establish survival or an always claim. D: The study concerns one species and does not measure preference for all birds.

16. Universal claims

Words such as every and always require evidence broad enough to support them.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

17. Causal leaps

Self-selection can affect a comparison. The observed difference does not alone establish treatment effect.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

18. Outside knowledge

A true fact about the topic may lack support in this passage.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

19. Reversed evidence

Keep direction, dates and groups consistent with the passage.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

20. Guided practice 1

Two historians agree on a bridge's completion year but disagree about its designer's overseas travel. Which conclusion is supported?

- A. They disagree on the completion year.
- B. Their disagreement concerns the designer's experience.
- C. Neither studied the bridge.
- D. The designer certainly traveled abroad.

Teaching notes

Learners solve first. Ask partners to justify a choice and reject an alternative.

21. Guided practice 1 reasoning

The stated disagreement is about travel experience.

Teaching notes

Answer: B. A: They agree on the year. B: The stated disagreement is about travel experience. C: Disagreement does not show a lack of study. D: The unresolved disagreement does not establish certainty.

22. Guided practice 2

A detector recorded no signal above its threshold during a trial. Which conclusion is supported?

- A. No phenomenon occurred.
- B. The detector found no signal strong enough to exceed its threshold.
- C. The detector cannot function.
- D. Every future trial will be identical.

Teaching notes

Learners solve first. Ask partners to justify a choice and reject an alternative.

23. Guided practice 2 reasoning

This preserves the stated detection limit.

Teaching notes

Answer: B. A: A signal below the threshold could remain undetected. B: This preserves the stated detection limit. C: A negative reading alone does not establish equipment failure. D: One trial cannot determine all future trials.

24. Guided practice 3

A survey sampled residents of one town. Most respondents supported a new park. Which conclusion is supported?

- A. Most people in every town support parks.
- B. Every sampled resident supported the park.
- C. A majority of respondents supported this park.
- D. The park will certainly be built.

Teaching notes

Learners solve first. Ask partners to justify a choice and reject an alternative.

25. Guided practice 3 reasoning

This matches the measured group and level of support.

Teaching notes

Answer: C. A: The sample does not cover every town. B: Most is not every. C: This matches the measured group and level of support. D: Support does not establish the final construction decision.

26. Independent practice 1

A translation preserves the original's plot but changes several metaphors to fit the new language. Which conclusion is supported?

- A. It changes all story events.
- B. The translator preserved some features while adapting others.
- C. The original had no metaphors.
- D. The translation is more accurate in every respect.

Teaching notes

Answer: B. A: Preserving the plot contradicts changing all events. B: Plot preservation and metaphor changes show selective adaptation. C: The passage explicitly describes original metaphors. D: No overall accuracy comparison appears.

27. Independent practice 2

The team repeated an experiment three times and observed similar results. Which conclusion is supported?

- A. The results were consistent across these trials.
- B. No future trial can differ.
- C. The explanation is certainly correct.
- D. Every instrument gives the same result.

Teaching notes

Answer: A. A: Similar results in the three trials support this limited consistency claim. B: Future outcomes remain unobserved. C: Replication alone does not prove a particular explanation. D: No comparison across every instrument appears.

28. Independent practice 3

A species was observed at a higher elevation this year than in earlier records. The passage gives no cause. Which conclusion is supported?

- A. Climate change caused the shift.
- B. All members permanently moved uphill.
- C. The newest recorded location is higher than earlier recorded locations.
- D. The earlier records were false.

Teaching notes

Answer: C. A: The passage does not establish a cause. B: One observation does not establish all members or permanence. C: This preserves the recorded elevation comparison. D: New observations do not invalidate earlier locations.

29. Exit ticket

A student improved after using a study app and receiving tutoring during the same month.
Which conclusion is supported?

- A. The app alone caused improvement.
- B. Tutoring had no effect.
- C. Improvement occurred while both supports were present.
- D. The app guarantees improvement for everyone.

Teaching notes

Answer: C. A: The simultaneous tutoring prevents attributing the change to the app alone. B: No evidence isolates tutoring's effect. C: The timing supports co-occurrence without isolating causation. D: One case does not establish a universal guarantee. Ask the learner to name one remaining uncertainty.

30. Review and next practice

Independent answers: 1: B, 2: A, 3: C

Return to the concept behind each missed item.

Use the extension question in the worksheet.

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Teaching notes

Review the separate teacher edition for all distractor explanations. Domain mapping source: <https://satsuite.collegeboard.org/higher-ed-professionals/sat-validity/content-domains> . Difficulty estimates are instructional, not empirically calibrated.