

TELPAS Spring 2025 Grades 10–12 Reading and Writing Rationales

Item Position	Rationale	
1	Option A is correct	The word “spend” is the most appropriate choice to complete the text. The word “spend” in this context means to use. The phrases “covered with leaves” and “rest of the afternoon” provide strong support for the idea that Mr. Harper will need to spend a significant amount of time raking leaves.
	Option B is incorrect	The word “give” does not fit the context of this text. This word means to hand something to someone or to supply someone with something.
	Option C is incorrect	In this text, Mr. Harper is not making anything; he is working in his yard and raking leaves. The word “make” does not match the context in this text.
	Option D is incorrect	The word “keep” means to continue to have or possess something. The phrases “covered with leaves” and “raking all the leaves” make it clear that Mr. Harper is cleaning up the leaves, not keeping them.

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2	Option C is correct	The word “attached” most appropriately completes the sentence. “Attach” means to join, fasten, or connect something to something else. The phrase “fastens itself to the shell” provides context for the idea that the sea anemone is connected or secured to the hermit crab’s shell.
	Option A is incorrect	The word “caught” means trapped, held, or captured. There is no language in the text to support the idea that hermit crabs hunt, trap or capture sea anemones. On the contrary, the text describes the relationship between these two organisms as an example of mutualism.
	Option B is incorrect	The word “located” indicates only that something is placed or found in a certain spot. This word does not convey or support the idea that the sea anemone is securely fixed, or fastened, to the hermit crab’s shell and is traveling along with it.
	Option D is incorrect	“Cover” means to be placed over or on top of something, or to extend across something. The word “covered” does not appropriately complete this sentence. The phrases “fastens itself to the shell” and “gets to move from place to place” make it clear that the sea anemone is not just simply resting on or covering the shell. It is firmly fastened to it.

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3	Option B is correct	The word “either” appropriately completes this text. The phrases “cannot find her phone in her room,” “phone is not in her backpack,” and “Priya is worried” all provide context for “either.” The language of the text makes it clear that Priya cannot find her phone in either her room or her backpack.
	Option A is incorrect	The word “instead” refers to an alternative to something else, or something that is used in place of something else. The word “instead” is not supported by the context. The text makes it clear that Priya’s phone is definitely not in her backpack instead of her room—her phone is not in either of those places.
	Option C is incorrect	The word “anyway” suggests that something happens in spite of another event. But the language in the text provides strong support for the idea that Priya cannot find her phone anywhere she looks. The word “anyway” does not fit that context.
	Option D is incorrect	The word “else” means in addition to or besides. This word does not fit the context of this text. Priya looks for her phone in two places—her room and her backpack—and cannot find it in either of those places.

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4	Option B is correct	The word “question” appropriately completes the text. This word means to express doubts about something or raise concerns or objections about something. The phrases “whether governments should be controlled” and “Instead, they argued” support the idea that European philosophers were starting to question existing ideas related to monarchs and government.
	Option A is incorrect	The word “insist” is not supported by the context of this text. This word means to demand or say in a forceful way. However, based on the text, European philosophers were not insisting or declaring that monarchs should control governments. Rather, they were questioning or challenging that system of government.
	Option C is incorrect	The word “understand” means to comprehend something or know the meaning or reason for something. However, this text conveys the idea that European philosophers already understood that monarchy was a system of government. They were not simply comprehending or accepting it; their goal was to challenge or “question” the legitimacy of rule by monarchs.
	Option D is incorrect	The word “object” means to express disagreement with or opposition to something. Based on this text, European philosophers were not simply raising objections about whether or not governments should be ruled by monarchs. The sentence “Instead, they argued, ordinary people should play a significant role in how they are governed” shows that these philosophers were explicitly arguing against monarchy as a system of government, and in favor of a different system.

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Item Position	Rationale	
5	Option A is correct	The word “shifts” means a period of time that a person works. This word most appropriately completes this text. The phrases “works two days each week” and “works five days each week in the summer” provide context for “shifts.”
	Option B is incorrect	The word “choices” does not fit the context. This word refers to things that can be chosen or selected. The days that Brian works are periods of time, not choices.
	Option C is incorrect	The word “locations” means specific places or spots. However, the text is about the number of days that Brian works, not the place or places where he works. The word “locations” does not match this context.
	Option D is incorrect	The word “wages” means the amount of money an employee earns. This word does not match the context of this text. The text is not about how much Brian earns. It is about how often he works during the school year and summer.

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Item Position	Rationale	
6	Option A is correct	The words “Even if” most appropriately complete this text. This phrase is used to stress the fact that something will happen, despite something else being done that might prevent it. The phrases “temperature of the boiling water will stay the same” and “water temperature will remain steady” provide support for this answer choice. There is clear context for the idea that the temperature of the water will not change even if “more heat is added.”
	Option B is incorrect	The phrase “so that” means “in order to.” It is used to suggest that something is done in order to make something else happen. However, the language of the text does not provide support for the idea that the water temperature will remain steady “so that” or in order that more heat can be added. On the contrary, the text clearly states that the water temperature will remain the same.
	Option C is incorrect	The words “Instead of” refer to something that happens in place of or as an alternative to something else. This phrase does not fit the context of this text. There is no language to support the idea that more heat is being added to the boiling water “instead of,” or in place of, a different action.
	Option D is incorrect	The words “According to” mean as stated by or in something. This phrase is not supported by the language in the text. The text makes it clear that the temperature of boiling water does not change according to or based on any amount of heat that may be added to the pot.

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Item Position	Rationale	
7	Option B is correct	The word “continues” is the appropriate word to complete the text. The phrases “upward to the left and right” and “is all real numbers” provide strong support for “continues.” This answer choice most closely matches the context of the text: As you move further left and right along the x-axis, the quadratic function “continues” or extends without any limit. The word “continues” emphasizes the idea that there is no endpoint. This is also the appropriate word to use because it best describes the graph, which shows a quadratic function with an upward progression toward the left and right.
	Option A is incorrect	The word “orders” means to arrange or sequence something. This word is not supported by the language or the text. Nor does it describe the graph, which shows a continuous upward progression.
	Option C is incorrect	The word “applies” means to be connected to something or to be important or relevant to something. This word does not fit the context of this text. It does not describe and is not supported by the continuous progression shown in the graph.
	Option D is incorrect	The word “relates” does not match the context of this text or the accompanying graph. The word “relates” means to refer to something or to have a connection to something. There is no language in the text to suggest that the function or graph shown are related to something else. In addition, this word does not describe the progression shown in the graph of the quadratic function.

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Item Position	Rationale	
8	Option D is correct	The language in the first and second paragraph provides clear, substantial support for this answer choice. Paragraph 1 explains, “Simultaneously, the expansion of railways increased accessibility to remote places. More and more people began traveling to the natural wonders of the United States.” Paragraph 2 states, “These parks and others were created for and because of the growing number of people traveling by rail to visit natural areas.”
	Option A is incorrect	There is no evidence in the text to support the idea that the efforts of the National Park Service were the primary reason more people first became able to visit new national parks in the United States. The text makes it clear that the National Park Service was created in 1916, decades after people began visiting the first U.S. national parks.
	Option B is incorrect	There is no support for this answer choice in the text. The text states that Yellowstone National Park was the first national park in the United States, but its creation is not what primarily enabled more people to begin visiting national parks in this country.
	Option C is incorrect	The text does state that in the 1800s, some people became more interested in and felt a greater appreciation for natural areas because of industrialization. However, this is not what allowed more people to start visiting U.S. national parks. The text makes it clear that the main factor that first gave people access to the parks was the growth of the railway system.

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Item Position	Rationale	
9	Option A is correct	The language in the text provides support for the conclusion that asteroid mining is not practical or cost-effective at this time. For example, the second paragraph states that “attempting asteroid mining would be a tremendously complicated, costly endeavor” and “Developing this technology and launching such a mission could cost billions of dollars.”
	Option B is incorrect	The text does mention a range of asteroid sizes. However, there is no language to support the conclusion that the majority of asteroids containing precious metals are large. Additionally, the sentence “Even a small asteroid could potentially contain billions of dollars’ worth of metals” in the second paragraph provides context to eliminate this option as a possible correct answer choice.
	Option C is incorrect	The text does not suggest that the OSIRIS-REx mission is part of a larger NASA program to explore asteroids; nor does it support that conclusion. The OSIRIS-REx is the only NASA mission specifically named in the text.
	Option D is incorrect	There is no information in the text to support the conclusion that scientists think bringing an asteroid to Earth could be simpler than sending humans to an asteroid. The text mentions the difficulties of sending humans to asteroids, but it does not present bringing an asteroid back to Earth as the solution to that problem.

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Item Position	Rationale	
10	Option B is correct	The phrase “had bought” best completes the sentence. This verb phrase is in the past perfect tense. The sentence is about an event that had already happened in the past, before the speaker saw the grandmother.
	Option A is incorrect	The phrase “can buy” is in the present tense. However, this sentence is not about an event that occurs in the present. It is about an event that had already happened in the past, before the speaker saw the grandmother. For this reason, present tense should not be used to complete the sentence.
	Option C is incorrect	The phrase “will buy” is in the future tense. However, this sentence is about an event that had already happened in the past, before the speaker saw the grandmother. Future tense is not the correct tense for this situation.
	Option D is incorrect	The phrase “has bought” does not agree in number with the subject (“she and my mom”). Additionally, this verb phrase is in the present perfect tense. This sentence is about an event that had already happened in the past, before the speaker saw the grandmother. A verb phrase in the present perfect tense does not correctly complete this sentence.

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Item Position	Rationale	
11	Option D is correct	The verb “realize” best completes the sentence. This verb is in the present tense. In this sentence, the speaker is talking about an ongoing event that continues in the present—the realization that “life is unfair.”
	Option A is incorrect	The verb “realized” is in the past tense. However, the speaker is talking about a current situation that continues into the present time. Past tense is not the correct tense to use in this situation.
	Option B is incorrect	The verb phrase “will realize” is in the future tense. In this sentence, the speaker is talking about an event that is continuing in the present time, not about something that will happen in the future. For this reason, future tense should not be used to complete the sentence.
	Option C is incorrect	The verb phrase “would realize” is in the conditional tense. But in this sentence, the speaker is not talking about what could possibly happen. The speaker is talking about an event that is continuing in the present. A verb in the present tense should be used, rather than a verb in the conditional tense.

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Item Position	Rationale
12	In these sentences, the speaker is referring to himself or herself. For this reason, “me” is not the correct pronoun to use. Replacing the object pronoun “me” with the reflexive pronoun “myself” corrects the original error.

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Item Position	Rationale
13	In this sentence, the speaker is making a comparison between two things that are not equal: the amount of soccer the speaker plays now and the amount of soccer the speaker played before. Replacing the word “that” with “as” corrects the error in the original comparison.

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Item Position	Rationale	
14	Part A	
	"do" is the error	The use of "do" is grammatically incorrect in this sentence. It is not the correct form of the verb to use with the phrase "get used to."
	"had" is not an error	The word "had" is the correct verb tense to use in this sentence. Here, the speaker is talking about an imaginary or hypothetical event: "If we always had a lot of help . . ." The word "had" should not be changed.
	"get" is not an error	The word "get" is the correct verb to use in the phrase "get used to." It should not be changed.
	"ourselves" is not an error	The word "ourselves" is the correct pronoun to use. The subject of the sentence is "we," and the speaker is talking about learning to do things as part of a group. The word "ourselves" should not be changed.
	Part B	
	In this sentence, the speaker uses the verb phrase "get used to." This phrase is used to talk about the process of becoming familiar with or accustomed to something. The phrase "get used to" can be followed by a noun, pronoun, or gerund (a verb that ends in the -ing form). "Do" is not the right verb form to use with this phrase. Replacing "do" with "doing" corrects the error in the original sentence.	

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Item Position	Rationale
15	For information about scoring sentence rewrite items, refer to the grades 10-12 writing scoring guide available on the TELPAS Released Test Questions webpage.

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Item Position	Rationale	
16	Option D is correct	Paragraph 4 clearly states that students at the school noticed the raccoon in the vending machine.
	Option A is incorrect	A vending machine worker did see the raccoon while opening the vending machine. However, paragraph 5 explains that this event happened after students discovered the raccoon in the vending machine.
	Option B is incorrect	While it is true that animal control workers came to the school, they were not the first group to see the raccoon. Paragraph 4 makes it clear that the animal control workers came after the students saw the raccoon.
	Option C is incorrect	There is no language in the selection to support the idea that people first saw the raccoon as it entered the school building. Paragraph 4 states that students saw the raccoon for the first time after it was inside the vending machine.

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Item Position	Rationale	
17	Option A is correct	Paragraph 7 contains a series of recommendations such as “do not ever touch a raccoon,” “Do not try to help a raccoon yourself,” and “Stay away from raccoons.” These warnings provide substantial context for the idea that this paragraph is mostly about how to be safe around raccoons.
	Option B is incorrect	The last sentence of paragraph 7 includes a recommendation to call animal control if a person sees a raccoon trapped somewhere. However, there is no information specifically about what animal control workers do. The jobs of animal control workers are not what this paragraph is mostly about.
	Option C is incorrect	Paragraph 7 does not give any information about how to locate raccoons that may be in trouble or need help.
	Option D is incorrect	Paragraph 7 does mention that rabies is a “serious disease.” However, it does not include any information about the specific dangers of rabies for humans. This topic is not the focus of this paragraph.

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Item Position	Rationale	
18	Option C is correct	The word “pleased” means happy or satisfied. The phrases “was not hurt” and “the raccoon was safe and free” in paragraph 5 support the idea that the raccoon’s release was a positive event and a solution to the problem. This language provides the context necessary to understand that the meaning of <u>relieved</u> is “pleased.”
	Option A is incorrect	The word “prepared” means that someone is ready or willing to do something. The language in paragraphs 4 and 5 does not support the idea that people felt ready for the events that happened with the raccoon, or that “prepared” is the meaning of <u>relieved</u> .
	Option B is incorrect	The word “scared” means afraid or frightened. It is possible that some people felt “scared” to see the raccoon or be around the raccoon. However, the language in paragraph 5 (“was not hurt,” “the raccoon was safe and free”) shows that the animal’s release was a positive event. There is no support for the idea that <u>relieved</u> means “scared.”
	Option D is incorrect	The word “confused” means that someone is not clearly understanding something or is puzzled by something. The people who found and freed the raccoon may have been confused about how the raccoon got into the machine or how to free the animal. However, there is no language in paragraph 5 to support the idea that people felt this way when seeing the raccoon’s release, or that “confused” is the meaning of <u>relieved</u> .

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Item Position	Rationale	
19	Option C is correct	The photos after paragraph 6 show one raccoon on a window ledge high above the ground and another raccoon with its head trapped in a cement grate. The sentence "Raccoons have been stuck in other places too" closely matches what these two photos show.
	Option A is incorrect	The sentence "The worker opened the entire front part of the machine" does not correspond to what is shown in either of the photos after paragraph 6.
	Option B is incorrect	The photos after paragraph 6 show raccoons that are trapped or stuck. The sentence "The raccoon jumped out and ran away" does not match the content of the photos.
	Option D is incorrect	The raccoons in the photos after paragraph 6 may seem cute to some readers, and the animals may appear to be in dangerous situations. However, the sentence "Raccoons are cute, but they can be dangerous" does not match what these two photos are showing.

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Item Position	Rationale	
20	Option D is correct	The explanation in paragraph 3 provides clear, strong support for this answer choice: "But there was a problem. If the raccoon tried to push out the flap and leave, the flap would not open. The raccoon was trapped inside."
	Option A is incorrect	Paragraphs 4 and 5 explain that the vending machine was inside the school for part of the time the raccoon was trapped. However, there is no language to support the idea that the vending machine's location is what stopped the raccoon from getting out on its own.
	Option B is incorrect	Paragraph 4 says that the animal control workers did not want to hurt the raccoon. However, there is no support for this situation being the reason the raccoon could not get out of the vending machine by itself.
	Option C is incorrect	It is true that people did not seem to know when the raccoon first got into the machine, or why. However, this is not the reason the raccoon was unable to free itself later.

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Item Position	Rationale
21	<p>The student response below has been identified by Texas educators as meeting the requirements for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 10-12 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>Hard work and determination, are the keys to accomplishing your goals. My biggest goal was to come into highschool and be good at something and loving it. My freshman year i did not succeed, i didn't have my mind set right. My sophomore year i was working really hard to make varsity on for the cheer team, i knew it wouldn't be easy and i had to work really hard. I had never cheered before and was stepping into something that i wasn't experienced with. I worked super hard, practiced everyday. I faced a lot of challenges, there was so many girls that were experienced, so i had to prove that i had some kind of potential. My hard work started to pay off and a lot of the cheerleaders recognized my potential and told me i was really good. I made varsity my first year of cheer and i could not be more proud of that.</p>

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Item Position	Rationale	
22	Option B is correct	The selection contains substantial support for the conclusion that <i>P. polycephalum</i> has this name because of the way this slime mold can move in all directions. Paragraph 4 explains that the slime mold “constantly pulses, expands, and contracts. Perpetually moving, it can travel as fast as 1.5 inches per hour.” In paragraph 7, an experiment is described in which a plasmodium “moved and pulsed in different directions. As it neared food, it stretched into multiple narrow strands called pseudopods.” Paragraph 9 summarizes another experiment in which a plasmodium “extended a pseudopod across the barrier—almost like a person tiptoeing gingerly across a narrow bridge.”
	Option A is incorrect	The selection summarizes several different experiments that have been conducted with <i>P. polycephalum</i> slime molds and also mentions in paragraph 6 that this species “grows readily in a lab.” However, there is no support for the idea that the frequent use of this particular slime mold in laboratories is how it got its name.
	Option C is incorrect	Paragraph 3 gives information about when slime molds are believed to have originated on Earth. However, there is no connection made in the selection between the presumed age of this life-form and the name of the slime mold species <i>P. polycephalum</i> .
	Option D is incorrect	Paragraph 4 provides information about the natural habitats of slime molds. However, there is no support in the selection for the idea that the name <i>P. polycephalum</i> is based on the typical habitats of this species.

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Item Position	Rationale	
23	Option C is correct	Paragraph 8 is mainly about how slime mold pathways can provide useful transportation models for people. The language in this paragraph provides substantial support for this answer choice. For example, paragraph 8 says, “Had a brainless organism just duplicated the painstaking work of the expert engineers who designed Tokyo’s complex railway network?” and “Civil engineers are now using slime molds to map and improve routes in transportation networks.”
	Option A is incorrect	Paragraph 8 does mention the efficiency and inefficiency of road networks in different countries, but that is not the main idea of this paragraph.
	Option B is incorrect	Paragraph 8 explains that Adamatzky based his experiment on an earlier experiment by a different scientist. However, the practice of repeating experiments is not what this paragraph is mainly about.
	Option D is incorrect	Scientists may approach experiments in different ways. However, there is no language in paragraph 8 to support the idea that this paragraph is mainly about disagreements regarding slime mold experiments.

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Item Position	Rationale	
24	Option D is correct	The selection contains ample support for the idea that scientists think the slime mold’s apparent ability to learn and remember is an important skill. Paragraph 5 explains that slime molds “seem to move in what could be considered a distinctly intelligent manner” and states that scientists “want to know if these brainless organisms might have something to teach the rest of us.” Paragraph 9 summarizes the findings of one scientist who “discovered that slime molds appear to learn.” Paragraph 10 explains that when a slime mold “encounters its slime again, it appears to realize that it has been that way before and seeks a different route.”
	Option A is incorrect	In paragraph 3, the author includes information about the presumed age of the slime mold life-form as an established scientific theory, not as a skill that these organisms have.
	Option B is incorrect	It is true that slime molds consume fungi, yeast, and bacteria, and that they break down plant matter. However, these facts are presented in paragraph 4 as routine behaviors of slime molds, not as skills.
	Option C is incorrect	Paragraphs 6, 7, 8, and 9 describe some interesting and unusual experiments that have been conducted with slime molds. But the use of a slime mold in an experiment is not a skill of the organism itself.

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Item Position	Rationale	
25	Option B is correct	The sentence "In cases where the existing road networks were inefficient, the slime molds found more direct paths between food sources" in paragraph 8 provides clear support for the idea that slime molds seem to possess some form of intelligence.
	Option A is incorrect	The sentence "This species, whose name means 'many-headed,' is a favorite among scientists because it grows readily in a lab" in paragraph 6 explains the name of a particular species of slime mold and why this species is commonly used in experiments. It does not provide any information about the possible intelligence of slime molds.
	Option C is incorrect	The sentence "Her studies involved placing 'bridges,' or barriers of salt or coffee, between <i>P. polycephalum</i> and a food source" in paragraph 9 gives details about a particular experiment. It does not suggest anything about the potential intelligence of slime molds.
	Option D is incorrect	The sentence "It is evident that there are still many open questions regarding the relationship between slime molds and intelligence" in paragraph 12 does not describe any forms of intelligence that slime molds might possess.

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Item Position	Rationale	
26	Option A is correct	The selection provides substantial context to support this answer choice. Paragraph 4 states that slime molds are “repulsed by light.” In paragraph 6, the author describes the barrier that Nakagaki created in the petri dish, stating that he “shined light on spots that represented impassable obstacles.” In paragraph 7, the author emphasizes the effectiveness of this barrier by describing how “if the plasmodium encountered light, it struck out in a new direction.”
	Option B is incorrect	Paragraphs 6 and 7 provide clear, substantial details about how and why Nakagaki used light as a barrier in his experiment. There is no language in the selection to support the idea that Nakagaki’s experiment design was driven by the fact that slime molds help vegetation decompose.
	Option C is incorrect	The rate at which slime molds can move was not a factor in Nakagaki’s experiment. There is no language in paragraphs 6 or 7 to support this answer choice.
	Option D is incorrect	Paragraphs 6 and 7 explain how Nakagaki set up his experiment and how he used light as a barrier. The fact that slime molds are composed from many individual cells was not a factor in this experiment.

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27	Option C is correct	<p>The word “innovative” describes something that includes new methods or ideas, or something that is original and creative. The first sentence of paragraph 8 asks, “Had a brainless organism just duplicated the painstaking work of the expert engineers who designed Tokyo’s complex railway network?” This question emphasizes the new, surprising outcome of the experiment. Paragraph 8 also describes the attempt of another scientist “to validate these extraordinary results.” This language provides context to help the reader understand that <u>groundbreaking</u> means “innovative.”</p>
	Option A is incorrect	<p>The word “intentional” describes something that was done on purpose, in a deliberate, planned way. The scientist who conducted the experiment may well have been careful and intentional in his work, but the language in this part of the selection does not provide support for the idea that <u>groundbreaking</u> means “intentional.”</p>
	Option B is incorrect	<p>The word “permanent” refers to something that continues or lasts without changing, forever or for an indefinite period of time. There is no context in this part of the selection to support the idea that Nakagaki’s experiment lasted forever, or that the word <u>groundbreaking</u> means “permanent.”</p>
	Option D is incorrect	<p>The word “repetitive” describes something that happens over and over again. There is no language in the selection to support the idea that the experiment that Nakagaki himself conducted was “repetitive” or that it duplicated an earlier experiment. On the contrary, the selection makes it clear that other scientists were inspired by Nakagaki’s findings and that they were the ones who tried to repeat or build on his original experiment.</p>

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Item Position	Rationale
28	<p>The student response below has been identified by Texas educators as meeting the requirements for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 10-12 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>I knew he was the perfect friend. I quickly ran to my parents and told them that I wanted that specific dog. They nodded and got it for me! I showed my sister and she was thrilled to have a new family member. We bought last minute supplies like food, a bed, and some toys. When we got home, I started playing with him. He was scared at first but then cooled down and started running all over the house. I facetimed all of my friends and showed them my new dog. It was like a dream come true. My sister then asked me if she could have him so they could play. I agreed and in the meantime went to do my chores and homework. My dad started setting up his bed and food while my mom made dinner. Once I was done doing my work, I went towards my sister and asked her what we should name him. She started thinking and after a while, she suggested the name Bruno. I fell in love with the name and that is what we called him. Once we ate dinner and it was time to go to bed, I kissed Bruno goodnight and went to my room. I felt so happy and excited to have a new family member and friend in my life.</p>

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Item Position	Rationale	
29	Option “mess up again” is correct	The phrase “mess up again” in paragraph 23 is synonymous with “continued to flub her lines” in paragraph 22. This phrase provides strong context to help the reader understand the meaning of <u>flub</u> .
	Option “over the weekend” is incorrect	The phrase “over the weekend” provides information about when Jenn practiced her part. It does not give any context clues for the meaning of <u>flub</u> .
	Option “scene after scene” is incorrect	The phrase “scene after scene” is connected to Mrs. Robertson’s actions, not Jenn’s. It does not provide support for understanding the meaning of <u>flub</u> .
	Option “approached her sister” is incorrect	The phrase “approached her sister” does not provide context to help the reader understand what <u>flub</u> means. This phrase refers to something that Marta does, not Jenn.

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Item Position	Rationale	
30	Option B is correct	Marta first discovers Jenn’s problems with remembering and speaking her lines during Monday’s rehearsal. In paragraph 15, the narrator explains, “It was only when the director barked her sister’s name that Marta turned her attention toward the stage.” In paragraph 16, Marta hears the director speaking to Jenn: “ ‘Jenn! That’s the third time you’ve missed your cue.’ ”
	Option A is incorrect	When Marta helps Jenn rehearse in their bedroom, she does not notice that Jenn is having any problems. In fact, in paragraph 3, Marta tells her sister, “ ‘Jenn, you’ve got this part down cold!’ ”
	Option C is incorrect	By the time Marta and Jenn are riding home after Monday’s rehearsal, Marta has already seen the problems that Jenn is having with her lines. The sisters discuss the issue in the car.
	Option D is incorrect	On Tuesday, Jenn tells Marta that the director, Mrs. Robertson, wants to rehearse with the understudy. By this point, Marta has already seen for herself that Jenn is having problems and has talked with her sister about it.

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Item Position	Rationale	
31	Option C is correct	The sentence “Marta’s hands were a blur as she signed her sister’s lines” in paragraph 28 best explains what Marta means when she tells Jenn, “I won’t even say anything out loud.” This sentence, Marta’s actions, and Jenn’s reaction in paragraph 28 all make it clear that Marta is using sign language to communicate silently with her sister.
	Option A is incorrect	The sentence “By the end of the day, she was grateful to work undisturbed in the auditorium while Jenn rehearsed” in paragraph 15 refers to Marta’s need to find a quiet place to study during the rehearsal. It does not connect to or explain what Marta means when she tells Jenn, “I won’t even say anything out loud.”
	Option B is incorrect	The sentence “As the cast gathered again, Marta took a seat in the front row” in paragraph 28 sets the stage for what Marta is about to do to help her sister. However, this sentence on its own does not explain the meaning of “I won’t even say anything out loud.”
	Option D is incorrect	The sentence “Marta had several big projects and tests looming, but the lost time was worth it” in paragraph 29 gives information about Marta’s workload and her feelings about helping her sister. It is not an explanation of what Marta means by her statement “I won’t even say anything out loud.”

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Item Position	Rationale	
32	Option "Marta wants Jenn to be able to see her hands clearly." is correct	Paragraphs 24, 28, and 29 provide strong support for the idea that Marta moves to the front row of the auditorium on Tuesday because she wants Jenn to see her hands clearly. In paragraph 24, Marta thinks about her grandmother, who uses sign language to communicate. Paragraph 28 details how Jenn looks at Marta during rehearsal and states that "Marta's hands were a blur as she signed her sister's lines." Paragraph 29 says that Marta keeps "her hands in motion" as she signs Jenn's dialogue.
	Option "Marta wants to see how Mrs. Robertson is reacting to Jenn." is incorrect	Jenn is concerned that Mrs. Robertson may replace her in the play. However, there is no language in the selection to support this as the reason Marta moves to the front row of the auditorium on Tuesday.
	Option "Marta wants her family to have good seats for the performance." is incorrect	In paragraph 23, Jenn mentions that her family is expecting to see her in the play. However, Tuesday is not the day of the play's performance; it is a rehearsal day. Additionally, there is no support in the selection for the idea that Marta is trying to get good seats so that the family can watch Jenn's performance.
	Option "Marta wants to go over Jenn's lines with her one more time." is incorrect	This answer choice does not explain why Marta moves to the front row of the auditorium. Paragraphs 25, 26, and 27 make it clear that Marta is not expecting to rehearse Jenn's lines with her again; she just wants Marta to look at her. Marta says, " 'If you get stuck, just look at me,' " and " 'I won't even say anything out loud. Just look at me. You'll see.' "

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Item Position	Rationale	
33	Option A is correct	This answer choice presents relevant details about the key moments of the story, including the sisters’ initial situation of rehearsing for a play, Jenn’s basic problem of struggling to remember her lines onstage, and Marta’s involvement in the solution. Overall, it is the best summary of the story.
	Option B is incorrect	This answer choice gives some details about Jenn and Marta’s family and provides some information about the importance of knowing sign language. However, it does not include any information about the basic situation that Jenn is in—trying to remember her lines in a play—or about Marta’s role in finding a solution.
	Option C is incorrect	This answer choice includes details about events from the first part of the story. It does not provide information about Jenn’s main problem or about the events that lead to the resolution of Jenn’s problem.
	Option D is incorrect	This answer choice does not include information about the significant situations and events in the story, such as Jenn’s basic problem with remembering her lines or what Marta does to help her sister.

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Item Position	Rationale
34	<p>The student response below has been identified by Texas educators as meeting the requirements for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 10-12 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>The first tool is called a microscope and we use this to look at small things and not only identify them but observe them. The ones next to the microscope are called graduated cylinders and beakers. We use these to measure liquids and pour them into different containers. The first one on the second row is called a magnet. We use them in class to see if something is magnetic or made out of metal. The last tool is a scale, we use this to measure the weight of an object. One time in my Chemistry class we did this experiment on chemical reactions where we mixed many substances together and observed their reaction. We were given a couple of beakers with chemicals and were told to mix them and observe them. They'd smoke and change colors. I wrote it down and got a good grade. We used beakers, graduated cylinders and mixing rods.</p>

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Item Position	Rationale	
35	Option A is correct	This sentence identifies the opinions of some people about the role of women in Japan: "At that time, some people in Japan thought women should remain at home and that it was inappropriate for women to do adventurous things." This sentence provides a clear description of cultural obstacles that Tabei faced in her efforts to become a mountain climber.
	Option B is incorrect	This sentence refers to a physical injury that Tabei experienced while climbing a mountain ("was knocked unconscious"). It does not describe cultural obstacles.
	Option C is incorrect	This sentence describes Tabei's achievement of being the first woman to climb the Seven Summits. It does not give information about cultural obstacles she encountered.
	Option D is incorrect	This sentence is about some physical limitations Tabei experienced later in life as she continued to climb mountains: "On her last trip, Tabei was able to make it only halfway up the mountain." It is not a description of cultural obstacles.

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Item Position	Rationale	
36	Option B is correct	The language in paragraph 4 provides support for this answer choice. Paragraph 4 states, “In order to climb in the Himalayas, groups in Japan had to register with and get a permit from the Japanese Mountaineering Association” and “Finally, though, they received permission to undertake the climb.”
	Option A is incorrect	Paragraph 5 explains that some businesses helped Tabei pay for her expedition to climb Mt. Everest. However, there is no language in the selection to support the idea that Tabei asked businesses to help pay for the Annapurna III climb.
	Option C is incorrect	Tabei’s injuries from an avalanche, and the recommendation that she take time to recover, occurred during her Mt. Everest expedition. Paragraph 6 makes it clear that these events took place after she climbed Annapurna III, not before.
	Option D is incorrect	Paragraph 3 states that Tabei founded her climbing club in 1969. While this event happened before she climbed Annapurna III, there is no language in the selection to support the idea that getting other women to join the club was a requirement for climbing Annapurna III.

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Item Position	Rationale	
37	Option A is correct	The phrase “for financial assistance” in paragraph 5 helps the reader understand that Tabei needed help from outside sources to pay for her Mt. Everest expedition. This phrase best helps the reader understand the meaning of <u>sponsor</u> .
	Option B is incorrect	The phrase “continued to look for” refers to Tabei’s ongoing efforts to get a sponsor. It does not provide context to help the reader understand what <u>sponsor</u> itself means.
	Option C is incorrect	The phrase “an editor, a piano teacher, and an English tutor” explains what jobs Tabei had while she was trying to launch her Mt. Everest expedition. This phrase does not help the reader understand the meaning of <u>sponsor</u> .
	Option D is incorrect	The phrase “a television station” identifies one of the businesses Tabei worked with to get funding for her expedition. However, this phrase on its own does not help the reader understand what <u>sponsor</u> means.

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Item Position	Rationale	
38	Option B is correct	Paragraph 6 provides examples of Tabei’s physical strength and courage and the difficult conditions she faced during her Mt. Everest climb, and this paragraph connects those traits to her success in reaching the summit. For example, the paragraph includes a detailed account of Tabei’s reaction “when she encountered another unexpected and deadly obstacle” near the summit. It then describes how Tabei “lay on her stomach, with her upper body hanging over one side of the ridge and her lower body hanging over the other side. On either side, there was a 15,000-foot drop. Inch by inch, she moved sideways up the ridge and then crawled on her hands and knees up the final stretch.”
	Option A is incorrect	Paragraph 6 explains that after the avalanche, a doctor advised Tabei to abandon the effort to climb Mt. Everest, but Tabei herself decided to keep going. The advice of the doctor is not what most helped Tabei reach the summit of Mt. Everest.
	Option C is incorrect	Paragraph 7 makes it clear that Tabei completed the Seven Summits climbs after reaching the top of Mt. Everest, not before. These experiences are not what helped Tabei during her Mt. Everest climb.
	Option D is incorrect	Paragraph 6 states that Tabei had carefully studied the routes taken by other climbers on Mt. Everest. However, none of those accounts mentioned the particular ridge that Tabei needed to cross. On the contrary, this ridge was an “unexpected and deadly obstacle.” The information from other climbers may have been useful to Tabei, but it was not what most helped her finally reach the top of Mt. Everest.

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Item Position	Rationale	
39	Option D is correct	The sentence "At that time, few Japanese women attended universities or climbed mountains" in paragraph 3 presents a clear contrast between Tabei and many people around her. The inclusion of this sentence supports the author's suggestion that Tabei was significantly different from her peers in important ways.
	Option A is incorrect	It is possible that early in her climbing career, Tabei may not have been well known in Japan. However, the sentence "At that time, few Japanese women attended universities or climbed mountains" in paragraph 3 is not about Tabei's fame. It is about what set Tabei apart from many other women at that time.
	Option B is incorrect	There is no information in the selection to support the idea that Tabei's attitude toward mountain climbing changed significantly. In addition, the sentence "At that time, few Japanese women attended universities or climbed mountains" in paragraph 3 is not about Tabei's own attitude. It describes an attitude that was shared by other people in her country.
	Option C is incorrect	The selection does include examples of Tabei's careful, detailed planning before and during her climbs. However, the sentence "At that time, few Japanese women attended universities or climbed mountains" in paragraph 3 does not refer to Tabei's attention to detail. Rather, this sentence creates a contrast between Tabei and other people.

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Item Position	Rationale	
40	Option A is correct	Paragraph 2 provides information to support the idea that Tabei first became interested in mountain climbing when she was a young girl. In paragraph 2, the author explains, “When Tabei was 10, she joined some students on a school trip. The group went hiking in the mountains, an event that began Tabei’s lifelong love of climbing.”
	Option B is incorrect	Paragraph 3 states, “During and after her university studies, she continued her mountain climbing.” By this point in Tabei’s life, she was already interested in mountain climbing.
	Option C is incorrect	Paragraph 3 says that Tabei started the Ladies Climbing Club in 1969. This event happened about 20 years after she first became interested in climbing, as a 10-year-old child.
	Option D is incorrect	Paragraphs 4, 5, and 6 give information about some of Tabei’s expeditions during the 1970s, including her trip to Nepal to climb Mt. Everest. These events took place decades after Tabei first became interested in mountain climbing.

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Item Position	Rationale	
41	Option C is correct	The sentence "Inch by inch, she moved sideways up the ridge and then crawled on her hands and knees up the final stretch" in paragraph 6 refers to Tabei's actions while climbing Mt. Everest. This sentence explains how Tabei continued the climb even though she faced an unexpected, dangerous obstacle. It shows that Tabei did not give up in difficult situations.
	Option A is incorrect	The sentence "As a child, Tabei was small, and some people thought she was frail and weak" in paragraph 2 describes Tabei's physical appearance as a child and what some other people thought about her. It does not give any information about how Tabei behaved in difficult situations.
	Option B is incorrect	The sentence "During and after her university studies, she continued her mountain climbing" in paragraph 3 emphasizes Tabei's strong interest in mountain climbing. It does not provide an example of how she reacted in difficult situations.
	Option D is incorrect	The sentence "During her life, Junko Tabei received countless awards, but her motivation always seemed internal rather than external" refers to the fame Tabei achieved and her possible motives for wanting to be a mountain climber. It does not show Tabei's behavior in difficult situations.

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Item Position	Rationale	
42	Option C is correct	In paragraph 3, the narrator states, “To his amazement, Jamie had discovered how many shades a charcoal pencil could create, from almost black to the palest gray. It seemed to Jamie that he simply had to look closely at the photograph and draw what he saw: black, white, and everything in between. It made sense to him, kind of like math.” This description provides strong support for the idea that working on his charcoal drawing is teaching Jamie new things about color and shading.
	Option A is incorrect	It is true that Jamie’s drawing is based on a photograph he chose, but there is no evidence to suggest that this is the reason Jamie enjoys working on his drawing. On the contrary, paragraph 3 states that Jamie initially wonders if drawing from a black-and-white photograph might turn out to be boring.
	Option B is incorrect	In paragraph 4, Ms. Rowland suggests Jamie enter his drawing in a competition. Jamie is pleased by Ms. Rowland’s praise, but by this point he has already discovered why he enjoys charcoal drawing. Paragraph 3 clearly supports the idea that Jamie likes this kind of drawing because of what it is teaching him.
	Option D is incorrect	In paragraph 24, Jamie decides to make some changes to an arch in his drawing. While it is true that Jamie wants the arch to look better, this is not what causes him to enjoy working on the drawing at the beginning of the story.

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Item Position	Rationale	
43	Option B is correct	There is substantial context to support the inference that working on his drawing helps Jamie understand that it is sometimes possible to combine two things that seem to be opposites. In paragraph 3, the narrator says, “To his amazement, Jamie had discovered how many shades a charcoal pencil could create, from almost black to the palest gray. It seemed to Jamie that he simply had to look closely at the photograph and draw what he saw: black, white, and everything in between.” In paragraphs 19 through 23, Ms. Rowland makes a direct comparison between the choice Jamie faces about college and the many shades of gray in his drawing. In paragraph 25, Jamie reflects on this conversation and reaches an important conclusion: “It seemed to Jamie that his life was sort of like an outline right now: black lines against a white background. It was a solid outline, Jamie decided. Now he needed to figure out how to fill in the shades in between and blend the black and the white together.”
	Option A is incorrect	This inference is not supported by the story. Paragraphs 3 and 4 provide information about Jamie’s interest in charcoal drawing and the effort he is putting into the drawing, but there is no suggestion anywhere in the story that Jamie finds drawing with charcoal more challenging than he expected.
	Option C is incorrect	It is true that Jamie decides to add a bit more shading to his drawing in paragraph 24. However, the context throughout the story in paragraphs 3, 19 through 23, and 25 make it clear that adding shading is not the main or most important thing that charcoal drawing helps Jamie understand.
	Option D is incorrect	It is true that before Jamie began his drawing, he wondered whether a charcoal drawing could be an interesting piece of art. However, there is no support for the idea that Jamie thinks the process of drawing is uninteresting. Paragraph 3 makes it clear that from the beginning, Jamie finds charcoal drawing to be an amazing and rewarding task.

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Item Position	Rationale	
44	Option B is correct	In paragraph 17, Jamie asks Ms. Rowland if her years studying physical therapy and working as a physical therapist were wasted. In paragraph 18, Ms. Rowland says, “I’m not sure anything we do is ever wasted,” and explains how her physical therapy training helped launch and sustain her art education and formation as an artist. These two paragraphs draw a clear connection between Ms. Rowland’s earlier career and her current one. Overall, this is mostly what paragraphs 17 and 18 are about.
	Option A is incorrect	In paragraph 17, Jamie expresses some surprise at Ms. Rowland’s decision to leave her physical therapy career. However, paragraphs 17 and 18 are not mainly about Jamie’s reaction to Ms. Rowland’s story. They are about the connection between Ms. Rowland’s earlier career and the job she has now.
	Option C is incorrect	Jamie explains to Ms. Rowland why he wants her help earlier in the story, in paragraphs 11 and 13, not in paragraphs 17 and 18.
	Option D is incorrect	Ms. Rowland explains what led her to apply to art school in paragraph 16. In paragraph 18, she does discuss some of her experiences while studying art. However, paragraphs 17 and 18 are mostly about the connection between Ms. Rowland’s previous career and her current one, not the reason she decided to go to art school.

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Item Position	Rationale	
45	Option C is correct	Paragraph 23 provides clear support for this answer choice. In this paragraph, Ms. Rowland offers some advice to Jamie. She says, “But you don’t necessarily have to choose between art and math. . . . You could also look at schools with good math and art programs and do a double major.”
	Option A is incorrect	In paragraph 18, Ms. Rowland describes how taking anatomy classes helped her become better at drawing human figures. But she does not suggest that Jamie himself take an anatomy class anywhere in the story.
	Option B is incorrect	In paragraph 7, Jamie mentions that he might be able to get a math scholarship. While Ms. Rowland does encourage Jamie to consider the possibility of studying both math and art in college, there is no mention in the story of her suggesting that Jamie try to get scholarships in both of these areas.
	Option D is incorrect	In paragraph 4, Ms. Rowland encourages Jamie to submit his drawing to the district competition. She does not suggest that he include the drawing as part of an application to art school.

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Item Position	Rationale	
46	Option B is correct	Paragraph 16 provides strong context to support the idea that a <u>game changer</u> is “a moment of transition.” The word “transition” refers to the process of changing from one state or situation to another. In this story, the transition is between Ms. Rowland’s two careers. Ms. Rowland explains that she was working as a physical therapist when she attended a studio art class. She identifies that experience as a <u>game changer</u> that led to an important decision in her life, stating, “I enrolled in art school the following year.”
	Option A is incorrect	The word “dream” can mean something that a person wishes or hopes to do, as a goal for the future. There is no evidence in the story to suggest that attending art school had been a long-term goal for Ms. Rowland, or to support the idea that <u>game changer</u> means “a lifelong dream.” On the contrary, in paragraph 16, Ms. Rowland presents her decision to change careers and attend art school as somewhat sudden and unexpected.
	Option C is incorrect	The word “challenge” can refer to a difficult task or situation that a person faces. In paragraph 18, Ms. Rowland talks about some difficulties she faced after she started studying art, as part of her career transition. However, there is no context in the story to support the idea that Ms. Rowland found the decision itself to change careers to be difficult, or that <u>game changer</u> means “a serious challenge.”
	Option D is incorrect	The word “result” means the outcome or consequence of something. Paragraph 16 presents Ms. Rowland’s first studio art class as the start of her interest in art and a career as an artist, not as the outcome of it. She says, “Then one semester I sat in on a studio art class.” There is no context to support the idea that <u>game changer</u> means “a final result.”