

TELPAS Spring 2025 Grades 2–3 Listening and Speaking Rationales

Item Position	Rationale	
1	The student selects the photo of the strainer.	The language in the listening prompt best matches the photo of the strainer. The listening prompt describes “a kitchen tool that is used to separate liquids and solids.” The tool holds the solid material while “allowing the liquid to pass through.” These phrases strongly support choosing the strainer. It is the only tool shown that works in this way.

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Item Position	Rationale	
2	Option A is correct	This listening prompt corresponds very well with the photo. The speaker refers to Omar’s cat, Raya, who “could climb to high places.” He adds, “I could not believe where we found Raya!” The photo shows a cat perched on top of a door, a very surprising place for a cat to be. The photo strongly supports this listening prompt as the best match for the picture.
	Option B is incorrect	The cat described in this listening prompt “likes to hide inside of objects on the ground, like boxes and bags.” This description does not fit the cat in the photo, which is sitting on top of a door. The cat pictured here is clearly not hiding inside something on the ground.
	Option C is incorrect	The cat in the photo is resting in an unusually high spot. This does not correspond to the language in the listening prompt, which describes a cat that loves to chase and retrieve small toys.
	Option D is incorrect	The listening prompt tells the listener about a cat that loves to climb. The cat got outside and “climbed up a tree in Omar’s yard.” This is clearly not what is seen in the photo, where the cat is indoors, lying on top of a wooden door.

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Item Position	Rationale	
3	Option C is correct	The language in this section of the video strongly supports the claim that Kindness Rocks are rocks with happy messages written on them. Eva introduces the idea by saying, "You paint a rock . . . and you add a happy message." Later in the story, Eva and Anika make Kindness Rocks that say things like "Be amazing" and "Have joy."
	Option A is incorrect	In the context of this story, it is reasonable to think that most Kindness Rocks are smooth since they are painted and have messages written on them. As Anika says, a smooth rock is "a good rock to paint." However, it is clear that being smooth is not what makes a rock a Kindness Rock. A Kindness Rock must be painted and display a happy or encouraging message.
	Option B is incorrect	Anika does suggest that the girls create rocks with eyes and a mouth and "then keep them like pets." But Eva says, "I have an idea too," which makes it clear that Kindness Rocks are different from what Anika has suggested. Kindness Rocks do not include facial features. They include a message for the person who finds them.
	Option D is incorrect	The listener can tell from this section that a park might be a good place to leave Kindness Rocks for people to find. But there is nothing in the language of the video that suggests that every rock in a park is a Kindness Rock that has been painted and carries a happy message.

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4	Option A is correct	In this part of the video, the listener hears how the girls ride “their bikes to the neighborhood park,” where they put the Kindness Rocks “on the playground and along the walking trails.” This answer choice clearly matches the language in the video.
	Option B is incorrect	This part of the video does not support the idea that the girls put Kindness Rocks in Eva’s backyard. Instead, they scatter the Kindness Rocks in the local park so that other people can find the rocks and feel happy.
	Option C is incorrect	The girls do form a club at school so that other kids can help make Kindness Rocks. But this part of the video makes it clear that the club members still spread the rocks “around the community.” They do not spread them around the school.
	Option D is incorrect	There is no indication in this part of the video that the girls place Kindness Rocks in Eva’s house. This would not match the girls’ intention to make “others happy.”

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Item Position	Rationale	
5	Option B is correct	The girls are clearly excited in this part of the video. Their reactions to seeing people find and smile at their Kindness Rocks show how they feel about the success of their idea. Eva says, "It's working!" and Anika adds, "This is awesome." They are so excited, in fact, that they decide to form a club together to make and give out more Kindness Rocks.
	Option A is incorrect	There is no suggestion in the video that the girls feel jealous of anyone. This answer choice is not supported by any of the language here.
	Option C is incorrect	The girls do not show any signs of being worried in this part of the video. Instead, they are happy and excited about their new project to make and use Kindness Rocks that will share positive messages with other people.
	Option D is incorrect	This answer choice does not fit the information presented in the video. Nothing in the language here supports the idea that the girls feel afraid of anything. All their statements and actions show that they are in good spirits during their time together.

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Item Position	Rationale	
6	Option D is correct	The language in the story strongly supports the idea that it is good to make other people happy. The last line of the story makes this especially clear. Referring to Eva and Anika, it states, “They enjoyed making others happy.” By using Kindness Rocks to help make other people happy, the girls also brightened and improved their own lives.
	Option A is incorrect	Early in the story, the girls agree that it would be fun to make “pet rocks” for themselves. However, they choose to make Kindness Rocks instead, and the story is mostly about how good it feels to share those creations with other people.
	Option B is incorrect	The story tells about two girls who use their creativity to make others happy. The message is not that the listener should look for Kindness Rocks, but that it is meaningful to contribute to making other people happy.
	Option C is incorrect	One element of the story is that the girls create a club for making and distributing Kindness Rocks. But this is only one detail. The bigger idea and main message of the story suggests that we can all become happier by making life better for others.

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Item Position	Rationale
7	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>We found a soft rock and made kindness rocks. First of all, my I found a soft rock and wanted to make pet rocks, but my friend had a amazing idea. She said we could do kindness rocks. I didn't know what kindness rocks, and she explained it to me. They're rocks that you leave message on them and leave it out for other people to see them to make people happy. We had we had to make a choice, and I picked, we picked the kindness rocks. We had butterflies in our stomach. We spread the rocks out. After that, we made thousands of rocks; not literary, but it felt like it. We did a kindness club, a kindness rock club. We were working like dogs. Some time later, some time later, we were so happy, and it was all my friend's idea.</p>

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Item Position	Rationale
8	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>So, in the first one, she is ah jumping in the lake with her dog, and um she's not wearing a swimsuit. She's just jumping in the lake, and um she it seems like she's somewhere like in on a camping trip or something. And, on the second one, in the second picture, she is, there's a little girl. She's wearing a floatie, swimsuit and a cap. And she's about to jump in the pool. [...] um and she has brown hair. And the similarities are that they're both about to jump into a water source. And uh they're both girls. And the difference is that um the first girl, she has a dog jumping in the pool with her, And, in the second photo, the girl's wearing a floatie.</p>

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Item Position	Rationale
9	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>Some classroom jobs are like teacher helper, lunch leader, cleaning crew. librarian, tech ambassador and table captain. I have done tech ambassador when you help students with technology issues. I also help the table when you get stuff for ex your table, like table caddies, which is how you get crayons and dry erase markers for your table. Another classroom job I have done is cleaning crew, which is pick stuff like pencils off the ground. Sometimes it's disgusting, like when you pick up crumbs of food other people ate. My favorite classroom job is tech ambassador, because I enjoy helping people and students have a lot of technology problems.</p>

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Item Position	Rationale	
10	Option B is correct	The bar graph shown here matches the description given in the listening prompt. The title and labels on the bar graph show that it is about “everyone’s favorite color.” And the bars show that “blue is the most popular color” among the students, as described in the listening prompt.
	Option A is incorrect	This listening prompt refers to a set of “tally marks” that indicate the “favorite pets” of a group of students. This language does not describe the picture shown, in which a bar graph illustrates the favorite colors of the students.
	Option C is incorrect	The language in this listening prompt describes a bar graph about “everyone’s favorite pet.” The graph that is pictured here shows the popularity of different colors among the students. This listening prompt does not match the picture shown.
	Option D is incorrect	This listening prompt describes students who are conducting surveys in the classroom. This does not correspond with the picture of a bar graph shown here. A bar graph is one way of displaying the results of a survey, but it is created after the survey questions are asked and answered.

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Item Position	Rationale	
11	Option B is correct	This photo of a little girl playing the piano best corresponds to the language in the listening prompt. As described by the listening prompt, Jenny “sits up straight and tall” at the piano and “carefully places her fingers on the keys.” She also has “her music book” open in front of her. These phrases from the listening prompt all support choosing this photo as the best match.
	Option A is incorrect	In this photo, we see a child receiving a piano lesson from a teacher. This picture does not match the listening prompt description of Jenny, who is practicing by herself “before her next piano lesson.”
	Option C is incorrect	The listening prompt describes Jenny as playing the piano in “the living room of her house.” The girl in the photo appears to be playing a piano outdoors, so this does not match the language in the listening prompt.
	Option D is incorrect	Here the photo shows a little girl being helped to play the piano by a teacher or a parent. Since the listener knows from the listening prompt that Jenny is rehearsing at her piano alone, this photo does not match the scene described.

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Item Position	Rationale	
12	Option D is correct	The language in this section strongly supports the claim that compost is a mixture of food scraps and plant matter. The video informs the listener that compost “is made when organic things, like fruit peels and tree leaves, are mixed together and decay over time.”
	Option A is incorrect	The language in the video makes it clear that soil is not an ingredient in compost. Instead, compost is said to be “added to soil,” where “it fills the soil with nutrients.” This answer choice does not accurately identify the components of compost.
	Option B is incorrect	This section of the video mentions that it is helpful to have a container for collecting materials that can be used to make compost. But it is clear from this context that the compost is not the container itself.
	Option C is incorrect	Although compost can be made from plant parts such as leaves and twigs, the language here clearly indicates that compost is not a kind of plant. Rather, it is a material that “fills the soil with nutrients” and “helps plants grow strong and healthy.”

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Item Position	Rationale	
13	Option C is correct	The phrases “acts like plant food” and “helps plants grow strong and healthy” provide strong support for this answer choice. Compost is clearly a very helpful substance for someone who is trying to grow healthy plants.
	Option A is incorrect	This answer choice is not consistent with the information provided in this section of the video. One of the benefits of making compost with food scraps, according to the video, is that it reduces the amount of “trash that has to be collected by garbage trucks and taken to a landfill.”
	Option B is incorrect	There is no indication in the language of the video that compost can be used to keep insects away from growing plants.
	Option D is incorrect	Although food scraps are mentioned as possible ingredients of compost, the context here makes it clear that compost cannot be used in making foods. Compost is said to act “like plant food,” so it provides food for plants, not for people.

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Item Position	Rationale	
14	Option C is correct	The language in this section of the video includes a direct statement of compost’s most important benefit to the soil. Compost is said to be “good because it fills the soil with nutrients. The nutrients feed the soil and plants.”
	Option A is incorrect	In this section, the listener does learn that compost “also helps the soil retain or hold moisture.” So it may be that adding compost helps to make soil feel wet longer than it would without the compost. However, this is presented as a minor benefit for the plants and the gardener, reducing the need for frequent watering. The main benefit of compost is clearly to enrich the soil with nutrients.
	Option B is incorrect	There is no evidence presented in this part of the video that suggests that compost makes the soil smell bad. It is also not clear how that could be a way to improve the soil. This answer choice, then, is not supported by the context.
	Option D is incorrect	The language here confirms that “compost looks like wet, dark-brown soil,” so it may make some soils look darker. However, there is no indication that its appearance is related to how compost improves the soil. Instead, it is the nutrients in the compost that make the soil richer and better for growing healthy plants.

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Item Position	Rationale	
15	Option B is correct	The phrase “that closes all the way” helps the reader understand that the word <u>secure</u> must mean “tight” in this context. A secure lid that fits tightly will keep smells inside the container and animals out of it.
	Option A is incorrect	Something that is moveable would be easy to move out of the way. A lid that is moveable would not help to “keep out any pests” that might try to get into the container. In this context, it is clear that the word <u>secure</u> cannot have the same meaning as the word “moveable.”
	Option C is incorrect	The purpose of the “secure lid,” according to the video, is to hold smells inside the container and keep animals out. There is no indication that the color of the lid would matter for these purposes. The idea that <u>secure</u> refers to being black is not supported by the context here.
	Option D is incorrect	One benefit of the “secure lid” mentioned in this section is that it will “keep bad smells inside the container.” This would make no sense if the word <u>secure</u> meant “stinky,” since the lid itself would have a bad smell. This answer choice does not fit the context in which the word “secure” is used here.

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Item Position	Rationale	
16	Option D is correct	The language in the video gives strong support for this answer choice. In making your own compost, the narrator states, “you will know it is ready when the material in your compost container looks like dark-brown soil.”
	Option A is incorrect	This answer choice is not consistent with the language of the video. According to the narrator, compost that is ready “will be damp, but it will not smell bad.” The listener can tell from this that compost that still smells bad is not ready to be used.
	Option B is incorrect	In this section of the video, the listener learns that when the “green” and “brown” ingredients in compost have decayed enough, the compost will look “like dark-brown soil.” Compost that is still green is not ready to be used.
	Option C is incorrect	The language here states that compost, when it is ready for use, “will be damp,” or moist. But since the compost is said to have the appearance of “dark-brown soil,” there is no support for the idea that compost should look watery when it is ready.

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Item Position	Rationale	
17	Option A is correct	The language in this part of the video says you can begin “making compost by adding layers of ingredients in your container” and that the ingredients can be “either green or brown.” The information given here clearly supports this answer choice regarding what to do once you have your container.
	Option B is incorrect	The instruction to “then sprinkle a little water on top” comes after the instruction to add layers of green and brown ingredients. Thus, this answer choice identifies a later step in the process of making compost, a step that helps the ingredients “start to break down or decompose.”
	Option C is incorrect	The language in this part of the video makes it clear that you should “mix your compost container really well before you add new layers” to circulate air and water. The reference to “new layers” indicates that stirring the ingredients is something that should be done later, as you add more material to what is already in the container.
	Option D is incorrect	At no point is there an instruction to put soil into the compost container. This answer choice is not supported by the language in the video.

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Item Position	Rationale	
18	Option C is correct	The language in the video emphasizes that certain food scraps and leftovers can and should be used in making compost. They are among the “green ingredients” listed, which include “vegetable and fruit peels, eggshells, tea bags, and even coffee grounds.”
	Option A is incorrect	There is no indication in the video that old clothing can be used as an ingredient in making compost.
	Option B is incorrect	Broken toys are not mentioned as objects that belong in a compost container. The listener can infer that broken toys, if they cannot be recycled, should be collected and sent to a landfill.
	Option D is incorrect	Nothing in the language of this part of the video suggests that plastic wrappers should be put into compost containers. The green and brown ingredients mentioned do not include materials made of plastic.

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Item Position	Rationale
19	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>Brown are things from the yard like old plants, twigs and grass shreds and shredded paper and pieces of cardboard. Green ingredients are vegetable and fruit peels and eggshells, tea bags and coffee grounds. You need both ingredients because if you have too much of a green or a brown ingredient, it will make the compost bad and stinky, and you will not have good soil. I have connections to this because, in the Netherlands, my grandpa has a compost bin. He lives in an apartment, but, when he goes out and he finds bad things, bad brown ingredients like twigs from a yard or old plants, grass shreds, paper, paper, shredded paper and pieces of cardboard, he throws them in in his compost bin so he's not wasting. Green ingredients are vegetable. When he finds green ingredients like vegetables, fruit peels. eggshells, tea bags and coffee grounds, he throws it in the compost bin, but he doesn't, he doesn't only put brown ingredients or only green ingredients. And if you're wondering how he gets all these stuff, he goes to my cousin's yard to see if they have anything bad and to see if they compost. So, that is how my so that is a connection on how I how my Grandpa and my family compost.</p>

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Item Position	Rationale
20	<p>The student response below has been identified by Texas educators as meeting the requirements for a 2-point (maximum score) response based on the rubric criteria. For additional information, refer to the TELPAS Two-Point Speaking Rubric on the TELPAS Resources webpage.</p> <p>The woman is probably asking the young man if he can see better with glasses on.</p>

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Item Position	Rationale	
21	Option A is correct	This photo of a beaker corresponds exactly with the listening prompt description. The language in the listening prompt is about a scientific tool that is “a container” used to “measure an amount of a liquid” by reading “the measurement on the container.” All these phrases support choosing the photo of the beaker. The beaker is the only tool shown that can be used in this way.
	Option B is incorrect	The tool shown in this photo is a ruler, which is used to measure the length of an object. The ruler cannot be used to “measure an amount of a liquid,” as stated in the listening prompt.
	Option C is incorrect	The calculator shown in this photo is not “a container,” and thus it cannot be used to measure liquids. This is not a good match with the description given in the listening prompt.
	Option D is incorrect	The listening prompt describes an object that liquid can be poured into. The scientific device shown here is a digital scale. It is used to measure the weight of an object, not the volume or “amount of a liquid.” Thus, this cannot be the scientific tool described in the listening prompt.

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Item Position	Rationale	
22	The student selects the photo of the cooktop/oven.	The language in the listening prompt provides strong support for choosing the photo of the cooktop and oven. The listening prompt description matches this appliance because it says that “you can bake food inside of” it or “cook on top of” it by using “a pot or pan.” This is the only photo that shows an appliance that can be used in both these ways.

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Item Position	Rationale	
23	Option B is correct	The language in this part of the video tells exactly why Oliver’s cousins do not usually come to see his baseball games. It says, “They live far away and are all visiting from a different town.”
	Option A is incorrect	There is no context here that supports the idea that Oliver’s cousins play on a different baseball team. That is not the reason they do not see many of his games.
	Option C is incorrect	The listener learns in this section that “Oliver hears his family cheering for him” after he catches the ball. So they are clearly happy to cheer for him and his team. The reason that they usually do not see him play is that they live in a different town far away.
	Option D is incorrect	The language in the video provides no support for the idea that Oliver’s cousins don’t know how to play baseball or that this is why they don’t often attend his games. On the contrary, it is clearly stated here that they do not live nearby. That is the reason they do not usually see him play.

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Item Position	Rationale	
24	Option A is correct	Near the end of this part of the video, the listener hears what happens when Oliver is the center fielder. It says, "The ball goes right toward Oliver. Oliver catches it, and the batter is out." The language shows that this answer choice accurately states what happens.
	Option B is incorrect	Oliver can only swing at a ball when he is the batter. In this part of the video, Oliver is playing defense in center field. This answer choice does not describe what happens there.
	Option C is incorrect	This part of the video does not describe Oliver as pitching the ball to batters. According to the language in the video, he "is playing a position called center fielder," and he is supposed to "try to get any ball that is hit near him."
	Option D is incorrect	Oliver is not described here as cheering and clapping when his team gets strikes. He is watching instead for balls that are hit in his direction. This answer choice is not supported by the language in this part of the video.

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Item Position	Rationale	
25	Option C is correct	In the context of this part of the video, the listener can tell that the word <u>grips</u> has the same meaning as the word “holds.” This answer is supported by the word “tightly” and the phrase “in his hands.” Oliver must grip, or hold, the bat tightly in order to swing the bat and hit the ball.
	Option A is incorrect	The word “cracks” does not give the meaning of <u>grips</u> in this sentence. To crack something is to break or shatter it, and the context does not support Oliver breaking the bat with his hands. Instead, he wants to hold the bat tightly so he can swing it at the ball.
	Option B is incorrect	The idea that the word <u>grips</u> has the same meaning as the word “throws” is not supported by the context of this sentence or the description of the game. Oliver’s job at home plate is to use the bat to hit the ball that is thrown to him. To do that, he must hold on to the bat tightly, not throw it.
	Option D is incorrect	At this point in the video, Oliver is waiting to swing the bat at the next ball thrown toward him. So, to grip the bat does not mean to swing it. When he “opens his eyes” and “grips the bat tightly,” Oliver is still holding the bat “in his hands.” The word “holds” best matches the meaning of the word <u>grips</u> in this context.

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Item Position	Rationale	
26	Option B is correct	In this part of the video, the listener hears that Oliver “wants his family to see him hit the ball well.” By the end of this section, Oliver has gotten a hit. As he runs toward second base, “Oliver hears his family. They are cheering and clapping.” This language makes it clear that Oliver is probably feeling proud and happy because his family got to see him play well.
	Option A is incorrect	Since Oliver is still on second base at the end of this section, it is not likely that he is feeling relaxed. He still has a chance to score a run for his team, so he is probably proud and excited to be playing well in front of his family.
	Option C is incorrect	In this context, Oliver may be surprised to have gotten a hit. But the language of the video more strongly supports the idea that he feels proud and happy for having hit the ball and helped his team. He is described at the end as feeling “so happy.”
	Option D is incorrect	This answer choice does not fit the language and content at the end of this section. Oliver is described as being happy with his accomplishment and excited that this family has seen him play. There is no indication that he feels upset.

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Item Position	Rationale
27	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>When I was performing a competition for gymnastics, my Mom, Dad, sister, brother, big sister, I felt nervous because what if O don't stick the landing for my trick? That is, the cartwheel to a back handspring to a back toe to a back full. My feelings changed throughout the competition because I knew I could do it, but what if I don't do it, and then my whole entire team loses, and I'ma have to do it next year and I don't wanna do it next year. I'm gonna have to practice harder, harder, harder things, but I guess if we don't win next year, we're not going to the finals. We have to win next year because where my competition is for um literally teenagers versus eight year olds or more than eight. I don't know if we could actually do it. Um, yeah, I really want to go to the finals, but my Mom, my Dad, my sister, my brother would encourage me throughout the way, because um it may not like to do it.</p>

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28	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>The first picture has a polar bear, a baby polar bear that is out in the snow. The second picture has a family of foxes. One of the foxes is in the hole or cave that they made, and the other three are just looking at the camera or whatever. They're just looking. And, what's alike about these pictures, they were both taken outside, there is both animals inside them, there's trees inside them. And what's different about the pictures is that this one is taken in a snowy place. The second one is taken in a dry place with a lot of trees. The second one has a hole, but the first one just has a path that the polar bear made. And in the first picture, there's a polar bear, but in the second picture there's a lot of foxes. In the first picture, there's only a few trees, but, in the second picture, there's a bunch of trees. That's what I have to say.</p>

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29	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>The rules our library you have to be quiet, don't tear or break the pages, and be good with the books and definitely don't break anything. And there are a lot of books here. I like to check out You Wouldn't Want to Be. It's a series. I also like to check out Wings of Fire, which is a really good dragon war. And three queens were supposed to take a throne of a super special dragon who is their mother who died by scavengers who are like us, but except for some reason a little miniature. And uh and I like to read there. We have another, an outdoor place where you can go outside and read. We have the chairs you get to chillax in. I think that's all. Bye.</p>

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Item Position	Rationale	
30	The student selects the photo of the drums.	The photo of the boy playing drums best corresponds to the listening prompt description. The language in the listening prompt refers to “a person playing an instrument that helps keep a steady beat, or rhythm, using sticks.” Only the photo of the boy with his drums matches this description.

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Item Position	Rationale	
31	Option B is correct	The scene described by this listening prompt matches what is shown in the photo. The description includes a boy and his father “fishing together” while they “stand on the dock at the lake.” It also tells how the boy helps with a net “when Dad catches a fish.” All these phrases from the listening prompt correspond to elements that can be seen in the photo.
	Option A is incorrect	This listening prompt does not correspond with what the photo depicts. The listening prompt refers only to Billy’s dad, who is said to take “his big boat out in the water,” where he uses “very large nets” to catch fish. The photo, by contrast, shows a boy and his father together on a dock, catching a single fish and using a small net.
	Option C is incorrect	The listening prompt in this answer choice speaks only about Billy’s dad. It describes him as standing “in the shallow part of the lake,” where he “hopes to catch a fish.” This language does not match the photo of a father and son standing on a dock and catching a fish by working together.
	Option D is incorrect	The listening prompt describes a boy who wants to go swimming because he and his dad “are not catching many fish.” This cannot be the boy in the photo, who is clearly enjoying his time catching fish with his dad. This listening prompt does not match the picture of the father and son shown here.

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Item Position	Rationale	
32	Option A is correct	The language in this part of the video clearly states that the male elephant seals “make loud roaring sounds when they compete with each other.”
	Option B is incorrect	In the discussion of elephant seals, there is no indication that male elephant seals make honking noises. This answer choice is not supported by the language in this part of the video.
	Option C is incorrect	Hissing is not mentioned as a sound that can be heard from elephant seals. The description in the video makes it clear that male elephant seals sometimes “make loud roaring sounds.”
	Option D is incorrect	The video does not describe male elephant seals as making clicking sounds. Instead, they are described as making “loud roaring sounds” when they fight.

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Item Position	Rationale	
33	Option D is correct	The context in which the word <u>detect</u> is used helps the reader understand that it means to notice something. The listener is told that one of the hammerhead’s nostrils may <u>detect</u> a smell first, and then the other nostril may “sense the smell” later or less strongly. The phrase “sense the smell” has the same meaning as “notice the smell,” so to detect something is to notice it.
	Option A is incorrect	The word <u>detect</u> is clearly not used here with the same meaning as the word “eat.” People might eat foods that have “a strong smell” but do not eat the smell itself, so this answer choice does not fit the context in which the word <u>detect</u> is used.
	Option B is incorrect	To look is to try to see something. This is clearly a job for an animal’s eyes. Since this part of the video is mostly about the hammerhead shark’s unusual nose and nostrils, there is no support here for the idea that to <u>detect</u> something is to look at it, especially since what is detected here is a smell.
	Option C is incorrect	A shark swims as it searches for food by using its nose, but the meaning of <u>detect</u> clearly is not related to swimming. The language here indicates that the shark’s nostrils may “detect a strong smell,” which is equivalent to sensing or noticing that smell, not swimming it.

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Item Position	Rationale	
34	Option C is correct	This part of the video includes a description of how star-nosed moles use their nose to “know when there is food.” Their nose helps them “find insects and worms to eat.” This answer choice is clearly supported by these phrases from the video.
	Option A is incorrect	There is no support in the video for the idea that these moles eat fish or frogs. Their diet is described as consisting of “insects and worms” that they find underground.
	Option B is incorrect	The listener learns in this part of the video that star-nosed moles “live underground in swamps and other wet, dark places.” This is not consistent with the idea that they eat fruits and nuts. Instead, this language points to their typical foods as being “insects and worms,” as stated in the video.
	Option D is incorrect	This answer choice does not match the language of this part of the video, which describes how star-nosed moles use their nose “to find insects and worms to eat.” There is no mention here of them eating leaves or bark.

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Item Position	Rationale	
35	Option A is correct	The language in this part of the video clearly identifies star-nosed moles as animals that use their nose to touch rather than smell. When they search for food, according to the video, the moles “touch the soil with their star-shaped nose over and over again.” Their nose sends signals to their brain to “let them know when there is food.”
	Option B is incorrect	There is no information in this part of the video that suggests that leaf-nosed snakes touch things with their nose.
	Option C is incorrect	The listener can find no support in the language of the video to suggest that monkeys hunt for food by using their nose to touch instead of smell.
	Option D is incorrect	Elephants are described in this part of the video as using their trunk to do many different things, including smell. There is no indication, however, that they touch things with their trunk in order to search for food.

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Item Position	Rationale
36	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 2-3 speaking scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>One day, a girl and her grandmother went to the bus stop. The girl looked at the time on her phone. Then, she looked at the poster when the bus was coming for her school. Then, she told her grandmother, "We are early," as she pointed at the poster. They waited thirty minutes for the bus. The grandma, the grandmother said goodbye, and she went on the bus ride to go to school.</p>

TELPAS Spring 2025 Grades 2–3 Listening and Speaking Rationales

Item Position	Rationale
37	<p>The student response below has been identified by Texas educators as meeting the requirements for a 2-point (maximum score) response based on the rubric criteria. For additional information, refer to the TELPAS Two-Point Speaking Rubric on the TELPAS Resources webpage.</p> <p>I think that the kid is going to save the ball and not let them score but also fall when he's catching it, because that's what that's what I do when I play soccer. If it's going in another direction, I dive like the other way. I push myself.</p>