

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 1 | Option D is correct | The word “features” means characteristics or capabilities of something. In this context, this word appropriately completes the text. Mr. Trejo compared different phones while shopping. He chose the “simpler” one, which suggests that he compared what the phones can do or how they work (their “features”). |
| | Option A is incorrect | The word “pieces” means parts of something. This word does not match the context, since modern phones do not typically have pieces or parts that can be examined by a shopper. Mr. Trejo could not compare the “pieces” of the phones. |
| | Option B is incorrect | The word “reports” does not fit the context of this text. Reports are statements or records about something. While there may be statements or records about a phone, the context does not support the idea that Mr. Trejo compared them. |
| | Option C is incorrect | The word “units” refers to individual things, persons, or groups that are part of a larger whole. The word “units” does not fit this context, because a phone is not a part of something. Mr. Trejo chose a phone after comparing the different “features” of each phone. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 2 | Option B is correct | The word “settled” appropriately completes this text. The word can mean “sank” or “drifted downward.” In the text, the yellow precipitate is described as “gradually” coming to rest “at the bottom of the test tube.” This context supports the word “settled” as describing what happened with the precipitate. |
| | Option A is incorrect | When something is “activated,” it comes alive or becomes active. This word does not match the context, in which the precipitate is described as gradually falling to the bottom of the test tube. |
| | Option C is incorrect | The word “contained” means held something within itself. The test tube held the yellow precipitate, but the precipitate did not hold or contain anything. The context does not support the use of this word to complete the sentence. |
| | Option D is incorrect | The word “applied” refers to an action done to or for something. There is no context to suggest that the yellow precipitate did anything to or for the test tube. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 3 | Option A is correct | The word “soggy” best completes this text. Ground that is “soggy” is very wet and spongy in texture. The first sentence in the text makes it clear that it has recently rained on the field. This context supports the choice of “soggy” to complete the sentence. |
| | Option B is incorrect | The word “deep” does not fit the context of the text. Although the ground may be “deep,” meaning that it extends far downward, this would not prevent Juanita and Sonia from playing soccer. |
| | Option C is incorrect | The word “covered” in this context would mean that the ground has something on top that hides it from sight. However, rain does not hide the ground; it soaks into it. The word “covered” does not appropriately complete the text. |
| | Option D is incorrect | The context does not support the idea that the ground is “messy.” The ground is not cluttered or dirty from the rain. The language in the text supports only the idea that the ground is too wet to play on. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|--------------------------|--------------------------|--|
| 4 | Option A is correct | The word “budge” means to move slightly. This word most appropriately completes the text. Marie is “trying to open” a window, but it is “stuck.” The window will not move even a little, or “budge.” |
| | Option B is incorrect | The word “start” means to begin. Marie wants the window to move, not to begin. The context does not support the use of “start” to complete the sentence. |
| | Option C is incorrect | There is no support in the text for choosing “drag” to complete the sentence. The word “drag” means to pull along or over a surface. Marie would not “drag” a window to open or close it. |
| | Option D is incorrect | The word “latch” is not supported by the description of Marie’s problem. She is not trying to lock the window, which is what “latch” means. She is trying to open it, and it will not move. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 5 | Option D is correct | The word “shattered” appropriately completes this text. An object that is “shattered” is broken into many pieces. The phrase “into many pieces” in the text strongly supports the word “shattered” as the best word to complete the text. |
| | Option A is incorrect | The word “decayed” is not a good fit in the context of this sentence. When something decays, it gradually decomposes or decreases in quality. But it does not suddenly break into pieces, which is what happens to Saba’s substance when she hits it with a hammer. |
| | Option B is incorrect | The word “triggered” does not effectively fit the context of this text. The word “triggered” means that something suddenly caused an event to happen. The yellow sample did not cause anything to happen. Instead, the sample broke, or “shattered,” into pieces. |
| | Option C is incorrect | There is no support for the word “brokered” to complete the text. The word “brokered” does not have the same meaning as “broke.” The word “brokered” means to set up a deal or an agreement between two or more groups. This word does not match the context in this text. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 6 | Option D is correct | The word “impact” appropriately completes the text. The word “impact” has the same meaning as the word “effect” in this text. The phrase “spread culture to other regions” and the example of Roman builders using Greek architecture both indicate that the text is about the “long-lasting” effects that migration may have had on an area. |
| | Option A is incorrect | The language of the text gives no support for using “problem” to complete the sentence about migration and the spread of culture. There is no mention in the text of any trouble or difficulty, which is what the word “problem” would suggest. |
| | Option B is incorrect | The word “movement” refers to a change in the place or position of the body or a part of the body. This word is not an effective way to complete the sentence. Although in the text, migration is defined as people moving from one place to another, the focus is clearly on the cultural impact, or effect, of migration. The inclusion of the characteristics of culture, the phrase “spread culture to other regions,” and the example of Greek architecture being used in Roman buildings all strongly support “impact” as the correct answer. |
| | Option C is incorrect | The word “system” means a method of classifying, representing, or arranging something; the decimal system of numbers is an example. There is no support in the text for using the word “system” to correctly complete the sentence. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 7 | Option D is correct | This answer best describes the author’s main purpose in writing the text. After giving the basic mathematical definition of “complement” in the first sentence, the author goes on to provide examples of how that word is used in two different mathematical contexts. |
| | Option A is incorrect | While the author does provide a basic definition of “complement” in mathematics, that is not the author’s only purpose. The author goes beyond just defining the term and focuses most of the text on examples of how that word is used. |
| | Option B is incorrect | There is no support in the text for this statement. The author does not provide any information on how frequently complements are used in mathematics. |
| | Option C is incorrect | The author does give examples that show how to find a complement in two areas of mathematics. However, these examples do not “prove” that finding the complement of something is always easy. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 8 | Option A is correct | The text shows how to calculate the amount that the value of an item drops each year, which is known as “depreciation.” This context supports the idea that when selling a used TV, one should determine its rate of depreciation first. |
| | Option B is incorrect | There is no support in the text for the idea that someone can “look up” the current depreciated value of a TV and then compare it to the price of other TVs. Instead, the language in the text explains how one can calculate the current value by knowing its original price and how long it has been in use. |
| | Option C is incorrect | The text does not mention examining a TV for “wear and tear” to determine its depreciation. Instead, the text explains that under the straight-line depreciation method, an object depreciates, or decreases in value, the same amount every year. |
| | Option D is incorrect | The language in the text confirms that there are different ways to calculate depreciation. However, there is no evidence to support the idea that having different methods is important. It is also not clear how understanding this importance would help someone know what to do first when selling a used TV. The text focuses on just one method of figuring out an object’s current value: “straight-line depreciation.” |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 9 | Option D is correct | The word “melted” best completes the sentence. This verb is in the past tense. The phrase “had not” refers to a past event, indicating that the sentence is about an event that Joseph hoped did not happen in the past. A past-tense verb is needed to complete the sentence. |
| | Option A is incorrect | The verb “melt” is in present tense. Thus, it does not fit the context. If the ice cream melted, it was an event that happened in the past. The phrase “had not melt” does not use the appropriate verb form to describe something that may have happened already. |
| | Option B is incorrect | The word “melting” is in progressive tense. But the phrase “had not melting” is not a correctly formed verb phrase. It is also not the correct tense to use in this sentence. Progressive tense is used when an action is continuing. In the context of the sentence, the ice cream may have already melted (a past event). This is what Joseph hopes has not happened. |
| | Option C is incorrect | The word “melts” is in present tense. But the ice cream may have already melted, meaning the event happened in the past. The past tense form, “melted,” best completes the sentence. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 10 | Option D is correct | The verb "swam" best completes the sentence. It is the correct past-tense form of the verb "swim." In this sentence, Connie's action took place in the past. |
| | Option A is incorrect | The word "swimmed" is not an acceptable form of the verb "swim," so it does not correctly complete the sentence. The past tense of "swim" is "swam." |
| | Option B is incorrect | The verb "swimming" is the progressive form of the verb "swim." But it must be used with a helping verb: for example, "is swimming" or "was swimming." The sentence is missing a helping verb, so "swimming" should not be used to complete the sentence. |
| | Option C is incorrect | The word "swim" is in present tense and is the plural form of the verb. However, the subject, "Connie," is singular. A singular subject and plural form of a verb do not agree. With a singular subject, the present-tense form of the verb "swim" is "swims." |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale |
|--------------------------|--|
| 11 | In this sentence, someone asked about an action the speaker will be doing in the future. The word “putted” is not an acceptable form of the verb “put.” The phrase “will be” and the context call for the progressive form of the verb “put,” which is “putting.” Replacing “putted” with “putting” in the original sentence corrects the error. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale |
|--------------------------|---|
| 12 | The use of “needs” in this sentence is a subject–verb agreement error. The subject of the sentence (“plants”) is plural, so the plural form of the verb “need” is required. Replacing the verb “needs” with “need” corrects the error in the original sentence. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|--|--|
| 13 | Part A | |
| | "into" is the error | The use of "into" is grammatically incorrect in this sentence because "into" is a preposition, which cannot refer to a thing or a part of a thing. |
| | "cutting" is not an error | The word "cutting" is used effectively in this sentence. It tells the reader what was done to the tree that led to the discovery that the tree's trunk was hollow. The word "cutting" should not be changed. |
| | "realized" is not an error | The word "realized" makes it clear that the hollow trunk came to be known once the tree had been cut. The word "realized" should not be changed. |
| | Part B | |
| | The context of this sentence establishes that some part of the tree's trunk was found to be hollow. The word "hollow" is used to describe an open or empty space inside something. In this context, the inside of the tree is hollow. Replacing "into" with the noun "inside" corrects the error in the original sentence. | |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale |
|---------------|--|
| 14 | For information about scoring sentence rewrite items, refer to the grades 6-7 writing scoring guide available on the TELPAS Released Test Questions webpage. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 15 | Option C is correct | Paragraphs 5 and 6 identify which feature of eyelashes makes them most effective in keeping eyes healthy. The language in these paragraphs indicates that “the length of eyelashes matters” most in providing eyes “with the best protection” against dryness. |
| | Option A is incorrect | There is no language in the selection to support the idea that thickness is a characteristic of eyelashes that helps keep eyes healthy. |
| | Option B is incorrect | Eyelash shape is not a feature discussed in the selection. There is no support in the text for the idea that the shape of eyelashes has an impact on eye health. |
| | Option D is incorrect | The last two sentences of paragraph 2 reveal that eyelashes come in different colors. However, the language in the text does not suggest that the color of eyelashes has any impact on how well they protect the eye. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 16 | Option C is correct | The first sentence of paragraph 4 states that eyelashes “help eyes stay moist.” Then the fourth sentence describes what would happen “without eyelashes.” This context strongly supports the idea that <u>susceptible</u> means “likely to be affected by something.” Eyes being <u>susceptible</u> to “dryness and irritation” means that they can become dry and irritated easily. |
| | Option A is incorrect | In the context of paragraph 4, the word <u>susceptible</u> cannot mean “uncertain to happen.” Eyes are parts of the body, not events that may or may not happen. Eyelashes “help reduce evaporation” of moisture on eyes, so without eyelashes, eyes would be more likely to become dry and irritated. Paragraph 4 provides clear context that the word <u>susceptible</u> means “likely to be affected by something.” |
| | Option B is incorrect | Eyes cannot be said to “plan” anything, so <u>susceptible</u> cannot mean “needing to plan for.” Eyelashes help protect eyes from losing moisture, so without eyelashes the eyes are more likely, or more <u>susceptible</u> , to drying out and becoming irritated. |
| | Option D is incorrect | Since the language in paragraph 4 makes it clear that eyelashes help eyes avoid “dryness and irritation,” an eye without eyelashes would not be “prepared to react to” dry or windy conditions. Instead, the word <u>susceptible</u> indicates that the eye would not react well to air and its drying effect. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|--------------------------|--------------------------|---|
| 17 | Option A is correct | The last two sentences of paragraph 6 provide strong support for the idea that making eyelashes “longer” would not be a good idea. These sentences describe how scientists found that “if the lashes were longer” than usual, they did a worse job of keeping eyes moist and healthy. |
| | Option B is incorrect | The language in paragraph 1 does mention that people sometimes make their eyelashes “darker.” But there is no indication in the text that it is a bad idea to do so. |
| | Option C is incorrect | There is no support in the selection for thinking that getting eyelashes “wet” has a negative effect on how they protect and benefit the eyes. |
| | Option D is incorrect | The shape of eyelashes is not discussed in the selection, so there is no support for the idea that making them “straight” is a bad idea. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 18 | Option D is correct | The last two sentences of paragraph 2 provide support for the idea that gray is a rare, or uncommon, eyelash color. Gray is not listed as a common eyelash color, and eyelashes are said to “rarely turn gray as we age.” |
| | Option A is incorrect | A “rare” color means one that is not common. According to paragraph 2, blonde eyelashes are one of the most common eyelash colors, so they are not rare. |
| | Option B is incorrect | The word “rare” describes something that is not common. Brown is mentioned in paragraph 2 as a common color for eyelashes, so it is not rare to see brown eyelashes. |
| | Option C is incorrect | The idea that black eyelashes are “rare,” or not common, is contradicted by the claim in paragraph 2 that eyelashes “are usually black, brown, or blonde.” |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 19 | Option A is correct | According to the text, only mammals that live on land have eyelashes. Based on this information about land mammals, the most reasonable conclusion is that ocean mammals have other ways to keep their eyes safe and healthy. The language in the selection makes it clear that a mammal’s eyes are delicate organs, and that “eyesight is critically important to humans and other animals” (paragraph 7). It seems most likely, then, that sea mammals have their own special ways of protecting their eyes underwater. |
| | Option B is incorrect | In the context of this selection, it is clear that the protection of a mammal’s eyes is very important for the animal’s well-being and survival. There is no support for the idea that a sea mammal’s eyes do not need to be protected from injury. |
| | Option C is incorrect | The language in the selection provides no evidence that sea mammals have eyes that are smaller than those of land mammals. |
| | Option D is incorrect | There is no support in the text for the idea that sea mammals cannot close their eyes, so the reader cannot draw this conclusion. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale |
|----------------------|---|
| 20 | <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 6-7 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>The tools in the picture look like spears and axes used for hunting. They also could have been used for weaving clothes, soft as a rug, or catching food and having a delightful feast. Some of the tools look small as an ant, while some look big and strong. Some have sticks so they can be more easily held and some don't. Most of them are similar by having sharp points as sharp as a knife. The tools we use today are very high tech and advanced, we have artificial intelligence, drills, and air pump too. The tools shown in the picture look old and rusty. They do not look like they would benefit the modern human. Life in the prehistoric times must have been tough. you have to sleep in a poorly built cave with what felt like a million other people crowded together like sardines. You also could not just walk to your local grocery shop and buy food, you had to hunt big, fearless monsters.</p> |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 21 | Option B is correct | In paragraph 4 of the selection, Max lists the things he notices as he comes downstairs and into the living room. While he is still on the stairs, he detects a smell that reminds him of “sour cheese and old socks.” This language indicates that “an unpleasant odor” is the first thing he notices. |
| | Option A is incorrect | Max does not mention the newspapers on the floor until paragraph 8. Therefore, the context does not indicate that the papers are the first thing he notices. Furthermore, he cannot see the newspapers until he arrives in the living room, which is after he notices the bad smell. |
| | Option C is incorrect | Paragraph 4 makes it clear that Max’s parents are not what Max notices first. He cannot see them until he gets to the living room, whereas the unpleasant odor reaches him when he is still on the stairs. |
| | Option D is incorrect | Max describes the living room as being like a cave “with all the blinds closed.” However, he can only notice the lack of light once he gets down into the living room. The context makes it clear that he has already noticed the bad smell when he is walking down the stairs. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|--------------------------|--------------------------|--|
| 22 | Option A is correct | After Mom wistfully says, "Ah, sleep," in paragraph 8, Dad attempts to lighten the mood by joking that he does not remember what sleep is like. This shows that Dad is trying to find humor in their difficult situation. |
| | Option B is incorrect | Dad's comments in paragraph 8 show that he actually is bothered by the lack of sleep. He says he wishes he could remember what sleep even feels like, and he soon (in paragraph 14) falls asleep in his chair. |
| | Option C is incorrect | Even though Dad is described in paragraph 8 as holding a newspaper, he does not appear to be paying attention to it. Instead, he is talking about his desire for sleep. There is no support in the text for the idea that he can easily "move his attention away from" his present sleepiness. |
| | Option D is incorrect | Although Dad makes a joke about how sleepy he is, the text in paragraph 8 mentions that he subscribes to and regularly reads a newspaper. This suggests that Dad does not avoid "serious conversations" and topics. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 23 | Option C is correct | The language in paragraph 12 suggests that Max whacks the biscuit tube extra hard since he reports that he “must have put my frustration into it.” This action, which results in “a loud pop,” best shows that Max is upset about the chaos in the household. |
| | Option A is incorrect | In paragraph 11, where Max is rummaging through the cabinets and the refrigerator, he describes himself as “swallowing my disappointment.” This means he has put aside his upset feelings and is trying to do something positive by looking for some breakfast food for himself and his parents. |
| | Option B is incorrect | In the context of paragraph 12, where Max is said to “grab a cookie sheet,” there is no support for the idea that he does so in an angry or upset manner. It is more likely that he is hurrying because he is hungry for breakfast, as noted in paragraph 6. |
| | Option D is incorrect | “Shoving the biscuits in the oven,” as described in paragraph 12, is the appropriate thing for Max to do since he is trying to prepare breakfast for his family. The language used in the text does not indicate that the “shoving” shows that Max is upset. It simply suggests that he is moving quickly. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 24 | Option D is correct | The phrase “lack of order” describes a state of messiness or disorganization. In the context of this selection, there is strong support for understanding <u>disarray</u> to mean “a lack of order.” In particular, the language used to describe Max’s parents and his household in paragraphs 4, 8, 13, and 15 makes it clear that the home is messy and not functioning as usual. In paragraph 9, Max even compares his living room to “a garbage pit.” This is the <u>disarray</u> that Mom apologizes for in paragraph 19. |
| | Option A is incorrect | “A feeling of irritation” cannot be the meaning of <u>disarray</u> in paragraph 19. Someone who feels “irritation” feels bothered or annoyed. Only living things can have feelings, and Max’s mother apologizes for “everything” in the home being in such <u>disarray</u> . She cannot mean that everything is feeling irritated. |
| | Option B is incorrect | In paragraph 19, Mom says the family will “settle into a new routine.” This phrase contrasts with <u>disarray</u> and provides context for the word’s meaning. Mom’s assurance that a more orderly way of life will emerge supports the meaning of <u>disarray</u> as “a lack of order,” rather than “a need for change.” |
| | Option C is incorrect | At the beginning of the story, Max is having a hard time accepting how his life has changed after his sister was born. He wants to reject, or disbelieve, his new reality. However, there is no support in the text for “a sense of disbelief” being the meaning of the word <u>disarray</u> . It would make no sense for “everything” (paragraph 19) to be in a disbelieving state. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 25 | Option B is correct | There is support throughout the selection for Max missing his tradition of eating French toast. In paragraph 3, he mentions this breakfast dish as producing the wonderful aroma that he usually wakes up to on Saturday mornings. And in the following paragraphs, Max’s disappointment and frustration center around the lack of groceries and having to make his own breakfast. Having French toast waiting for him seems to be what Max misses most about his life before Lily. |
| | Option A is incorrect | In paragraph 15, Max mentions that Dad usually drives him to soccer practice. But he notes that he can still go on his bike, and finally (in paragraph 20) he decides to skip practice to stay home and help the family. This context does not support the idea that he misses going to soccer practice. |
| | Option C is incorrect | Paragraph 17 confirms that Dad sometimes goes shopping for food, but there is no evidence that Max goes with him. There is also no support for the idea that shopping with Dad is what Max misses about life before the baby was born. |
| | Option D is incorrect | There is no indication that Max usually sleeps late on Saturdays. In fact, when he states in paragraph 3 that “by now” he usually smells French toast, his words show that he is usually awake by this time, even on Saturdays. Sleeping late must not be what he misses. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 26 | Option C is correct | In this sentence from paragraph 15, Max realizes that Dad’s exhaustion from staying up with Lily will keep Dad from doing something he usually does for Max. This sentence best supports the idea that Max is worried that he may now be less important to his parents than Lily is. |
| | Option A is incorrect | In this sentence, Max acknowledges that he is no longer his parents’ only child, but his language does not indicate that he is worried by that fact. The language is neutral and simply states that things have changed. |
| | Option B is incorrect | This sentence reports that Mom is taking care of Lily, but it does not compare those actions to Mom’s treatment of Max. The sentence does not indicate that Max is worried by his mom taking care of Lily. |
| | Option D is incorrect | This description of Mom and her reaction to seeing the biscuits does not support the idea that Max is worried about being less important than before. In fact, Mom’s reaction shows that she appreciates his taking responsibility for preparing food for the family. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale |
|----------------------|---|
| 27 | <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 6-7 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>I think I would rather go scuba diving because I am afraid of heights, and its less risky. If I went skydiving, I would have a lot of hesitations before someone pushes me out of the plane or helicopter. The reasons I think that skydiving is really frightening is because, first, its really high up in the sky, which again, I am afraid of heights, meaning it makes me uncomfortable when Im really high up. Second, what if the parachute doesnt work? Theres a lot of reasons why I wouldnt go skydiving, which is why I think scuba diving is better. When you scuba dive, you can not only see the life and wonders of the deep sea, but you can experience it. It also makes me less uncomfortable thinking that I dont have a 50/50 chance of falling out of a plane without a parachute working. Besides, if my oxygen tank ever breaks or gets a hole in it, I could just swim back up to the surface. I would also love to see all the species of fish and maybe even see or pet a shark. Theres also a lot of coral everywhere around you. Just watch out for the sea urchins and their pointy spikes. So overall, I would much rather go scuba diving than skydiving.</p> |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 28 | Option B is correct | Paragraph 5 informs the reader that more than 500 people had to leave a library in Australia when someone left a durian in a trash can there. |
| | Option A is incorrect | In paragraph 6, the selection presents information about a post office being closed because of durians. However, this event is described as happening in Germany, not in Australia. |
| | Option C is incorrect | The delay of an airplane flight is described in paragraph 4. The details presented there indicate that this delay took place in the country of Indonesia, which is not a part of Australia. |
| | Option D is incorrect | The people who got sick and went to the hospital because of durians are mentioned in paragraph 6. This event happened in the German post office where durians were found inside a package. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 29 | Option A is correct | The information presented in paragraph 7 strongly supports the conclusion that “it can be difficult to travel” with durians in Southeast Asia. Hotels, taxis, and public transportation systems all forbid or discourage travelers from bringing durians with them. |
| | Option B is incorrect | This answer cannot be correct because paragraph 3 indicates that even people who eat and enjoy durians can smell them. In fact, some “big fans” of durians claim that the smell “is a necessary part of the fruit’s taste.” |
| | Option C is incorrect | There is no evidence in the selection to support the idea that durians are difficult to grow on farms, at least in Southeast Asian countries. According to paragraph 1, the fruit seems to be widely available in that part of the world. |
| | Option D is incorrect | Paragraph 1 states that durians are grown mostly in Southeast Asia, but the word “mostly” indicates that some durians are grown elsewhere. Also, paragraphs 5 and 6 describe how durians have caused problems in Australia and Germany. This suggests that durians are sometimes eaten in places outside of Southeast Asia. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|---|---|
| 30 | Option "overpowering odor" is correct | This phrase provides the reader with the context necessary to understand that <u>notorious</u> means "famous in a bad or negative way." The phrase "overpowering odor" refers to the durian's strong and unpleasant smell, which is the fruit's best-known and most unpleasant feature. |
| | Option "big fans" is incorrect | In this context, the phrase "big fans" refers to people who very much enjoy eating durians. This phrase does not help the reader understand the meaning of <u>notorious</u> . |
| | Option "part of the fruit's taste" is incorrect | The phrase "part of the fruit's taste" does not provide context that clarifies the meaning of the word <u>notorious</u> . The word <u>notorious</u> means "famous in a bad or negative way," but taste is one of the durian's positive characteristics. |
| | Option "stay in the air" is incorrect | The word <u>notorious</u> describes something that is "famous in a bad or negative way." While a durian's odor can stay in the air for a long time, the phrase "stay in the air" does not provide any clues to help the reader understand what <u>notorious</u> means. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 31 | Option B is correct | Paragraph 8 describes how some researchers have tried to change the durian. The first sentences state that these scientists may have found a way “to take the stink out of stink fruit”—that is, to remove its smell and make it “odorless.” |
| | Option A is incorrect | In the context of paragraph 8, it does not appear that the researchers wanted to change the taste of the durian or to make it sweeter. They focused on changing the fruit’s most striking feature: its smell. |
| | Option C is incorrect | The use of the word “odorless” in paragraph 8 indicates that the researchers have not tried to give the durian a different smell. They were not hoping to “change” the smell, but to get rid of it altogether. |
| | Option D is incorrect | There is no support in the selection for the idea that researchers have tried to remove the spikes from the durian’s shell. The spikes are not described as being a problem. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|--------------------------|--------------------------|--|
| 32 | Option C is correct | This answer choice best describes the main idea in paragraphs 4 through 6. Each paragraph presents a different situation in which the smell of durians has caused a problem for people in a public space or setting. |
| | Option A is incorrect | Paragraphs 4 through 6 do mention some situations in which people moved away from durians because of their bad smell. But this answer choice fails to describe the problems caused by the durians' smell. In each situation, it caused a problem that led people to react in different ways. |
| | Option B is incorrect | Only paragraph 6 informs the reader of a case where people "feel sick" after smelling durians. This detail cannot be found in paragraphs 4 and 5. |
| | Option D is incorrect | Only paragraph 4, which describes the odor as filling an entire plane, illustrates how far a durian's smell can travel. Though the smell can travel, this is not discussed in paragraphs 5 and 6. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|------------------|--------------------------|--|
| 33 | Option C is correct | The context in paragraph 6 supports the idea that <u>nestled</u> means the durians were “packed carefully.” In particular, “post office,” “package,” “perfectly,” and “inside the box” suggest an image of the four durians lying snugly and securely in a box, surrounded by a cushion of packing material. |
| | Option A is incorrect | The idea that <u>nestled</u> means the durians were “broken open” does not fit the context. The word “perfectly” in the text implies that something was flawless and done intentionally, while the word “broken” implies that something was accidentally damaged. To say that they were “perfectly broken open” does not fit in this context. The language in paragraph 6 provides strong context for <u>nestled</u> to mean “packed carefully.” |
| | Option B is incorrect | The phrase “beginning to rot” does not match the context or the meaning of the word <u>nestled</u> . If the durians were starting to decompose, the postal workers probably would not have sent the package on to its destination. Instead, the durians were packed “perfectly” in the box, which suggests that <u>nestled</u> means “packed carefully.” |
| | Option D is incorrect | The durians were difficult to see only because they were inside a box. Saying that they were <u>nestled</u> in the box describes how they were packed, not whether they were hidden from view. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 34 | Option A is correct | The selection makes it clear that the strong, unpleasant odor of durians creates problems. This context supports the idea that more people would buy and eat durians if the fruits no longer had that foul odor. |
| | Option B is incorrect | Paragraph 3 mentions that some people think durians would not have the same taste if they lost their odor, but that claim is uncertain. However, there is no context that supports the idea that durians' texture would change if they did not have their strong smell. This answer choice is not supported by the selection. |
| | Option C is incorrect | The selection gives no support for the idea that removing durians' odor would lessen the use of these fruits in foods. In fact, durians might become more popular and be used more if they had no bad smell. |
| | Option D is incorrect | There is no indication in the selection that durians would be grown in new places if they no longer had their strong smell. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 35 | Option A is correct | This answer choice presents the main points of the selection: what durians are, how unpleasant they smell, and how people have different opinions of them. This summary also mentions the selection’s illustrations of how this fruit causes problems. Overall, this answer choice provides the best summary of the selection. |
| | Option B is incorrect | This answer choice provides some details presented in the selection, but it does not mention the odor of these fruits. The durian’s bad smell is a central focus of the selection and cannot be left out of an effective summary. |
| | Option C is incorrect | This answer choice mentions some details about the durian, but it also fails to include the selection’s main theme: the durian’s “notorious” smell and the problems that smell has caused. |
| | Option D is incorrect | This answer choice focuses on the durian’s foul smell, but it does not include even basic, essential information from the selection (for example, that the durian is a fruit). This is not an effective summary. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale |
|--------------------------|---|
| 36 | <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 6-7 writing scoring guide available on the TELPAS Released Test Questions webpage.</p> <p>One day two siblings, Jack and Sarah, were getting ready to go to the grocery store. Jack was reminding Sarah to bring a jacket since it was cold, and some money for the groceries. While on their way to the store, Sarah had dropped her money without noticing, this was because the two siblings were too distracted talking about next weeks test. Once inside the store, the two started reading the list of items and grabbed a cart to store the products in. After they had finished gathering the items, Jack asked Sarah to get the money to pay the man at the cashier. Sarah reaching in her pocket, turned into a ghost white sheet, she had realized that she dropped the money while walking! Jack, asking Sarah if she had remembered to grab the money, replied saying that it mustve been dropped on the way to the store. So Jack ran the path back home searching for the money, which he finally found. So finally Jack returned with the money, with Sarah waiting in line to pay, handed the money to the cashier. Once they had bought the produce, they walked back home with a big sigh of relief.</p> |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|--|
| 37 | Option C is correct | The language in paragraph 9 indicates that Dr. Verma is glad that Ricky's injury is "just a little break." She calls the fracture "good news" to assure Ricky that it is not a serious injury that should worry him or keep him off the soccer field for very long. |
| | Option A is incorrect | Paragraph 14 and the surrounding context make it clear that Dr. Verma is an experienced doctor who has read many x-rays. Therefore, she is probably not surprised or relieved that she was able to "locate Ricky's injury." |
| | Option B is incorrect | The "good news" that Dr. Verma speaks of is not that Ricky enjoys being active. The language in the text makes it clear that she is referring to the type of injury she sees on the x-rays. |
| | Option D is incorrect | The context in the text does not support the idea that Dr. Verma knows Ricky wants to take a break from playing soccer. In fact, paragraphs 7 and 9 indicate that the stress fracture allows Dr. Verma to conclude that Ricky must love to play soccer, since he uses his feet so much when practicing and playing the game. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 38 | Option A is correct | Paragraph 3 is important to the story because it tells the reader what events have led Maya and Ricky to the clinic and why they are looking at x-rays of Ricky’s foot. The reader needs this background information to understand what happens in the story. |
| | Option B is incorrect | The reader is not given information about x-rays and what they show in paragraph 3. Those details are included later in the story. |
| | Option C is incorrect | Introducing the main characters is not how paragraph 3 is most important to the story. Although paragraph 3 does introduce Ricky and Maya, there is no mention of Dr. Verma, another main character in the story. |
| | Option D is incorrect | Paragraph 3 does indicate that soccer is one of Ricky’s favorite activities because it says that he practices “all the time.” However, that is not the only function of the paragraph. Its main purpose is to describe what events led Ricky and Maya to go to the clinic for x-rays. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 39 | Option D is correct | The text in paragraph 4, including the word “fascinating” and the phrase “kept looking back and forth,” supports the idea that the author includes this paragraph to show how Maya’s interest in x-rays is growing. |
| | Option A is incorrect | The language in paragraph 4 focuses on Maya’s lack of knowledge about x-rays, not about bones. This answer choice does not match the context presented in paragraph 4. |
| | Option B is incorrect | Paragraph 4 does not present information about Ricky’s injury and whether it is serious. The seriousness of his injury is brought up in paragraph 9. |
| | Option C is incorrect | In paragraph 4, the author does describe how the “ghostly, wispy shadows” of the x-ray images compare with Ricky’s actual foot. But what is more important is that this comparison fascinates Maya and stirs her curiosity. That is why the author includes paragraph 4 in the story. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|-----------------------|--|
| 40 | Option B is correct | The phrase “paid little attention” helps the reader understand that in this context, <u>immersed</u> means to be powerfully focused on something. Maya is so focused on Dr. Verma’s work with x-ray images that she does not pay much attention to the conversation going on around her. |
| | Option A is incorrect | The phrase “asked Dr. Verma some questions” does not help the reader understand the meaning of <u>immersed</u> in this context. This phrase relates to Dad and Ricky’s conversation with the doctor, not to Maya and her intense focus on the idea of reading x-rays. |
| | Option C is incorrect | The meaning of <u>immersed</u> is not made clearer by the phrase “their conversation.” Maya is extremely focused on, or <u>immersed</u> in, the idea of reading x-rays. The phrase “their conversation” refers to something Maya is not paying attention to, so it does not help the reader understand what it means for her to be <u>immersed</u> . |
| | Option D is incorrect | The phrase “ghostly images” refers to part of what Maya is <u>immersed</u> in, but this phrase does not help the reader determine that <u>immersed</u> means to be totally attentive to something. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 41 | Option C is correct | There is strong support in the text for the idea that Maya is interested in becoming a radiologist and that she wants to talk with Dr. Verma about that career. In paragraphs 14 through 18, Maya finds it “amazing” to learn that someone can have the job of reading x-rays all day. She also discovers that it is a perfect job for a person who is naturally curious and loves to “search for clues” and find “fingerprints.” |
| | Option A is incorrect | The text does not support the conclusion that Maya wants to learn how to treat Ricky’s injury. Dr. Verma states in paragraph 5 that she is a radiologist, so her job is to “read the x-rays,” not to treat patients. In paragraph 18, Maya states that she wants to talk with Dr. Verma “about her job.” |
| | Option B is incorrect | There is no support in the text for the idea that Maya wants to see Ricky’s x-rays again. Dr. Verma has already shown and explained those x-rays to Maya at the clinic. |
| | Option D is incorrect | Maya’s thoughts and words, as described in paragraph 18, make it clear that her interest is in talking about Dr. Verma’s job, not in becoming the doctor’s friend. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 42 | Option B is correct | To solve his problem, Greg sorts his things into three groups. Paragraph 4 describes him writing “KEEP” on one box for the things he will not give away or throw away. This is the first of the events listed in the answer choices. |
| | Option A is incorrect | When he starts to sort the things in his room, Greg finds an old book and thinks of giving it to his cousins Sam and Adam (paragraph 5). He has already made the boxes marked “KEEP” and “GIVE AWAY,” so he does not think about his cousins first. |
| | Option C is incorrect | The story does not support the claim that Greg puts on his baseball cap. Instead, paragraph 7 describes him as finding his cap and putting it in the KEEP box. |
| | Option D is incorrect | Paragraph 6 describes how Greg puts a broken toy car into the trash can. This event does not happen first in the story, since he has already created the boxes and started placing things in them before he finds the car. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 43 | Option A is correct | In paragraph 5, Greg is described as putting a book into the GIVE AWAY box for his cousins. He says, "I will give some of my things to them!" His words make it clear that the GIVE AWAY box is for things that will be given to others. |
| | Option B is incorrect | Paragraph 6 makes it clear that Greg puts broken things into the trash can, not the GIVE AWAY box. The broken toy car goes into the trash can. |
| | Option C is incorrect | Paragraph 7 describes how Greg puts "his favorite baseball cap" into the KEEP box instead of the GIVE AWAY box. He does not intend to give his favorite things away. |
| | Option D is incorrect | Only one baseball cap, Greg's favorite one, is mentioned in the story. That cap goes into the KEEP box. And in paragraph 9, Greg says that the GIVE AWAY box contains "books and toys" for his cousins. In this context, it seems unlikely that the GIVE AWAY box holds any old caps. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 44 | Option A is correct | Paragraphs 1 through 3 make it clear that Greg’s room is too crowded with things. He even says, “I have too much stuff.” This is the problem that leads him to sort his belongings and “get rid of” some of them. |
| | Option B is incorrect | Paragraph 6 describes how Greg finds an old, broken toy car in his room, but this is not his main problem in the story. He puts the toy car in the trash can as one step toward solving his main problem: having “too much stuff” in his room. |
| | Option C is incorrect | In the context of this story, there is no support for the idea that Greg does not want to clean his room. He recognizes his problem in paragraph 3, and the rest of the story describes how he sorts and organizes things so that his room is clean and has more space. |
| | Option D is incorrect | There is no indication in the story that Greg cannot find something in his room. His problem is that there is no space in the room for his new model airplane because he has too many other things. |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|----------------------|-----------------------|---|
| 45 | Option D is correct | Paragraph 6 provides context in which <u>discard</u> can be understood to mean “throw away.” Greg sees that the old toy car cannot be fixed, so he throws it away in a trash can. |
| | Option A is incorrect | The context in paragraph 6 does not support the idea that the word <u>discard</u> means “hold.” While Greg is holding the car in his hands when he says that he “will <u>discard</u> it,” he then puts the car in the trash can. Greg’s action provides context for the word <u>discard</u> to mean “throw away.” |
| | Option B is incorrect | The word <u>discard</u> cannot mean “sort” in this context. Although Greg is sorting the things in his room into “keep” and “give away” boxes, when he finds the broken toy car, he does not place it into either box. Instead, he throws it in the trash. |
| | Option C is incorrect | In paragraph 6, Greg is cleaning up his room, but this context does not suggest that <u>discard</u> means “clean up.” There is no reason for Greg to clean up the car since he puts it into the trash can. The context in paragraph 6 shows that the word <u>discard</u> means “throw away.” |

TELPAS Spring 2025 Grades 6–7 Reading and Writing Rationales

| Item Position | Rationale | |
|---------------|-----------------------|---|
| 46 | Option C is correct | At the end of the story, Greg has solved his main problem. In paragraph 8, his father congratulates him. Paragraph 11 adds, “Finally his room is clean and organized.” There is now room for his new model plane, along with his other things. In this context, Greg most likely feels proud of himself for achieving his goal. |
| | Option A is incorrect | There is no support for the idea that Greg feels bored at the end of the story. The language in the text indicates that Greg feels very good about having a clean and organized room with space for all his favorite things. |
| | Option B is incorrect | The text gives no reason to think that Greg feels confused after he sorts and organizes the things in his room. He has solved his problem. |
| | Option D is incorrect | The language near the end of the story does not indicate that Greg is surprised. He has planned and worked in an organized way to get rid of things and create more space in his room. His plan has worked as he expected. |