

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
1	Option C is correct	The word “sketch” means to quickly draw a picture of something. Since the first sentence states that Jorge enjoys drawing, the word “sketching” is the best choice to complete the next sentence. Jorge enjoys drawing pictures of the animals that he sees.
	Option A is incorrect	The word “imagine” means to picture something in your mind. But the context makes it clear that Jorge enjoys drawing the animals he sees around him. He is not just “imagining” them. He is sketching, or making pictures of, what he sees.
	Option B is incorrect	In this text, there is no support for the idea that Jorge is “catching” animals. The context makes it clear that Jorge is “sitting under a tree,” not moving around.
	Option D is incorrect	The word “design” means planning or creating something. Jorge is not “designing” the animals he sees, since he is not inventing or creating them from his mind. Instead, he is drawing the shapes that the animals already have.

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Item Position	Rationale	
2	Option A is correct	The word “uphold” most appropriately completes the sentence. It means to support something. The phrase “bound together” and the sentence “it is the responsibility of all Americans” provide strong support for the idea that it is a citizen’s duty to respect and maintain the fundamental rights included in the constitution.
	Option B is incorrect	The word “sponsor” means to support something by providing funds for it. The word “sponsor” does not fit the context of this text about respect and support for the basic rights of citizens.
	Option C is incorrect	The word “fortify” means to strengthen something. So, to fortify the right to assemble would mean to make it stronger. But the text notes that the freedom of assembly is a “constitutional right” that is already guaranteed to Americans. The context does not support the idea that this freedom needs to be strengthened.
	Option D is incorrect	The word “enact” means to make something into law. This word would not work in this sentence. By confirming that the freedom for people to gather is a constitutional right that citizens have, the text makes it clear that this freedom has already been established legally. It is not something that people need to “enact,” or make into law. It already is the law.

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Item Position	Rationale	
3	Option B is correct	This text explains how the steam engine improved “water transportation” in America’s early years and “made it possible to travel farther and faster.” This language refers to the movement of people from one place to another, and it strongly supports the word “settlement” as the best word to complete the sentence, since when you settle you move to a new place and usually establish a community. Thanks to steamboats, people could more easily move to and settle in new lands.
	Option A is incorrect	The word “service” usually refers to serving or aiding someone, and it is not clear what kind of service you would need to provide to lands. Lands are not people. This answer choice does not fit the context of the text.
	Option C is incorrect	The word “identity” refers to the distinguishing character or personality of an individual. This word does not fit the context of the text. The idea that steamboats contributed to the identity of lands west of the Mississippi River is not what most of the text is about. The text is about the impact of steamboats on water transportation.
	Option D is incorrect	The word “investment” refers to the act of putting money into a company with the expectation of making more money. The word “investment” does not fit this context, since the text is about how commercial steamboats helped people move farther and faster along the river and not about the act of “investing” money.

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<b>Item Position</b>	<b>Rationale</b>	
4	Option D is correct	The word “denser” refers to when things are tightly packed together. The text explains how a nebula becomes a star as interstellar particles “come together.” The text also refers to “closely packed particles” that “continue compressing.” An object is “denser” when its components are more tightly packed together, so this word fits the sentence.
	Option A is incorrect	The word “stronger” means to be able to withstand great force or pressure. In this text, there is no mention of the particles coming together to form a stronger mass.
	Option B is incorrect	There is no support in the text for the idea that the changing nebula becomes darker. In fact, these changes eventually give birth to a star, which is known to be a very bright object in space.
	Option C is incorrect	The word “broader” means to become bigger or wider. The text states that the particles in a nebula “come together,” “compress,” and “condense” over time. This context does not support “broader” as the word to complete the sentence. The compression of the particles would actually produce a smaller, denser mass.

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Item Position	Rationale	
5	Option A is correct	"Respective" means belonging or being related to specific people or things that have been mentioned earlier. The second sentence of paragraph 2 begins by describing the fuel efficiency of "two different vehicles." The word "respective" is used to refer to the unique fuel efficiency of each car that was mentioned at the beginning of the paragraph. "Individual" is the word that is closest in meaning to the word "respective" and that can also be used to refer to the fuel efficiency of each car.
	Option B is incorrect	The word "proportional" in this context refers to when two things are equal to each other. This word does not fit the context in which "respective" is used, because the fuel efficiency of one car is not equal to the fuel efficiency of the other.
	Option C is incorrect	When something is "accessible," it is available or reachable. This word does not fit the context, since the text is about comparing the specific fuel efficiencies of the two cars.
	Option D is incorrect	The word "considerable" means sizeable. Using this word to replace "respective" would not fit in the context of this sentence. It is the cars' individual fuel efficiencies that need to be compared, not their large sizes.

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<b>Item Position</b>	<b>Rationale</b>	
6	Option C is correct	This sentence indicates that “it took years” to “firmly establish the boundaries” of the new U.S. territory and that negotiations with Spain, France, and Great Britain were necessary. This context directly supports the idea that it was hard to determine the exact borders of the Louisiana Territory.
	Option A is incorrect	This sentence explains why France agreed to sell the territory to the United States. It does not give the reader any information about the borders of that territory.
	Option B is incorrect	In this sentence, the reader learns that the borders of the new territory were unknown at the time of the Louisiana Purchase. However, the sentence does not indicate that it was going to be difficult and take a long time to decide that issue.
	Option D is incorrect	This sentence indicates that the Louisiana Purchase added a great deal of land to the United States. But it does not provide any details about the exact boundaries of the land that was purchased or about when and how the borders would be decided.

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<b>Item Position</b>	<b>Rationale</b>	
7	Option D is correct	The word “pull” is the correct verb form for this context. The auxiliary verb “couldn’t” is in past tense, and the base form of the principal verb “pull” is used to indicate the action that “couldn’t” be completed.
	Option A is incorrect	The word “pulling” is the progressive form of the verb “pull.” Progressive form can be used to describe an action that begins in the past and continues to the present. Since the speaker is no longer attempting to pull the cat from the branch, “couldn’t be pulling him off” does not work.
	Option B is incorrect	“Pulls” is a present-tense form of the verb “pull,” but it cannot be correctly used after “could” or “couldn’t.” When using “couldn’t” or “could,” the verb should stay in its base form.
	Option C is incorrect	The word “pulled” is the past-tense form of the verb “pull.” Using it to complete the sentence would form the phrase “couldn’t pulled him off,” which does not work, since the past tense has already been indicated by the auxiliary verb “couldn’t.

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Item Position	Rationale	
8	Option D is correct	The word “but” in this sentence indicates that the people who looked for the toy could not find it. Saying that “nobody,” or no person, could find it shows that even though people were looking, it was not found by any person, or “nobody.”
	Option A is incorrect	Completing the sentence with the word “anyone” does not fit the context of this sentence, where the word “but” indicates that everyone was looking, but nobody could find the toy.
	Option B is incorrect	Using the word “some” would indicate that the toy was found by more than one of the people who looked for it. This idea does not match the context established by the word “but.”
	Option C is incorrect	The word “none” can refer to either people or things. “Nobody” is used only to refer to people. This sentence references a specific group of people (the people looking for the toy). When used to refer to a specific group of people, “none” is typically followed by “of” (none of them). Since <i>of</i> does not appear after the blank, and the sentence only references people, <i>nobody</i> is the best choice.



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<b>Item Position</b>	<b>Rationale</b>
9	This sentence is about what happened last year, so the present-tense verb “make” is incorrect. The past-tense form of the verb is “made.” Replacing “make” with “made” corrects the error in the original sentence.

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Item Position	Rationale	
10	<b>Part A</b>	
	"stand" is the error	Using the present-tense verb "stand" is not correct, since the sentence is about something that happened in the past.
	"During" is not an error	The preposition "During" is used effectively in the sentence to indicate at what time the girl stood up and dropped her pencil. The word "During" should not be changed.
	"dropped" is not an error	The past-tense verb "dropped" is used correctly here to show what she did to her pencil after she stood up. The word "dropped" should not be changed.
	<b>Part B</b>	
	In this sentence, the speaker uses the phrasal verb "stand up." The action of the person rising from her seat took place in the past. Replacing "stand" with "stood" corrects the error in the original sentence by keeping the sentence in past tense.	

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Item Position	Rationale	
11	<b>Part A</b>	
	"was" is the error	The use of the singular verb "was" is incorrect in this sentence. It does not agree in number with the plural subject, "boys."
	"took" is not an error	The word "took" is the correct past-tense form of the verb "take." The word "took" should not be changed.
	"worried" is not an error	The word "worried" is used correctly in this sentence since it is describing an event from the past. The word "worried" should not be changed.
	<b>Part B</b>	
	In this sentence, the speaker uses the verb "was." This word is a past-tense form of the verb "to be." "Was" is used for singular subjects. The other past-tense form of "to be" is "were." "Were" is used for plural subjects. Since the subject of this sentence ("boys") is plural, "was" is not the right verb form to use. Replacing "was" with "were" corrects the error in the original sentence.	

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Item Position	Rationale
12	For information about scoring sentence rewrite items, refer to the grades 8–9 writing scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.

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<b>Item Position</b>	<b>Rationale</b>	
13	Option C is correct	Paragraph 4 emphasizes the importance of chameleons' skin color to their survival. According to the text, chameleons "are born with skin that resembles the place they live." It also explains that since they cannot easily be seen in their environment, a predator may "pass nearby a chameleon without realizing it is missing out on a tasty snack."
	Option A is incorrect	In paragraph 2, chameleons are described as being "too slow to run away from a faster animal." Paragraph 5 adds that a chameleon "is a slow runner." So, the chameleons' speed does not protect them from being eaten.
	Option B is incorrect	The unusual shape of chameleons' eyes is mentioned in paragraph 6. But the shape of their eyes is just one feature that helps chameleons "notice a dangerous animal." They can also rotate their eyes and "even focus each eye on a different object." In the context of paragraph 4's emphasis on their skin color, the selection does not identify chameleons' eye shape as being their main protection from being eaten.
	Option D is incorrect	Paragraph 1 makes it clear that while chameleons differ in size, "most chameleons are small." Paragraph 2 adds that "their small size puts them in danger of being eaten by larger animals." These statements indicate that size is not what helps these animals avoid being eaten.

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<b>Item Position</b>	<b>Rationale</b>	
14	Option D is correct	The context in which “rotate” is used indicates that by rotating their eyes, chameleons can “see in all directions—even behind their head!” This gives strong support to understanding “rotate” to have the same meaning as the phrase “spin around.”
	Option A is incorrect	The language in paragraph 6 does not support the idea that “rotate” means to open. Although animals need to have their eyes open in order to see, this is not enough to allow them to “see in all directions.”
	Option B is incorrect	There is no support in the text to indicate that the phrase “speed up” means the same as “rotate.” Moving the eyes faster does not mean the same thing as moving the eyes in all directions “even behind their head.”
	Option C is incorrect	While animals can be said to look with their eyes, the language in the text shows that “rotate” means more than that. The phrases “to see in all directions” and “even behind their head” make it clear that these animals must be able to spin their eyes around.

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Item Position	Rationale	
15	Option "Chameleon's Tongue" is correct	Paragraph 5 presents information about the chameleon's special tongue. The tongue is described as "extremely long" and "sticky." The chameleon is said to "quickly" stick out its tongue, so the tongue moves fast. Clearly, the phrase "Chameleon's Tongue" is the best way to complete the diagram, since this animal's tongue has all the features listed.
	Option "Chameleon's Body" is incorrect	The selection does not support this option as the best way to complete the diagram. The chameleon is described as "slow" and "small" in paragraph 2, and there is no indication that its body is sticky.
	Option "Chameleon's Size" is incorrect	While paragraphs 1 and 2 indicate that most chameleons are small in size, size cannot be described as sticky or fast. This option does not fit the language in the text.
	Option "Chameleon's Eyes" is incorrect	As described in paragraph 6, the chameleon's eyes are remarkable. But they are not described as having any of the features listed in the diagram. They are not fast, long, or sticky, so this option cannot accurately complete the diagram.

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<b>Item Position</b>	<b>Rationale</b>	
16	Option A is correct	Paragraph 4 clearly supports the idea that “resembles” has the same meaning as the phrase “looks like.” The context here includes examples of how chameleons’ “skin helps them blend in with” their environment by matching their skin color to their surroundings.
	Option B is incorrect	The phrase “feels like” cannot give the meaning of “resembles” in this paragraph. Skin that feels like the place chameleons live would not make them hard to see, which is the focus of the paragraph.
	Option C is incorrect	The language in paragraph 4 tells the reader about how chameleons look. It includes the phrases “hard to see,” “shades of brown,” and “green-colored.” In this context, the word “resembles” does not refer to how these animals move.
	Option D is incorrect	The statement that chameleons’ skin “resembles the place they live” describes how chameleons’ skin looks, not how it acts. For this reason, “acts like” does not fit in this context.



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<b>Item Position</b>	<b>Rationale</b>	
17	Option B is correct	Paragraph 4 includes language that indicates the difference between desert and rain forest chameleons. "Chameleons that live in a desert are mostly shades of brown." However, rain forest chameleons are said to "have green-colored bodies." Desert chameleons clearly have a different skin color than rain forest chameleons have.
	Option A is incorrect	The text does not include information to support the idea that desert and rain forest chameleons eat different types of insects.
	Option C is incorrect	The context in paragraph 4 indicates that their different skin colors make both types of chameleons hard to see, whether in "a desert or a rain forest." Desert chameleons are not easier to see, according to the selection.
	Option D is incorrect	There is no support in the selection for the idea that desert chameleons can run faster. Paragraph 5 states that "a chameleon is a slow runner," and the context suggests that this is true of both desert and rain forest chameleons.

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<b>Item Position</b>	<b>Rationale</b>
18	<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 8–9 writing scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>Five of my favorite foods include fried rice, oatmeals, salads, fried eggs and protein bars. I like these foods not only because they are flavorful and savory, but also because of their high nutritional value, as they are rich in proteins, unrefined carbohydrates, fibers and unsaturated fats.</p> <p>I would rather not eat any of these foods for a month mainly because I have numerous alternatives. For instance, eggs can be cooked in many different ways, and fried eggs is just one of the ways that I can cook them. I can turn it into a healthy and savory egg omlet. In addition, I cannot endure eating the same type of foods everyday for five months because then I start to dislike these foods. For instance, I used to eat homemade pancakes every morning, but after a month, I wanted to try new foods for my breakfast because I started to hate the taste of pancakes.</p>

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<b>Item Position</b>	<b>Rationale</b>	
19	Option A is correct	Paragraphs 23 through 26 describe the moment when both Willem and Papa discover that Nettie has chopped up the valuable tulip bulbs and served them for dinner. Willem learns then that his “terrible mistake” had been to put the tulip bulbs near the spices on the kitchen table, as described in paragraph 20. This answer choice identifies the point in the story when Willem realizes his mistake.
	Option B is incorrect	Papa returns and first enters the kitchen in paragraph 14. At this point, Willem has not even seen the tulip bulbs. This cannot be when he realizes his mistake.
	Option C is incorrect	In paragraphs 10 and 11, Papa explains to Willem how much certain tulip bulbs are worth and what they can be used to buy. However, this occurs before Papa has bought the valuable tulip bulbs, so it takes place before Willem has made any mistake involving the bulbs.
	Option D is incorrect	According to paragraphs 18 through 20, Willem’s mistake does occur while he is minding the store and trying to help Nettie learn her new job. However, he only comes to realize his mistake later, when Nettie says, “And I chopped up those onion bulbs you brought, as well.”

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<b>Item Position</b>	<b>Rationale</b>	
20	Option C is correct	In paragraph 3, Willem’s father is described as “a merchant who imported spices from far-off lands.” The story goes on to relate how popular and respected the father has become in that business. It is clear from this context that Papa’s main occupation is being a spice merchant.
	Option A is incorrect	Paragraph 4 includes a report from Willem that his father “busied himself in the garden” when he was not working in his spice business. This comment makes it clear that gardening is something Papa does when he is not working. It is not his main occupation.
	Option B is incorrect	In paragraph 4, the text explains that Papa grew tulips in his garden “when he was home” from his trips to get spices. Trading tulips is not Papa’s primary job.
	Option D is incorrect	In paragraph 3, the reader is told how Papa often gives advice to “respected chefs” on how to use his spices. But the story never mentions that Papa himself is a head cook.

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<b>Item Position</b>	<b>Rationale</b>	
21	Option B is correct	Willem’s narration in paragraphs 10 through 12 shows him to be puzzled about why tulips and their bulbs are worth so much. In paragraph 10, he says to Papa, “I don’t understand how a flower could be so valuable.” And in paragraph 12, after hearing Papa talk about wanting to build a “flower fortune,” Willem states, “This all seemed very odd.”
	Option A is incorrect	In the context of this story, it is Papa who is excited by the prospect of making money from buying and selling special tulip bulbs. Willem enjoys working in the spice shop (paragraph 13) and doesn’t understand how tulips can be truly valuable (paragraphs 10 and 12).
	Option C is incorrect	There is no support in the story for the idea that Willem is dismayed (or bothered) by his father’s tales of getting rich by selling tulip bulbs. Willem is interested in and puzzled by his father’s stories, but he does not question or criticize his father’s judgment.
	Option D is incorrect	In paragraphs 5 and 9, Willem’s father introduces him to certain valuable tulip varieties. But the story gives no evidence that Willem is especially interested in learning more about different types of tulips.

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Item Position	Rationale	
22	Option B is correct	In paragraph 3, the phrases “imported spices” and “he got his latest treasures” provide support for understanding “acquisitions” to have the same meaning as the phrase “objects obtained.” The verb “acquire” means to get something, so the word “acquisitions” must refer to things gotten or obtained.
	Option A is incorrect	Papa does business in his spice company, both getting and selling spices. But the context here makes it clear that “acquisitions” refers to the things gotten. The final sentence of paragraph 3 even says that “Papa took great care in explaining how he got his latest treasures...” There is no mention in the text of paragraph 3 about business being completed.
	Option C is incorrect	The text of paragraph 3 describes acquisitions that came “from Turkey, Persia, and beyond,” which supports the idea that the term “acquisitions” refers to things that were obtained. In paragraph 3, there is no mention of anyone growing plants, so there is no support that “acquisitions” refers to plants.
	Option D is incorrect	Paragraph 3 does mention Papa bringing spices to his shop from “far-off lands.” However, the context of the sentence in which “acquisitions” is used does not suggest that the term has anything to do with distances traveled. The text says that Papa carefully explained “how he got his latest treasures.” That language supports the idea that the term “acquisitions” refers to the objects he obtained.

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<b>Item Position</b>	<b>Rationale</b>	
23	Option C is correct	This sentence from paragraph 11 shows that Papa is interested in getting certain tulip bulbs because of his desire to sell them and thus create his “own little flower fortune!” He recognizes the “real value” of these special bulbs.
	Option A is incorrect	This sentence from paragraph 3 describes Papa’s actions in his spice shop. It is not related to his interest in acquiring tulips.
	Option B is incorrect	In this sentence, Willem describes his father’s fondness for gardening in his spare time. However, the sentence does not mention tulips specifically, and it does not note Papa’s interest in acquiring tulip bulbs.
	Option D is incorrect	With this statement, Willem refers to and explains why Papa left the spice samples in the kitchen for Nettie. The sentence does not mention the tulip bulbs or Papa’s excitement over acquiring them.

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<b>Item Position</b>	<b>Rationale</b>	
24	Option C is correct	The term “Rembrandts” is introduced in paragraph 5. In this part of the story, Papa and Willem are touring the garden when Papa refers to the Rembrandts as “these with stripes.” In paragraph 8, Wilhelm continues talking about the Rembrandts, admiring “the tulips’ bright colors.” From this language, it is clear that the Rembrandts Papa is referring to are a variety of beautiful flowers.
	Option A is incorrect	Exotic, imported teas are not mentioned in the story, so the word “Rembrandts” cannot refer to them.
	Option B is incorrect	Papa does do business involving rare and expensive spices, but the language in the text does not support the idea that these are the Rembrandts he shows to Willem in the garden.
	Option D is incorrect	While paragraphs 6 and 7 do mention a painter named Rembrandt, the language in paragraph 5 makes it clear that the Rembrandts referred to in the story are a certain type of tulip in Papa’s garden.



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<b>Item Position</b>	<b>Rationale</b>	
25	Option A is correct	This answer choice is an effective summary of the story. It includes a description of the main character, his attempt to achieve a certain goal, and the failure of his attempt because of a mistake by the household cook. These are the essential elements of the story.
	Option B is incorrect	This answer choice does a good job of summarizing paragraph 13 of the story: namely, Papa’s trip and Willem’s taking his father’s place at the shop. However, there is much more to the story than just the events reported in this one paragraph. A good summary needs to cover the key events of the entire story.
	Option C is incorrect	This summary states the central events in paragraphs 13 through 26. But it leaves out much of the information that is necessary for understanding the story as a whole. It omits any discussion of Papa, his tulips, and his plan. It also leaves out why the meal was disastrous—not because of its flavor, but because of how it spoiled Papa’s plan.
	Option D is incorrect	This answer choice provides a basic introduction to the story. However, it does not suggest the important actions and events that occur in the story and bring it to its surprising conclusion. It does not tell the reader what the shopkeeper does or the outcome that his actions bring about. This is not an adequate summary of the story.

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<b>Item Position</b>	<b>Rationale</b>	
26	Option B is correct	The “precious Kaufmanniana” referred to in this sentence are Papa’s valuable tulip bulbs, with which he had hoped to make a fortune. He learns at this moment that Nettie has “chopped up” those bulbs, thinking they were onions. The “wild noise” he makes is his response to this awful realization.
	Option A is incorrect	This answer choice is not supported by the context. The text in paragraph 17 makes it clear that Papa intended for Nettie to use the spices he provided, which were in “glass containers,” not in a pouch.
	Option C is incorrect	The account given in paragraph 6 indicates that Nettie runs out of the house because of Papa’s wild reaction, not the other way around. This answer choice confuses the cause with the effect of Papa’s loud outburst.
	Option D is incorrect	The context here does not show whether Papa expected onions in his meal. But it does show that he did not expect Nettie to mistake his tulip bulbs for onions and use them in preparing dinner. He reacts to that mistake, not to the use of onions.

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<b>Item Position</b>	<b>Rationale</b>	
27	Option A is correct	The italicized paragraphs provide historical context for the story. The text in these paragraphs gives information that establishes the story’s time, place, and cultural setting. This information enables the reader to understand the characters’ motivations, actions, and outcomes.
	Option B is incorrect	Although the introductory paragraph does indicate that the characters are fictional, it also makes clear that those characters’ actions and interests are representative of real events that may have occurred in the setting described. Together with the closing paragraph, this gives the reader insight into surrounding historical developments.
	Option C is incorrect	These paragraphs provide background information on the full history of the Dutch “tulip mania,” from its beginnings to its end. Their purpose is not to compare two points in time, but to tell the broader historical narrative within which this fictional story about a shopkeeper takes place.
	Option D is incorrect	The italicized paragraphs do not give enough information to establish the story’s central theme. Rather, they give historical context that helps the reader better understand the story.

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<b>Item Position</b>	<b>Rationale</b>
28	<p>The student response below has been identified by Texas educators as meeting the requirements for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 8–9 writing scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>In the image above, we can see a graph representing the number of vehicles throughout the years 2016-2019. In 2016 we started off with about 268.8 million vehicles and the number increased to 276.5 million by the end of 2019. If you look clearly, we can see the increase of vehicles throughout the years, this will continue to increase as time passes by. We had a major increase of vehicles from 2016 to 2017, As shown in the graph, it shows the slope of the graph increasing a lot more than the other future years. In the next five years, we would most likely hit the 290 million vehicles in 2024. Now that there is a lot of roads people dont have other choices but to get a form of transportation.</p>

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<b>Item Position</b>	<b>Rationale</b>	
29	Option B is correct	Paragraphs 2 and 4 support the idea that curling and broomball involve the use of brooms. The first sentence of paragraph 4 states, "Curling uses brooms, but in a way that is different from broomball."
	Option A is incorrect	Although paragraph 3 makes it clear that curling "has been around for centuries," paragraph 2 indicates that broomball "started during the early 1900s." This shows that broomball did not begin multiple centuries ago.
	Option C is incorrect	The language of paragraph 4 confirms that there are four players on a curling team. However, paragraph 2 informs the reader that "a broomball team has five players and a goalie," so this answer choice is not accurate.
	Option D is incorrect	Paragraph 3 tells the reader that curling "is played on a long sheet of ice," and that the "ice is painted on each end with a bull's-eye target." However, paragraph 2 indicates that broomball uses nets that serve as goals. These sports do not both have a bull's-eye target.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
30	Option A is correct	Paragraph 1 introduces the topic of this selection as “various activities suitable for snow and ice.” The text then goes on to describe how four different sports are all played on icy surfaces. Ice is clearly an important part of each of these winter sports.
	Option B is incorrect	The selection does not support the idea that playing these sports is limited to cold regions of the world. In fact, the language in paragraph 8 indicates that broomball, curling, and even a form of luge are sometimes played in a warm state like Texas.
	Option C is incorrect	There is no information presented in the selection about how difficult it is to learn to play these winter sports, so this conclusion is not supported by the text.
	Option D is incorrect	Although curling, skeleton, and luge are all described as being Olympic sports, there is no mention of broomball being played in the Olympics. The selection does not support the conclusion that all winter sports are part of the Winter Olympics.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

Item Position	Rationale	
31	Option D is correct	The sports of skeleton and luge both involve riders “zooming down an icy track” on sleds that lack brakes (paragraph 5). Since the riders use similar equipment and perform similar activities, this is the most likely reason the author included them in the same section.
	Option A is incorrect	There is no evidence in the text to support the idea that the author based the organization of the selection on the sports’ names. In fact, all four of the sports included in the selection have names that might be unfamiliar or unusual to many readers.
	Option B is incorrect	The author mentions in paragraph 5 that both skeleton and luge riders may suffer injuries. However, this is just a detail that explains why “helmets are an important piece of equipment” for both kinds of riders. The overall context of paragraphs 5–7 suggests that the reason the two sports are mentioned in the same section has to do with similarities in their tracks, speed, and equipment.
	Option C is incorrect	Riders in these two sports start their rides in different ways, so this cannot be the correct answer choice. Paragraph 6 explains that a skeleton rider gets “a running start,” while paragraph 7 says that luge riders “start by sitting on the sled and pushing off with their hands.”

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
32	Option D is correct	The language in paragraph 5 indicates that the word “banks” means sloped walls or sides. The phrase “winding curves” and the word “steep” both suggest that “banks” refers to the sloping walls that allow riders to stay on the curving track.
	Option A is incorrect	This meaning does not fit the context of the paragraph. The skeleton or luge track does not feature a body of water, so this cannot be the meaning of the word “banks” here.
	Option B is incorrect	The selection gives no support to suggest that the word “banks” is being used with this meaning. There is no need to hold supplies on a skeleton or luge track.
	Option C is incorrect	The word “banks” is used in paragraph 5 to identify parts of a track for sleds traveling at high speeds. There is no support in the text for the idea that “banks” is referring to “a group of objects placed in a row.” Objects placed on an icy track would be unnecessary and dangerous for the riders.



**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
33	Option B is correct	The subheads that divide the text into sections give the names of different winter sports: broomball, curling, and skeleton and luge. The author organizes this selection mainly by presenting facts about each type of sport in separate sections.
	Option A is incorrect	The author does not present specific information about where each sport originated, except to indicate (in paragraphs 1 and 8) that all these sports began in cold, wintry regions. The selection is not divided into sections based on where each sport was first played.
	Option C is incorrect	The selection gives no evidence of being organized according to chronological order. In fact, the author indicates that curling (which is discussed second) is older than broomball (which is discussed first). And the author does not state when skeleton and luge were developed.
	Option D is incorrect	There is no information in the selection that identifies how popular each sport is. Popularity is not the basis for the author’s organization of the selection.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

Item Position	Rationale
34	<p>The student response below has been identified by Texas educators as meeting the requirements for a 12-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 8–9 writing scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>WhatI think happened before the middle picture, is that the people had taken a car and droveto the area of high view points, then when they arrived, they parked the car in the parking lot, then they grabbed their supplies from the trunk, put them inside their backpacks, and then took a hike to a spot somewhere in the attraction. Then, when they arrived at the desired spot for a view on foot, they all decided to take a moment and admire the view for a short time. Lastly, they decided to head back home, so they took the same path they had taken up to the view point, made it back to the parking lot, put their stuff back in the trunk of the car, then drove off back home.</p>

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
35	Option B is correct	In paragraph 12 of the story, Anna announces that George’s excuse for not helping is that “he’s claiming he has a cramped muscle.” In paragraph 16, George repeats this claim by saying that he cannot help because a muscle in his right leg was injured during a hard football practice.
	Option A is incorrect	The text provides no evidence that George even thinks about scorpions until paragraphs 36 through 40, after the grill has been set up. In fact, Anna’s words in paragraph 23 make it clear that George did not see or react to any scorpions nearby. Fear of scorpions is not George’s excuse for refusing to help his grandfather.
	Option C is incorrect	George expresses an interest in eating breakfast in paragraph 18. But he does not cite his hunger as his reason for not helping set up the grill. Instead, he insists in paragraph 16 that he has a painful cramp in his leg.
	Option D is incorrect	When George says in paragraph 16, “I just can’t get rid of this cramp,” he is claiming that as a result of an intense football practice his leg is hurting, not that it left him too tired to help with the grill.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
36	Option B is correct	In paragraph 4, the word “memorable” and the phrase “about previous reunions” support the idea that the word “reminiscing” is used here to mean “recalling.” The family members are recalling (or remembering) things that happened in the past.
	Option A is incorrect	The context in paragraph 4 suggests that the atmosphere among the family members is friendly and cheerful. There is no support in the text for the idea that “reminiscing” means debating or arguing.
	Option C is incorrect	The word “justifying” would indicate that people are defending things that happened in the past, which does not fit the context of the story. This is not what “reminiscing” means.
	Option D is incorrect	The word “regret” means to be very sorry for something or to miss something very much. The family members are recalling past events, but there is no evidence in the text that they are feeling bad or sorry about them. The word “reminiscing” in paragraph 4 does not mean “regretting.”

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
37	Option C is correct	In these paragraphs, Gramps shares with Rodney and Anna his idea of how they can “cure” George’s cramp by playing a trick on him. The text makes it clear that they are planning to teach George a lesson about being lazy and dishonest. This is what paragraphs 25 through 31 are mainly about.
	Option A is incorrect	Throughout the story, George’s family members do not take him seriously when he claims to have a painful cramp. For instance, Anna rolls her eyes and scowls at George in paragraph 17, and Rodney says that George is “faking an injury to get out of work” in paragraph 19. There is no support, then, for the idea that paragraphs 25 through 31 are mainly about the family’s concern for George and his injury.
	Option B is incorrect	This section of the story describes how Gramps persuades Rodney and Anna to help him play a trick on George. Gramps does not have a real remedy for George's injury, so there is no need to explain how the remedy works.
	Option D is incorrect	The description of how Gramps, Rodney, and Anna work together to set up the grill is found in paragraph 21 of the story. This is not what paragraphs 25 through 31 are mainly about.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
38	Option C is correct	The idea that George is “lazy” and often avoids work is supported by the language in paragraphs 10, 11, 19, and 20, where Anna admits that George “does this all the time at home.”
	Option A is incorrect	The story does not provide sufficient context to indicate whether George is generally stubborn, or slow to change his mind about things.
	Option B is incorrect	To be mischievous is to enjoy playing tricks on other people. There is no support in the story for the idea that George is mischievous. It seems that Gramps, Rodney, and Anna are the mischievous characters in this story.
	Option D is incorrect	There is no evidence here that George is impolite, which means to be rude or disrespectful. It is not nice of him to refuse to help, but he doesn’t refuse in an impolite way.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
39	Option D is correct	In paragraph 25, Gramps is described as “chuckling to himself” just before he tells Anna and Rodney about the cure. A little later in the story, Gramps’s “sly smile” and the cousins’ grins (paragraphs 29 and 30), show that Gramps’s cure is something that he made up, or invented as a joke.
	Option A is incorrect	The context in paragraphs 25 through 31 makes it clear that Gramps’s cure is not a real cure for anything, so Gramps is not remembering the remedy. He thinks of a clever way to teach George a lesson.
	Option B is incorrect	There is no language in the text that suggests the cure has or hasn’t been written down. The text in paragraphs 29–31 says that Anna and Rodney “stopped what they were doing and stared at their grandfather” and then “turned to each other and grinned.” This language makes it clear that Anna and Rodney have never heard of the cure because it is a new idea that Gramps has come up with.
	Option C is incorrect	The story gives no support for the idea that any of the cousins’ relatives have ever heard of Gramps’s miracle cure or kept it a secret.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
40	Option C is correct	This sentence from paragraph 29 shows that the two cousins now understand that Gramps is suggesting that they trick George into thinking there is a scorpion nearby. Their grins indicate that Grandpa is not serious when he suggests (in paragraph 28) that they use scorpions to “relieve cramps.”
	Option A is incorrect	This sentence is about Gramps, Anna, and Rodney setting up the grill. It is not related to Gramps’s suggestion of the “miracle cure.”
	Option B is incorrect	Rodney’s remark here shows that he is puzzled by what Gramps is saying. He and Anna do not yet understand Gramps’s suggestion.
	Option D is incorrect	In paragraph 42, Rodney shows his amusement over how the trick worked to “cure” George’s cramp. But he and Anna understand Gramps’s idea much earlier, before they play the trick on George.



**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
41	Option A is correct	Anna’s comments in paragraph 23 show how much her brother George is frightened by scorpions. It is these remarks that seem to inspire Gramps to come up with his idea for a “miracle cure,” as described in paragraph 25.
	Option B is incorrect	The story does not provide context that supports the idea that when Anna and Rodney come to help with the grill, they inspire Gramps to invent the “miracle cure.”
	Option C is incorrect	George does limp away to eat breakfast (as reported in paragraph 18), but there is no suggestion here that this is related to Gramps’s idea for how to “cure” his leg cramp.
	Option D is incorrect	Gramps is described in paragraph 21 as having finished setting up the grill, with help from Anna and Rodney. But it is only after Anna mentions George’s fear of scorpions that Gramps comes up with his idea for how to treat George’s cramp. Finishing the work on the grill is not his inspiration.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

Item Position	Rationale	
42	Option A is correct	The descriptions in paragraph 1 introduce the reader to Rodney and to the location and activities that provide the background for the events to come. The language in the text helps the reader understand the setting and circumstances of the story.
	Option B is incorrect	The background information given in paragraph 1 does not really indicate that the events to come have any special importance. This answer choice does not match the purpose or content of the paragraph.
	Option C is incorrect	The only character introduced in paragraph 1 is Rodney, and the reader is not given much information about him. The other main characters in the story—Gramps, Anna, and George—are not identified or described until later.
	Option D is incorrect	The first paragraph does not convey much about the tone and mood of the story. From this opening context, the reader cannot anticipate, for instance, the central problem of the story (frustration over George’s laziness) or its gleeful resolution (thanks to the Gramps’s playful “miracle cure”). This is not the purpose or the importance of the first paragraph.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

Item Position	Rationale	
43	Option D is correct	In paragraph 3, Luisa writes, “Most of the glass is white, green, or brown.” She also reports that even though she looked all day, she did not find any red glass on the beach. This context strongly supports the idea that when Aunt Julia said that “red sea glass is rare,” she meant that it is hard to find.
	Option A is incorrect	The letter mentions that the pieces of glass can come in a variety of colors—green, brown, blue, and red. However, when describing red glass specifically, the text mentions that Luisa and her aunt searched Glass Beach all day and did not find any glass this color. Based on the text, “rare” means hard to find.
	Option B is incorrect	Nothing in the letter supports the idea that “rare” is used here to mean very sharp. For instance, Aunt Julia does not warn Luisa to be especially careful if she finds a red piece of glass. And paragraph 2 informs the reader that over time, “the sharp edges of the pieces became smooth,” so none of the glass pieces are sharp any longer.
	Option C is incorrect	None of the glass pieces can really be used. Paragraph 2 states that “much of the glass” is broken, and paragraph 4 makes it clear that the glass cannot be removed from the park to be used in making art projects, for example. In this context, the word “rare” cannot have the same meaning as the phrase “hard to use.”

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
44	Option A is correct	In paragraph 4, Aunt Julia tells Luisa that “people cannot take anything out of a state park.” Clearly, Luisa’s reason for not taking home any sea glass is that she must follow the park rules.
	Option B is incorrect	There is no indication in the story that Aunt Julia wants or does not want to take any of the glass home. The text simply says that Aunt Julia told Luisa that they “could not take any glass” because “people can’t take anything out of a state park.”
	Option C is incorrect	There is no support in the letter for the idea that Luisa’s mom wants a different type of glass. And paragraph 4 presents the real reason that Luisa does not take any sea glass for her mom: the park regulations.
	Option D is incorrect	The language in paragraph 4 makes it clear that Luisa’s reason for not taking sea glass has nothing to do with the color of the glass. It is only because “people cannot take anything out of a state park.”

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
45	Option B is correct	In paragraph 3, Luisa writes that “Aunt Julia asked me to look for red and blue sea glass.” The paragraph goes on to make it clear that this is what the two spend “all day” doing at the beach.
	Option A is incorrect	There is no evidence to suggest that Luisa and Aunt Julia are looking for glass pieces so they can make jewelry. The text in paragraph 4 makes it clear that they could not take the glass. This indicates that they could not make jewelry with it.
	Option C is incorrect	This answer choice does not accurately describe how Luisa and Aunt Julia spend most of their day at the beach. Near the end of the day, they stack some white glass to make a tower (paragraph 3), but there is no indication that they are looking for the tallest stack of sea glass at the beach. Instead, they spend most of their time looking for hard-to-find blue and red pieces of glass.
	Option D is incorrect	In paragraph 2 of the letter, Luisa states that the glass pieces have lost their “sharp edges” from being on the beach for so many years. There is no support in the text for the idea that Luisa and her aunt spent their day looking for sea glass that still has sharp edges.

**TELPAS Spring 2025 Grades 8–9 Reading and Writing Rationales**

<b>Item Position</b>	<b>Rationale</b>	
46	Option A is correct	Luisa uses the word “glistened” in paragraph 5 to describe something about the beach’s appearance while “the sun shone brightly on the glass.” This strongly suggests that in this context the word “glistened” means “sparkled.” The glass has a shiny, sparkly appearance when the light hits it.
	Option B is incorrect	Since Luisa tells Melanie that she took many pictures of the beach when it “glistened,” that word cannot have the same meaning as the word “heated.” Although it is true that the sunshine probably made the beach hotter, that heat could not be seen in photographs. What Luisa’s photos show is the glass shining in the sun.
	Option C is incorrect	To say that the beach “glistened” is to describe how it appeared, not simply that it appeared. The beach had been visible all along. It had just not glistened, or sparkled, until the sun shone on it directly.
	Option D is incorrect	To cover something implies to put something on top and obscure an object from view. Glass Beach was visible. This cannot be the meaning of the word “glistened” in that paragraph.