

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
1	The student selects the photo of the needle.	The description in the listening prompt corresponds closely with the photo of the needle. Language such as “single slender piece of metal,” “pointed tip at one end,” and “small, narrow opening” provide clear support for this answer choice.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
2	Option D is correct	The description in the listening prompt best matches this photo, which shows a litter of puppies nursing. The listening prompt includes information about how baby mammals “drink milk from their mother’s body” and how, for a time, “their mother’s milk is their only source of food.”
	Option A is incorrect	This photo shows some adult elephants and a baby elephant drinking water. It does not correspond to the listening prompt, which explains what baby mammals eat after they are born and how they are dependent on their mother’s milk for a time.
	Option B is incorrect	This photo shows an adult horse and a baby horse in a field. The baby horse is sniffing or eating grass, not nursing from its mother. This photo does not match the content of the listening prompt.
	Option C is incorrect	The information in the listening prompt does not correspond to this photo, which shows a litter of puppies eating from a bowl of food. The prompt is about how baby mammals drink milk from their mother’s body, and how their mother’s milk is their only source of food for a period of time.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
3	Option D is correct	In this section, Josh explains to Mom why he wants to play soccer this year. He says, "It's just more fun being part of a big team." Later, he adds, "But I play tennis by myself or with a partner. It's not like soccer where everyone plays together." Josh's explanation provides strong support for this answer choice. He clearly likes the idea of playing a team sport.
	Option A is incorrect	In this section, Josh mentions that he thinks he is "pretty good" at soccer and explains to Mom that the school soccer coach asked him to consider joining the team. There is evidence in this section to support the idea that Josh has some talent for soccer, but there is no evidence to support the idea that he is much better at soccer than tennis.
	Option B is incorrect	There is no evidence in this section to support the idea that Josh is frustrated because he rarely loses to Dad at tennis or that this is why he wants to switch sports. Josh clearly explains his motives, telling Mom that it is "more fun being part of a big team" and adding, "I did soccer all through middle school, and I'm pretty good at it."
	Option C is incorrect	In this section, Mom says to Josh, "I thought you were looking forward to finally being on the varsity tennis team." Josh is not waiting to see if he qualifies for the varsity team before deciding if he will continue with tennis. Mom's comment makes it clear that Josh is already on the team.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
4	Option A is correct	In this section, Mom asks Josh, “Have you told Dad?” and says, “You need to speak to Dad yourself. He may be disappointed, but I don’t think he’ll be mad.” This language provides strong support for the idea that Mom is encouraging Josh to talk to Dad.
	Option is B incorrect	In this section, Mom agrees to talk with Josh and listens thoughtfully to what he has to say. There is no language in this section of the listening passage to suggest that Mom is feeling impatient.
	Option C is incorrect	In this section, Mom tells Josh that it is possible that Dad may be disappointed in Josh’s decision. But there is no language to suggest that Mom feels disappointed.
	Option D is incorrect	In this section, Josh says that he was hoping Mom would talk to Dad for him. However, Mom does not agree to do this: “Mom shook her head and said, ‘You need to speak to Dad yourself.’ ”

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
5	Option B is correct	There is language throughout this section to support the idea that Josh is looking for a way to talk to Dad about playing soccer. There are context clues that help the listener understand that <u>broach</u> means “mention,” such as “A week went by before Josh summoned the courage to <u>broach</u> the subject” and “He sat silently for a minute, then blurted, ‘Dad, I decided not to play tennis this year.’ ”
	Option A is incorrect	The language in this section does not support “change” as the meaning of <u>broach</u> . The section begins with Josh revealing to Dad that he wants to play soccer. Throughout this section, Josh remains on this same subject, answering Dad’s questions and explaining his reasoning. It is Dad, not Josh, who changes the subject by saying that he needs to take out the trash.
	Option C is incorrect	The word “accept” means to agree to something or to recognize that something is true or correct. In this section, Josh and Dad are not in agreement with one another about what sport Josh should play at school. “Accept” is not the meaning of <u>broach</u> .
	Option D is incorrect	The word “remember” means to think about or keep in mind a past experience. There is no language in this section to suggest that Josh is afraid to keep thinking about the subject of school sports, or that he has forgotten this subject. On the contrary, this section shows that Josh is still thinking deeply about the subject and has been delaying his talk with Dad until he feels ready: “A week went by before Josh summoned the courage to <u>broach</u> the subject.”

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
6	Option B is correct	In this section, Josh draws a clear distinction between the sport that he is interested in (soccer) and the one that Dad loves and excels at (tennis). He tells Dad, "I like tennis, but I decided I want to play soccer," and "I want to try something different." This language provides support for the conclusion that Josh sees that he and Dad are interested in different sports.
	Option A is incorrect	There is no evidence to support the conclusion that when Josh says, "Dad, tennis is your game," he is worried that Dad will always be a better tennis player than he is. There is no comparison between Dad's tennis skills and Josh's tennis in this section. In fact, Dad even tells Josh that he believes that Josh could be a "champion tennis player."
	Option C is incorrect	It is true that Dad enjoys teaching and coaching Josh to play tennis, and Josh recognizes that Dad is a talented teacher. But there is no language in this section to support the conclusion that Josh hopes Dad will help coach the school tennis team.
	Option D is incorrect	Josh does express appreciation for Dad's tennis teaching and coaching throughout this story. In this section, however, Josh is explaining to Dad his reasons for wanting to play soccer. He is not asking Dad for help learning new athletic skills.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
7	Option A is correct	In this section, Dad recounts an experience he had with his own father. The language of this section strongly supports the idea that Dad’s memory of that incident is what leads him to change his mind about Josh’s actions. Dad says, “I also realize, though, that you’re right” and explains, “when I was your age, my father wanted me to be a football player.” Dad also tells Josh, “I argued with him about playing tennis until he finally consented” and “You need to choose for yourself what sport to play.”
	Option B is incorrect	There is no language in this section to suggest that Mom talks to Dad about Josh’s situation. Dad’s explanation in this section emphasizes that his change of opinion is because of his own reflections, and not because of any conversation with Mom.
	Option C is incorrect	In this section, Josh quickly agrees to go play tennis with Dad and to the idea of continuing to play tennis with him in the future. He says, “I still like tennis, and besides, I’m looking forward to beating you one of these days.” The language in this section does not support the idea that Dad is worried about Josh not playing tennis with him anymore.
	Option D is incorrect	It is true that Josh agrees that Dad would not have been good at football, but this is not the reason Dad changes his mind. The language in this section supports the idea that Dad’s opinion changes because of his own memories and reflections, not because of something Josh says.

## TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales

Item Position	Rationale
8	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>There are lots of sports like basketball, swimming, track, football, volleyball, or wrestling and so much more. I think high schools should have team sports because it gives, it gives students a deeper understanding about teamwork, and it helps students connect so they can build friendships with somebody who shares the same interests as them. I also think that schools should have team sports because because it helps people see and understand what they are capable of, what they are capable of and what they'll like to do in the near future. If they want to pursue their athletic ability and take it to the next step as in joining a football team, basketball team or whatever in the near future. Or if they see that one sport wasn't meant for them, so they switch sports. And so much more.</p>



**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>
9	<p>The student response below has been identified by Texas educators as meeting the requirements for a 2-point (maximum score) response based on the rubric criteria. For additional information, refer to the TELPAS Two-Point Speaking Rubric on the <a href="#">TELPAS Resources</a> webpage.</p> <p>If I was the girl on the right, asking my friend a question, I would probably say something like this. I would say, quote unquote "How does my cap look?" Since an image shows, um, her friend fixing her cap.</p>

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
10	Option C is correct	The description in the listening prompt corresponds closely to what this photo shows: “a person is attached to and hangs below a simple, lightweight frame shaped somewhat like the wings of an airplane. The frame is covered with strong, thin cloth. The person steers the frame . . .”
	Option A is incorrect	This photo does not correspond to the description in the listening prompt. There is no cloth-covered frame in this photo, and the person shown is not attached to or steering anything.
	Option B is incorrect	The language of the listening prompt does not match this photo. This photo shows two people, rather than one, and the parachute the people are hanging from is not shaped like an airplane’s wings.
	Option D is incorrect	This photo shows passengers riding in a basket below a hot-air balloon. The details in this photo do not match the description in the listening prompt.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
11	Option A is correct	The language in this section provides support for the conclusion that Benjamin Franklin was very interested in music. This section explains how Franklin became “fascinated” by the technique of touching the rims of glasses of water to produce musical notes. It describes how Franklin “set out to design an instrument that would function in a similar way,” working with a glassmaker. And this section states that Franklin considered the invention of the glass armonica “a great personal achievement.”
	Option B is incorrect	This section provides substantial support for the idea that Franklin was interested in music and musical instruments. It relates details of a concert that Franklin attended and explains his design for the glass armonica. However, there is no evidence to suggest that Franklin himself composed music.
	Option C is incorrect	This section does state that Franklin was “an avid inventor,” but it provides details only about Franklin’s inspiration and design for the glass armonica. There is no support in this section for the conclusion that Franklin invented other musical instruments.
	Option D is incorrect	The language in this section does not provide support for the conclusion that Franklin became rich after inventing the glass armonica. On the contrary, this section presents this invention as one of Franklin’s less important and less well-known accomplishments: “For a time, it was quite popular. However, some people found its music disturbing, and by the early 1800s, the instrument was largely forgotten.”

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
12	Option A is correct	This section explains the steps involved in building and playing a glass armonica. It states that “By stepping on a pedal, a person could make the rod and bowls rotate.” This explanation provides strong support for this answer choice.
	Option B is incorrect	The action of placing smaller bowls inside larger ones is part of the construction of a glass armonica, not playing it. This section makes it clear that this step happens before a musician can play the instrument: “The bowls nested inside one another, from smallest to largest. Each bowl’s size determined its pitch, or sound. . . . A rod ran through the base of each bowl, connecting the bowls horizontally.”
	Option C is incorrect	This section explains that a glass armonica is constructed of glass bowls arranged horizontally. It is not made with drinking glasses. This section also states that “by holding wet fingers against the bowls, a person could make music. . . . They lightly touched the spinning bowls.” This language makes it clear that the bowls are not filled with water.
	Option D is incorrect	This section makes a clear distinction between a glass armonica and a piano by explaining that a glass armonica does not have keys: “Musicians could play with one or two hands, similar to playing the piano. But rather than striking keys, they lightly touched the spinning bowls.”

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
13	Option B is correct	This section explains that when theremins first arrived in the United States, they were not popular and then states, “However, in the 1940s and 1950s, movie composers found that the theremin’s spooky sounds suited suspense and science fiction films perfectly.” This language supports the idea that some film composers valued the theremin, and that this situation was what first led to the instrument becoming more popular.
	Option A is incorrect	This section states, “When the theremin first appeared in the United States in the 1920s, audiences were not sure what to think of its distinctive noises. Some people wondered if what they were hearing was actually music.” The introduction of the theremin in the United States in the 1920s is not what first caused the instrument to become more popular.
	Option C is incorrect	According to this section, rock musicians began using theremins in the 1960s. This event happened later, after film composers started using the instrument more frequently and increasing its popularity.
	Option D is incorrect	The listening passage explains that theremin kits were not sold until the mid-1950s. This event happened after film composers first popularized theremin music in the 1940s and 1950s.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
14	Option A is correct	This section states that composers and musicians recognized the distinctive qualities of the theremin's sounds: "in the 1940s and 1950s, movie composers found that the theremin's spooky sounds suited suspense and science fiction films perfectly. And in the 1960s, rock musicians occasionally used theremins to create unusual effects." This language supports the idea that a theremin's sounds can create special moods and effects, and this would lead a composer or musician to choose the theremin instead of another instrument.
	Option B is incorrect	There is no information in this section about similarities between theremins and synthesizers. This section does not contain evidence to support the idea that a similarity in sound between theremins and synthesizers is what would lead a composer or musician to use a theremin.
	Option C is incorrect	This section explains how the pitch and volume of music from a theremin are determined by its two antennas and the musician's hand movements. However, the fact that a theremin's sounds can vary in pitch and volume is not a distinctive or unique feature. It is not the reason a composer or musician would choose a theremin over a different instrument.
	Option D is incorrect	It is true that a theremin's sounds are produced as a result of hand movements. However, this fact is not what sets the theremin apart from other instruments and does not explain why a composer or musician would choose a theremin instead of another instrument.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
15	Option D is correct	This section explains that “Moog realized that if he wanted his invention to be more than a curiosity, he needed a portable, affordable version. In 1970, Moog developed a smaller device called the Minimoog.” This language clearly supports the idea that Moog wanted to create an instrument that would be easier for musicians to use than the original Moog synthesizer.
	Option A is incorrect	It is true that Moog started a company that sold kits for building theremins. However, there is no evidence in this section to suggest that Moog wanted to create the Minimoog to compete with the theremin.
	Option B is incorrect	The language in this section does not support the idea that Moog developed the Minimoog for a particular composer. Moog developed his smaller Minimoog to be more portable and affordable in general: “Now, musicians could take synthesizers out of the studio and play Minimoogs on a concert stage.”
	Option C is incorrect	This section describes how the original Moog synthesizer could produce new, unique sounds. But that capability is not what motivated Moog to invent the Minimoog. The language in this section identifies the size of the original Moog synthesizers as a disadvantage and states that Moog wanted a smaller device that musicians could use on stage.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>
16	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>Uh, the history of uh, glass harmonicas is, is that they were filled with different volumes of water and people would run their fingers around the rims of each glass to produce different sounds. Some with higher notes, some with lower notes. And, um, that's how the interest- instrument worked. And the theremin... What people think is very odd about that one is the fact that with that instrument it would produce different noises and the fact that you would use your own hands to make different sounds with it. And people thought it really wasn't an instrument 'cause of the noises it would make. And filmmakers and rock artists used it for either making spooky sound effects or to instill different moods.</p>



**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>
17	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>The state population in Texas has changed since 1990. Each year, people have moved to Texas which made predictions of the population of thirty-five million people which, and that is what I think I think in the future is going to be in Texas. The only reason people move from other countries to Texas, it's because everything is bigger, and Texas is highly recommended. And I think Texas would be good for people that are coming from other countries because everything is "Bigger in Texas."</p>

## TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales

Item Position	Rationale
18	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>If my class and I, we had a choice to go to an amusement park or a beach, I think, I propose that we go to the beach. Now, I think the reason why I'll feel more towards going to the beach is because I'm a true fan of be beach. I love playing sand and I love going to the water. I think it's very beautiful experience and you get to connect with your friends. Now I also understand, that going to an amusement park is opt, it ought to be fun but it's most likely to be at night and it can be a little dangerous and also, I don't think I would have enjoy myself as much if I were to go to the beach. Since when I was younger, when I was younger, I used to live back in Okinawa and there's a lot of beautiful beaches. Therefore, I got used to it and it's like a core experience for me and it reminds me a lot of my childhood. And I think that I am the most happy when I having memories or experiencing things of my childhood. and I think with that I could create better experience and I can keep them more of myself with the people that I enjoy being with. And I would play with sand, make castles. I would go in the water, splash water on my friends and enjoy myself with my friends. Thank you.</p>

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
19	The student selects the photo of the thermometer.	The description in the listening prompt corresponds to the photo of the outdoor thermometer. The prompt refers to “the instrument that can help you decide if you need to put on a coat before going outside,” which provides clear support for this answer choice.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
20	Option C is correct	This picture best matches the information in the listening prompt. It shows a warm bowl of soup that has some vegetables in it. The prompt explains that it's cold outside, so Caroline "wants to eat something that will help her warm up. Also, Caroline has been trying to eat more vegetarian and plant-based foods lately." Overall, this picture of vegetable soup most closely matches the description in the listening prompt.
	Option A is incorrect	This picture only partially matches the listening prompt. It shows a salad of raw lettuce and other vegetables, so it is a vegetarian or plant-based lunch. However, the listening prompt also explains that Caroline "wants to eat something that will help her warm up" because it is cold outside.
	Option B is incorrect	The description in the listening prompt does not correspond to this picture, which shows a taco with a bowl of salsa and some chili peppers. The prompt states that Caroline "doesn't feel like eating anything spicy" for lunch.
	Option D is incorrect	This picture shows a pepperoni pizza. The listening prompt states that Caroline "doesn't feel like eating anything spicy, greasy, or hard to digest" and that she "has been trying to eat more vegetarian and plant-based foods lately." This picture does not match the description and information in the prompt.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
21	Option A is correct	This section of the listening passage explains how many of Great Britain’s old phone boxes have become “a thing of the past,” standing “discarded and empty.” It presents a contrast between those phone boxes and ones that “have been transformed into something else entirely.” This language provides context to help the listener understand that <u>new lease on life</u> means almost the same thing as “another chance.”
	Option B is incorrect	This section of the listening passage is about the history and current condition of old public phone boxes in Great Britain. The word “explanation” means a statement that makes something clear, or a reason for an action or belief. There is no language in this section to support the idea that the expression <u>new lease on life</u> means “a different explanation.”
	Option C is incorrect	This section mentions that the public phone boxes were originally placed across Great Britain, and the word “location” does mean a specific place or position. However, “another location” is not the meaning of <u>new lease on life</u> . The context in this section most clearly supports the idea that some boxes are now being turned into something new.
	Option D is incorrect	The phrase “additional cost” means an extra expense or payment. While it may be expensive to convert an old public phone box into something used for a different purpose, there is no information about costs in this section of the listening passage. There is no language to support the idea that “an additional cost” means almost the same as <u>new lease on life</u> .

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
22	Option C is correct	In this section, the narrator explains, “In recent years, however, as mobile phone use has become the norm, public pay phones—and the boxes that house them—are becoming a thing of the past.” This explanation provides strong support for the idea that fewer people now use or need access to public pay phones.
	Option A is incorrect	This section does state that the design of the public phone boxes became standard during the 1930s. However, there is no evidence to support the idea that the phone boxes’ unchanged design is the reason they are not used as much as they were in the past.
	Option B is incorrect	This section gives details about the installation of some phone boxes in 1936, as part of a celebration for King George V. This event explains how many of the phone boxes first appeared in Great Britain. It does not explain why the phone boxes are not used as much today as they were in the past.
	Option D is incorrect	There is no evidence in this section to support the idea that there were or are not enough phone boxes in Great Britain to meet demand. On the contrary, the section clearly states that people today are using public phone boxes less “as mobile phone use has become the norm.”

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
23	Option C is correct	Overall, this section is mostly about new ways to use old phone boxes. The narrator states, “The sky’s the limit for what these boxes can become.” The section identifies and describes a variety of ways that phone boxes have been repurposed: as coffee shops and bakeries, libraries, cash dispensers, and even an aquarium.
	Option A is incorrect	This section briefly mentions different options for buying or renting old, unused phone boxes, but there is no information about the specific costs of doing so, or about the costs of converting an old phone box. The cost of restoring an old phone box is not what this section is mostly about.
	Option B is incorrect	There is some information in an earlier section that explains why people no longer use public phone boxes as often as they used to. However, that topic is not the focus of this section. This section is largely about what people are doing with old phone boxes.
	Option D is incorrect	This section describes in detail different ways that people have converted old phone boxes. The listener might find these new uses creative or interesting, but there is no information in this section about people’s general opinions of the phone boxes.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
24	Option B is correct	In this section, the author clearly and repeatedly expresses admiration at the diverse ways in which people have adapted and transformed old phone boxes. The narrator says, “The sky’s the limit for what these boxes can become.” The section includes specific details that suggest admiration for the different ideas people have had for phone boxes: “There is even a salad shop run out of one box,” “Phone boxes have been reimagined in other creative ways too,” and “There’s even a box that has been repurposed as an aquarium.”
	Option A is incorrect	In this section, the author shares some information about the business of repairing and restoring old phone boxes. However, there is no language in this section to suggest that the author works for a company that does this.
	Option C is incorrect	This section describes ways in which phone boxes have been converted and how people use converted phone boxes today. There is no language in this section to suggest that the author believes people will stop being interested in old phone boxes or that they will stop using businesses that operate out of these boxes.
	Option D is incorrect	There is no evidence to support the idea that the author wishes that people would begin using old phone boxes for calls again. On the contrary, the language strongly suggests that the author admires the many ways that people are transforming the boxes: “The sky’s the limit for what these boxes can become.”



**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
25	Option A is correct	In this section, the narrator explains that “in remote areas, where emergency medical care is not nearby, boxes stocked with defibrillators can be especially important.” This language provides clear, strong support for this answer choice.
	Option B is incorrect	It is true that the phone boxes are made of sturdy, durable metal. But this feature by itself is not what makes them a good choice for storing medical equipment. This section clearly explains that the remote location of some phone boxes is what makes them well-suited for this purpose.
	Option C is incorrect	The windows allowing people to see inside a phone box may be a useful feature. However, according to this section, the feature that makes some old phone boxes a good place to store emergency medical devices is their location, not their windows: “At some sites, out-of-use boxes have been converted into defibrillator stations. . . . And in remote areas, where emergency medical care is not nearby, boxes stocked with defibrillators can be especially important.”
	Option D is incorrect	The public phone boxes in Great Britain are rarely used for phone calls nowadays. However, this section does not suggest that this is the reason old phone boxes are good for storing medical equipment.

## TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales

Item Position	Rationale
26	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>Phone boxes are big red rectangular-shaped boxes. People originally used them for- as a payphone. Why did people stop using them? Because everybody now has cell phones, so now everybody doesn't need a payphone. And... But they still would have the luxury to use a payphone if they needed to. Two different things people have done- are doing with old phone boxes – they are turning them into mini libraries, mini coffee shops. They're just being so creative when it comes to reusing these old phone boxes.</p>

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>
27	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>The first picture is a man that is constructing a house because it's his job, while the second picture is a child playing with and constructing her own kind of creative house. The similarities in the pictures are the man and the child are both constructing a build and are putting their effort and attention into it. The differences are that the child is using [...] her creativity into using and making whatever build she wants because she likes [...] doing that, while the man is most likely doing it because it's his job and has instructions on how to do it rather than doing it how he wants and creatively. He has to do it based on the guidelines.</p>

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<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 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>Well, in my house, there's a rule where if you don't make your bed the first thing in the morning, you'll get in trouble 'cause my mom always checks and makes sure that our bed is always made first thing in the morning. It doesn't matter where we're going. It doesn't matter if we're in a hurry or anything, you have to make your bed before we leave. Honestly, I kind of agree with this rule because it gets you ready for the day. And I've already been doing it since I've been little. Like whenever I wake up, the first thing I always do is make my bed. Like if I got other stuff to do, I'll do them later. I got to do my bed. 'Cause like, I'm also like a clean person, and I don't like having my room a mess, so I kind of see what she's getting at here. And then, she also read this article: if you do your bed first thing, you'll most likely be a millionaire in the future. So, yeah, I think it's a good rule. Honestly, I like it. So my room gets to be clean, and whenever I get home, back from school or wherever I'm at, I can look at it. Wow. It's really clean. So yeah, I kind of like this rule.</p>

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
29	Option D is correct	The description in the listening prompt corresponds closely to the animal shown in this photo: "This animal has a massive head; relatively short, slender legs; a thick, shaggy coat; short, curved horns; and a very large, curved hump on its back."
	Option A is incorrect	This photo shows an animal with large, long antlers and a smooth, short coat. The description in the listening prompt does not match the animal shown. The prompt says, "This animal has a massive head; relatively short, slender legs; a thick, shaggy coat; short, curved horns; and a very large, curved hump on its back."
	Option B is incorrect	The listening prompt describes an animal that has "a massive head; relatively short, slender legs; a thick, shaggy coat; short, curved horns; and a very large, curved hump on its back." The animal shown in this photo does not match this description.
	Option C is incorrect	This photo shows an animal with large, long antlers, a small head, and a straight back. The description in the listening prompt does not match the appearance of this animal: "This animal has a massive head; relatively short, slender legs; a thick, shaggy coat; short, curved horns; and a very large, curved hump on its back."

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
30	Option D is correct	The photo shows two people standing by a coffee machine. One is preparing a drink while the other is watching closely. The description in this recorded text includes phrases such as “worked at a coffee shop” and “train a new coworker on how to use one of the machines.” This recording closely matches the photo.
	Option A is incorrect	The photo shows two people working together. The language in this recorded text does not correspond to what is shown in the photo. The recording says that “Elena was the only worker for part of her shift” and “Elena really needed someone to help her.”
	Option B is incorrect	This recorded text describes Elena’s favorite part of her job: “talking with and getting to know the regular customers.” The photo does not show these actions and it does not match the recording.
	Option C is incorrect	The photo shows one person preparing a coffee drink as another person watches attentively. The description in the recorded text states that Elena “spends most of her time working at the cash register, bringing coffee and pastries to customers, and clearing tables.” This recording does not correspond to the photo.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
31	Option C is correct	In this section, the narrator explains that players “wear a glove on one hand to protect their hand from cuts.” This information provides support for this answer choice.
	Option A is incorrect	In this section, the narrator explains that “fins help players swim faster.” There is no language to support the idea that fins help keep players safe.
	Option B is incorrect	According to this section, snorkels allow players to “breathe while they are in the water.” Snorkels are an important piece of equipment, but players do not wear them for safety.
	Option D is incorrect	This section explains that players “use sticks to push the puck across the pool bottom.” The sticks are not safety equipment.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
32	Option A is correct	Overall, this section is mainly about the equipment and rules of underwater hockey. The narrator first identifies various pieces of equipment that underwater hockey players have and how they use them. Next, the narrator gives an overview of how a game of underwater hockey is played.
	Option B is incorrect	This section provides information about how players use underwater hockey equipment and how the game is played. It does not give any explanation about how people learn to play underwater hockey.
	Option C is incorrect	In this section, the narrator explains that fins help underwater hockey players swim faster. However, this one detail is not what the section is mainly about. Overall, this section is about the equipment and rules of underwater hockey.
	Option D is incorrect	In this section, the narrator briefly compares underwater hockey to soccer and regular hockey, and how players score points in these games. However, this information is a detail within this section, and not the focus. Overall, this section is mainly about how players used underwater hockey equipment and how they play the game.



**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

Item Position	Rationale	
33	Option A is correct	In this section, the narrator explains that in underwater hockey, “players have no way to call to or hear one another underwater. They have to use observation and experience to know when and how to help one another.” This information supports the idea that playing underwater, where teammates cannot talk to each other, can pose a problem for the players.
	Option B is incorrect	It is true that for fans watching the game from above, underwater hockey may be hard to follow. This may well be a problem for the fans themselves. But there is no language in this section to suggest that this situation is also a problem for the players.
	Option C is incorrect	This section explains that playing underwater actually reduces the risk of players getting hurt. This fact is clearly presented as a benefit, not a problem: “In soccer or regular hockey, athletes often crash into one another. This can cause serious injury. In underwater hockey, such collisions are less common. And when contact does happen, the surrounding water cushions the players.”
	Option D is incorrect	In this section, the narrator explains, “In underwater hockey, size is not as critical as it is in other team sports. Athletes don’t have to be big to be good. In fact, sometimes a smaller person may move faster underwater.” This information supports the idea that the lack of a body size requirement can be an advantage for players, not a problem.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
34	Option D is correct	In this section, the narrator states, “Anyone who can swim well and hold their breath can be a successful underwater hockey player—no matter the person’s age or gender.” This statement supports the idea that being a strong, fast swimmer would be the most helpful skill for a player.
	Option A is incorrect	This section does not provide evidence to support the idea that having large, strong hands is the most helpful trait for an underwater hockey player. In fact, this section makes it clear that “size is not as critical as it is in other team sports. Athletes don’t have to be big to be good.”
	Option B is incorrect	In this section, the narrator makes a comparison between underwater hockey and some other sports, including soccer. However, there is no language in this section to suggest that knowing a lot about soccer would be the most helpful skill for an underwater hockey player to have.
	Option C is incorrect	In this section, the narrator says that players “must watch out for opposing players in all directions. An opponent might sneak up from above or below.” This statement suggests that players need to stay aware of what is happening around them during the game. It does not suggest that having excellent eyesight is the most helpful trait for a player.

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>	
35	Option B is correct	In this section, the narrator explains that the job of the referees is “to watch the players closely and make sure that everyone is following the rules.” This language provides clear context to help the listener understand that <u>keep tabs on</u> means “observe.”
	Option A is incorrect	The word “measure” means to find out the size, length, or amount of something. There is no description or information about measuring in this section, and there is no language to support the idea that <u>keep tabs on</u> means “measure.”
	Option C is incorrect	The word “record” means to write down information. While it is possible that referees may record information as they work, the language in this section does not support “record” as the meaning of <u>keep tabs on</u> .
	Option D is incorrect	The word “guard” means to protect someone or something. During an underwater hockey game, it is possible that teammates may guard one another. But there is no information in this section to suggest that referees guard anyone or anything, or that <u>keep tabs on</u> means “guard.” As the narrator explains, “Their job is to watch the players closely and make sure that everyone is following the rules.”

**TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales**

<b>Item Position</b>	<b>Rationale</b>
36	<p>The student response below has been identified by Texas educators as meeting the requirements for a 4-point (maximum score) response based on the rubric criteria. For additional information, refer to the grades 9-12 speaking scoring guide available on the <a href="#">TELPAS Released Test Questions</a> webpage.</p> <p>Underwater hockey was invented in England in the 1950s. It started as a training for divers in winter but soon became widespread, and by the 1980s, there were teams and competitions all over the world. The basic rules are that the players of the team try to score points by moving the small disc called a puck into the opponent's team's goal. Some of the equipments that players use in underwater hockey are sticks to push the goal, masks, and sno [...] snockells on the face to allow them to see and breathe underwater. In addition to that, they wear fins that help them swim faster, mouthguards, ear protectors, and gloves to protect their hands from cuts. The fact that the players can't communicate makes it challenging for them. All under hockey players agree that the sport is a fast paced and exciting.</p>

## TELPAS Spring 2025 Grades 9–12 Listening and Speaking Rationales

Item Position	Rationale
37	<p>The student response below has been identified by Texas educators as meeting the requirements for a 2-point (maximum score) response based on the rubric criteria. For additional information, refer to the TELPAS Two-Point Speaking Rubric on the <a href="#">TELPAS Resources</a> webpage.</p> <p>Yes, other people in my house do leave the restroom like that, but I don't say anything because that's not my mess. I am not going to clean it up, So, I won't have to worry about it.</p>