



New English Language Proficiency Standards (ELPS) Overview

Curriculum Standards and Student Support Division

Presenter: Guiomar Andújar
Spanish and ESL Content Specialist



Division of Curriculum Standards and Student Support Reading Language Arts and Social Studies Team

Please contact us with any questions.

Jim Doris

Director of Reading Language Arts and Social Studies

jim.doris@tea.texas.gov

Guiomar Andújar

Spanish and English as a Second Language Content Specialist

guiomar.andujar@tea.texas.gov

Tamara Robert

English Language Arts Content Specialist

tamara.robert@tea.texas.gov

Jenny Gaona

Social Studies Content Specialist

jenny.gaona@tea.texas.gov

Agenda: English Language Proficiency Standards (ELPS) Update

Objective: Provide an overview of the new ELPS and the significant changes.

English Language Proficiency Standards

- The State Board of Education has authority over the state curriculum standards, including the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).
- In September 2024, the SBOE adopted new ELPS.
- The new ELPS became effective on February 2, 2025.
- The new ELPS are scheduled to be implemented **beginning with the 2026–2027 school year.**
- Local school systems must continue providing instruction in the current ELPS until they are replaced with the new ELPS in the 2026–2027 school year.
- The Texas English Language Proficiency Assessment System (TELPAS) will be updated to align with the new ELPS.

Location of Current ELPS

**19 TAC Chapter 74,
Curriculum Requirements,
Subchapter A**

Subchapter A. Required Curriculum

- §74.1. Essential Knowledge and Skills.
- §74.2. Description of a Required Elementary Curriculum.
- §74.3. Description of a Required Secondary Curriculum.
- §74.4. English Language Proficiency Standards.**
- §74.5. Academic Achievement Record (Transcript).
- §74.6. College and Career Readiness and Texas Essential Knowledge and Skills Alignment.



Location of New ELPS

**New 19 TAC Chapter 120, Other Texas
Essential Knowledge and Skills,
Subchapter B**

Subchapter A. Positive Character Traits

New Location:

Subchapter B. English Language Proficiency Standards

- §120.20. English Language Proficiency Standards, Kindergarten–Grade 3, Adopted 2024.
- §120.21. English Language Proficiency Standards, Grades 4–2, Adopted 2024.

The new K–12 ELPS are separated into two grade bands.

**New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills,
Subchapter B, English Language Proficiency Standards**

New grade bands



§120.20 Kindergarten–Grade 3



§120.21 Grades 4–12

Structure of the New K–Grade 3 ELPS

§120.20 English Language Proficiency Standards, Kindergarten–Grade 3, Adopted 2024

- (a) Implementation
- (b) General requirements
- (c) Introduction
- (d) Cross-curricular English language acquisition student expectations
 - (1) Student expectations -- listening
 - (2) Student expectations -- speaking
 - (3) Student expectations -- reading
 - (4) Student expectations -- writing
- (e) Proficiency level descriptors

[Figure 19: TAC §120.20\(e\)\(2\)](#)

Structure of the New Grades 4–12 ELPS

§120.21 English Language Proficiency Standards, Grades 4–12, Adopted 2024

- (a) Implementation
- (b) General requirements
- (c) Introduction
- (d) Cross-curricular English language acquisition student expectations
 - (1) Student expectations -- listening
 - (2) Student expectations -- speaking
 - (3) Student expectations -- reading
 - (4) Student expectations -- writing
- (e) Proficiency level descriptors

[Figure 19: TAC §120.21\(e\)\(2\)](#)

Structure of the New K–12 ELPS

(a) Implementation

2026–2027 school year

(b) General requirements

Includes school district
and charter school
responsibilities

(c) Introduction

Provides contextual
information to support
understanding of the
standards

English Language Proficiency Standards

§120.B.

Chapter 120. Other Texas Essential Knowledge and Skills

Subchapter B. English Language Proficiency Standards

§120.20. English Language Proficiency Standards, Kindergarten-Grade 3, Adopted 2024.

- 
- A large, solid orange arrow pointing horizontally from the left margin towards the list items.
- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
 - (b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall:
 - (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) of this section;
 - (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
 - (3) provide content-based instruction, including the cross-curricular second language acquisition essential knowledge and skills in subsection (d) of this section, in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

Structure of the New K–12 ELPS: Paragraphs d and e

(d) Cross-curricular English language acquisition student expectations

- (1) Student expectations -- listening
- (2) Student expectations -- speaking
- (3) Student expectations -- reading
- (4) Student expectations -- writing

(e) Proficiency level descriptors

[Figures 19 TAC §120.20\(e\)\(2\) and §120.21\(e\)\(2\)](#)

The **ELPS** are made up of knowledge and skill (KS) statements, student expectations (SE), and proficiency level descriptors (PLDs).

Structure of the New K–12 ELPS: KS Statements

- (d) Cross-curricular English language acquisition student expectations
 - (1) Student expectations--listening. **The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening.** The student is expected to:

Knowledge and skills (KS) statements

are broad statements of what emergent bilingual (EB) students must know and be able to do. In the ELPS they begin with the domain and end with “The student is expected to”

KS Statements: Listening Domain Example

The listening domain KS statements **are the same** for both grade bands.

Kindergarten–Grade 3 KS statements	Grades 4–12 KS statements
(1) Student expectations—listening. <u>The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening.</u> The student is expected to:	(1) Student expectations--listening. <u>The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening.</u> The student is expected to:

KS Statements: Reading Domain Example

The reading domain KS statements **are different** for each grade band.

Kindergarten–Grade 3 KS statements

Student expectations--**reading**. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. **For Kindergarten and Grade 1, certain student expectations apply to text read aloud for students not yet at the stage of decoding written text.** The student is expected to:

Grades 4–12 KS statements

Student expectations--**reading**. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. The student is expected to:

The K–3 grade band includes additional language to acknowledge that kindergarten and grade 1 students are in the early stages of reading, and some SEs apply differently to these students.

Structure of the New K–12 ELPS: SEs

- (1) Student expectations – listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:

- (A) distinguish sounds and intonation patterns by responding orally, in writing, or with gestures;
- (B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;
- (C) follow oral directions with accuracy...

Student expectations (SEs) indicate what students should know and be able to do to meet academic content standards.

Listening Domain SEs: K-12 Vertical Alignment

SE	Kindergarten–Grade 3 The student is expected to:	Grades 4–12 The student is expected to:
1.A	distinguish sounds and intonation patterns by responding orally, in writing, or with gestures;	distinguish sounds and intonation patterns by responding with gestures or images , orally, or in writing;
1.B	demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;	use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;
1.C	follow oral directions with accuracy;	respond with accuracy to oral directions, instructions, and requests ;
1.D	use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions;	use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions heard during formal and informal classroom interactions;
1.E	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling , responding, or asking for clarification or additional details; and	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating , responding, paraphrasing, summarizing , or asking for clarification or additional details; and
1.F	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

Listening Domain: SE Example

Differentiation between grade bands

How the student responds to information heard during formal and informal interactions is differentiated across the grade bands in this example.

SE	Kindergarten–Grade 3 The student is expected to:	Grades 4–12 The student is expected to:
1.E	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling , responding, or asking for clarification or additional details;	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating , responding, paraphrasing, summarizing , or asking for clarification or additional details;

(e) Proficiency level descriptors

- (1) The following five proficiency levels describe students' progress in English language acquisition.
 - (A) Pre-production. (Description)
 - (B) Beginning. (Description)
 - (C) Intermediate. (Description)
 - (D) High intermediate. (Description)
 - (E) Advanced. (Description)

- (2) The Kindergarten-Grade 3 proficiency level descriptors are described in the figure provided in this paragraph

[Figure 19 TAC §120.20\(e\)\(2\)](#)

The proficiency level descriptors (PLDs) describe behaviors emergent bilingual (EB) students exhibit and the progression of those behaviors as students acquire more English.

In the new ELPS, the PLDs are hyperlinked to the rules as “figures” under subsection (e).

PLDs in the New K–12 ELPS: Listening Domain Example

In the figure, the PLDs are formatted in charts to display the progression of language acquisition in each domain across the five proficiency levels.

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

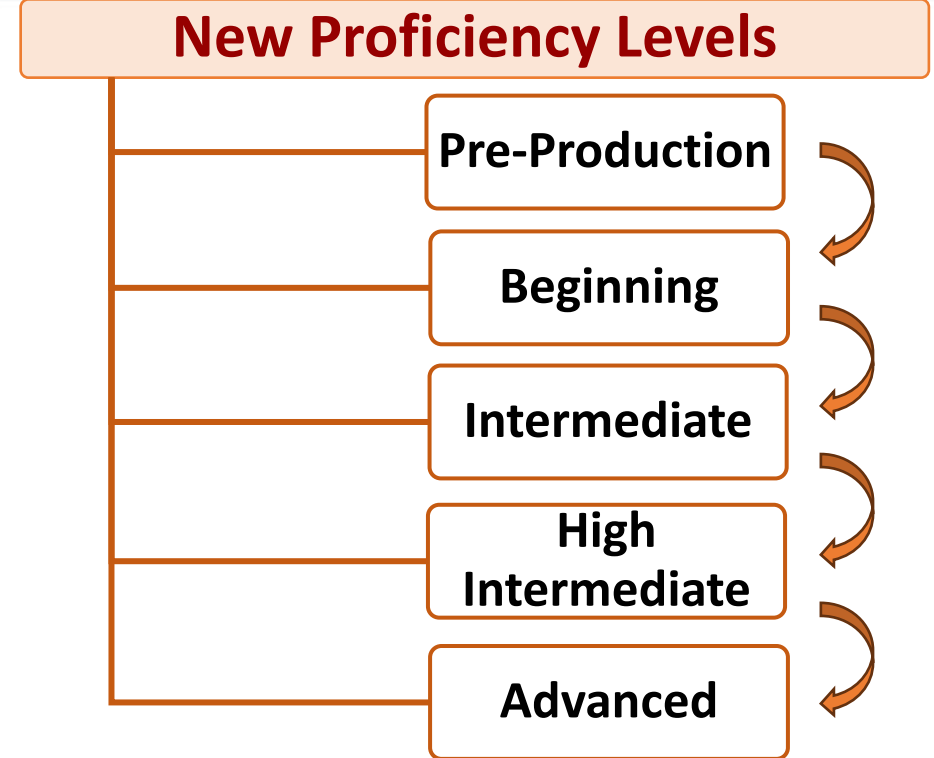
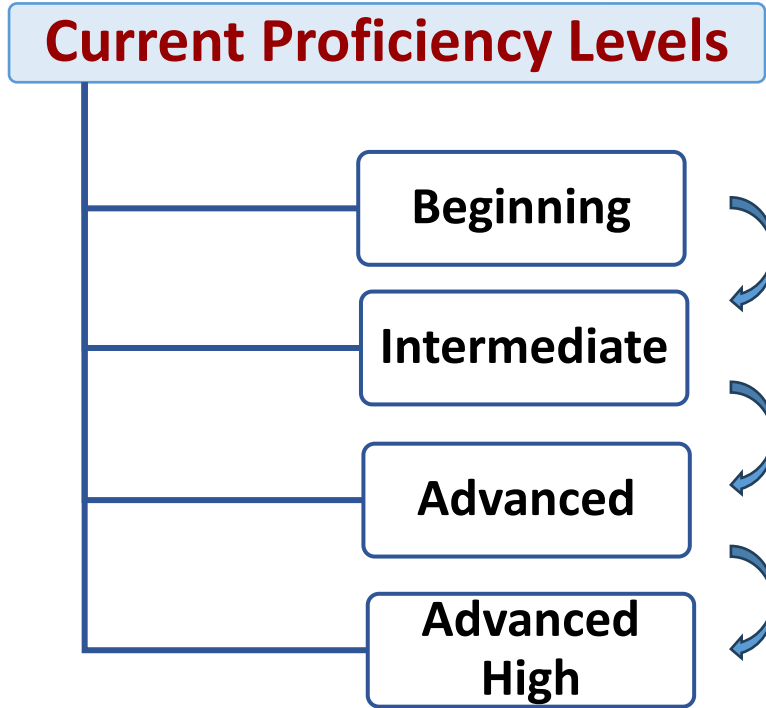
Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	recognize and mimic differences in sounds and sound patterns	recognize and mimic differences in sounds and intonation	identify when sounds or intonation are changed within spoken words	recognize sounds or intonation in familiar multisyllabic words	recognize sounds or intonation in familiar and unfamiliar, newly acquired multisyllabic words within complex discourse

New Proficiency Level Descriptors (PLDs)

New Proficiency Levels



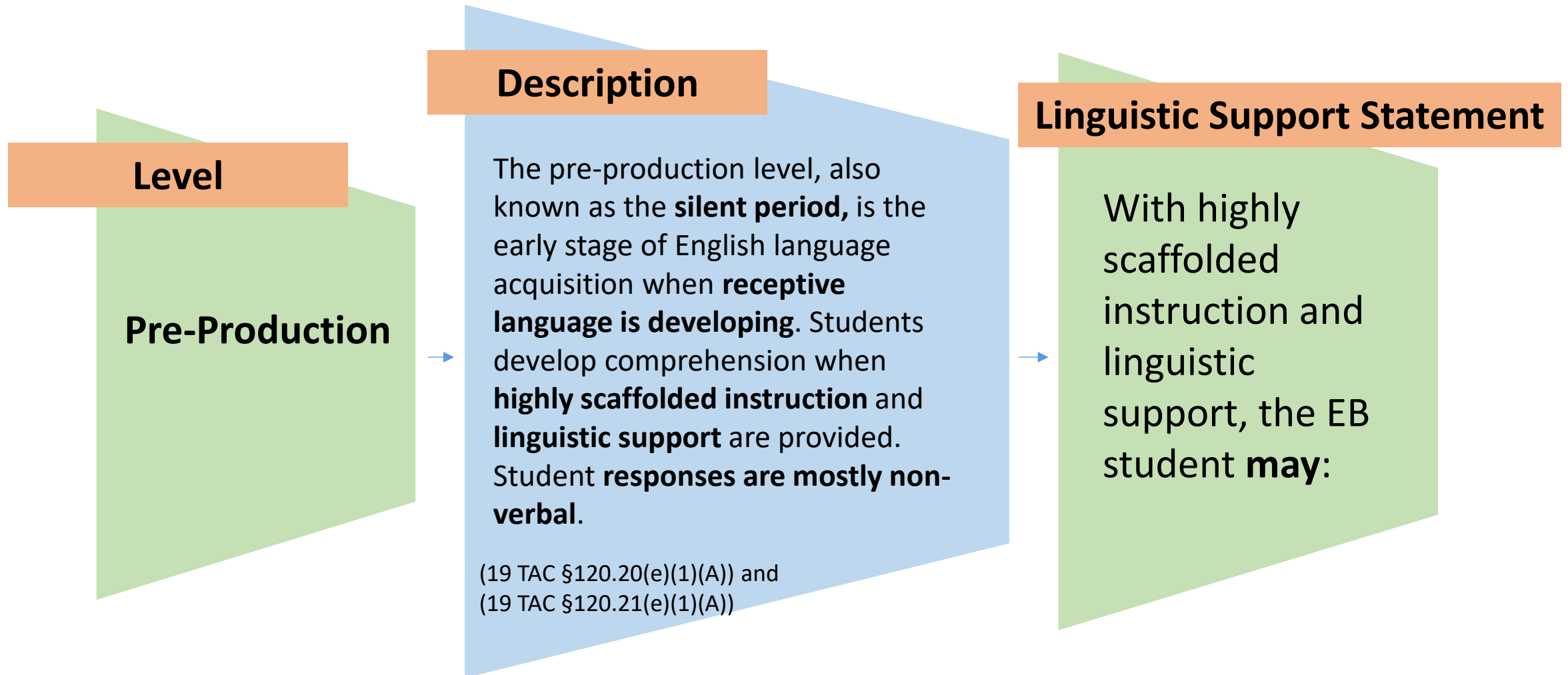
- The new ELPS expand the current proficiency levels from four to five.
- Some levels in the new ELPS use the same label as levels used in the current ELPS (beginning, intermediate, advanced); however, the language continuum has been revised and differentiated across the five new levels.
- Descriptions for each new proficiency level are included in the PLD section of the ELPS.

PLD Linguistic Support Statements

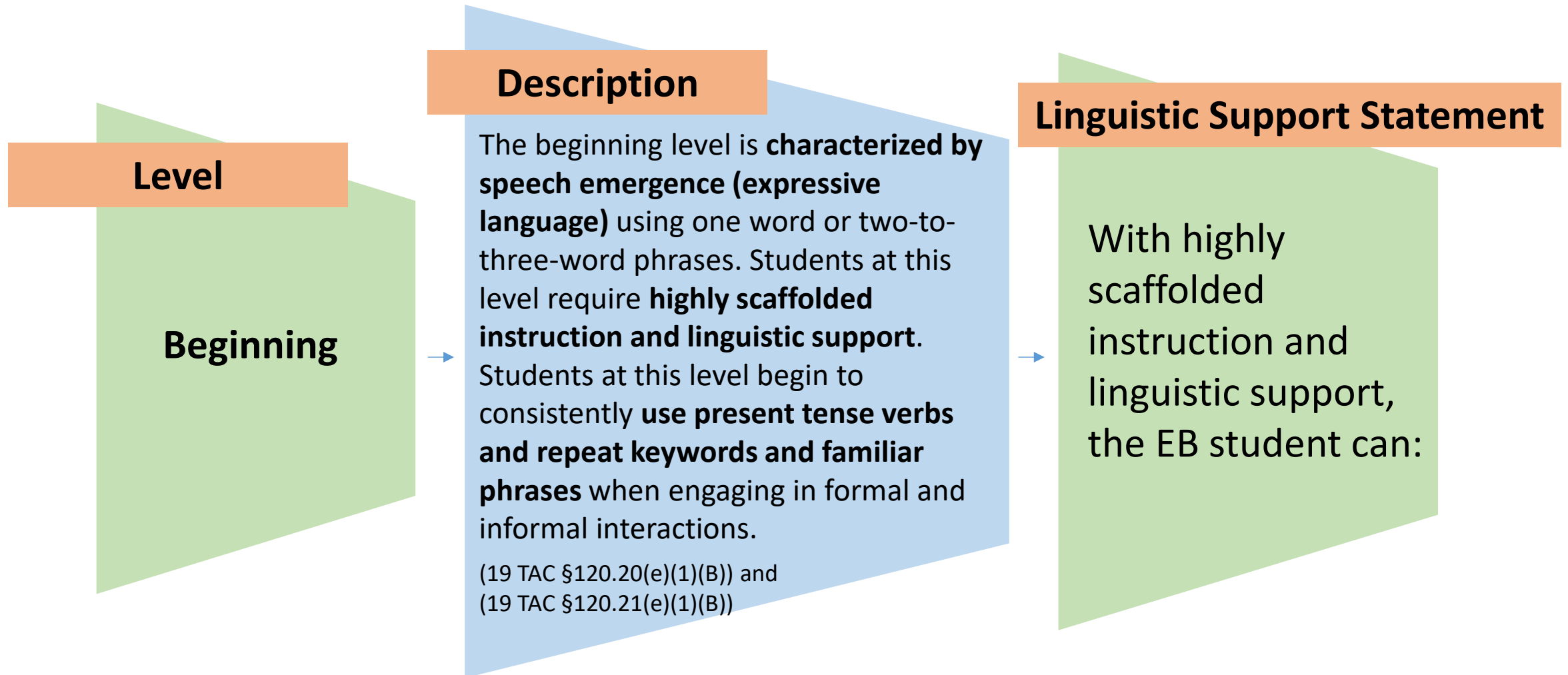
- Each proficiency level in the new ELPS includes a linguistic support statement.
- The linguistic support statements align with the description of each proficiency level in the PLD subsection.

PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
With highly scaffolded instruction and linguistic support, the EB student may:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:

New PLD Description: Pre-Production Level



New PLD Description: Beginning Level



New PLD Description: Intermediate Level

Level

Intermediate

Description

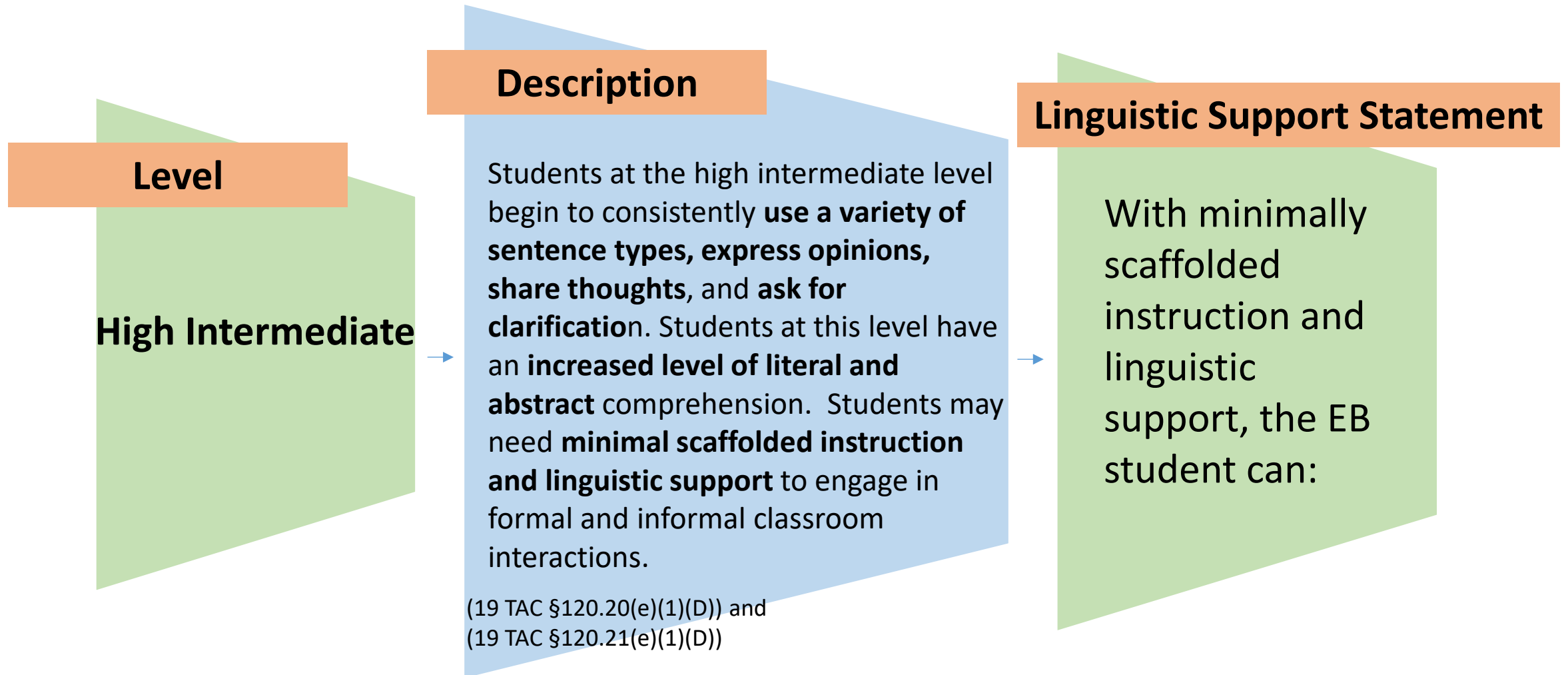
The intermediate level is characterized by the ability to **use receptive and expressive language** with demonstrated **literal comprehension**. Students at this level need **moderately scaffolded instruction and linguistic support**. Additional **visual and linguistic support is needed to understand unfamiliar or abstract concepts** such as figurative language, humor, and cultural or societal references. Students at this level begin to **consistently use short phrases and simple sentences or ask short questions** to demonstrate comprehension during formal and informal interactions.

(19 TAC §120.20(e)(1)(C)) and
(19 TAC §120.21(e)(1)(C))

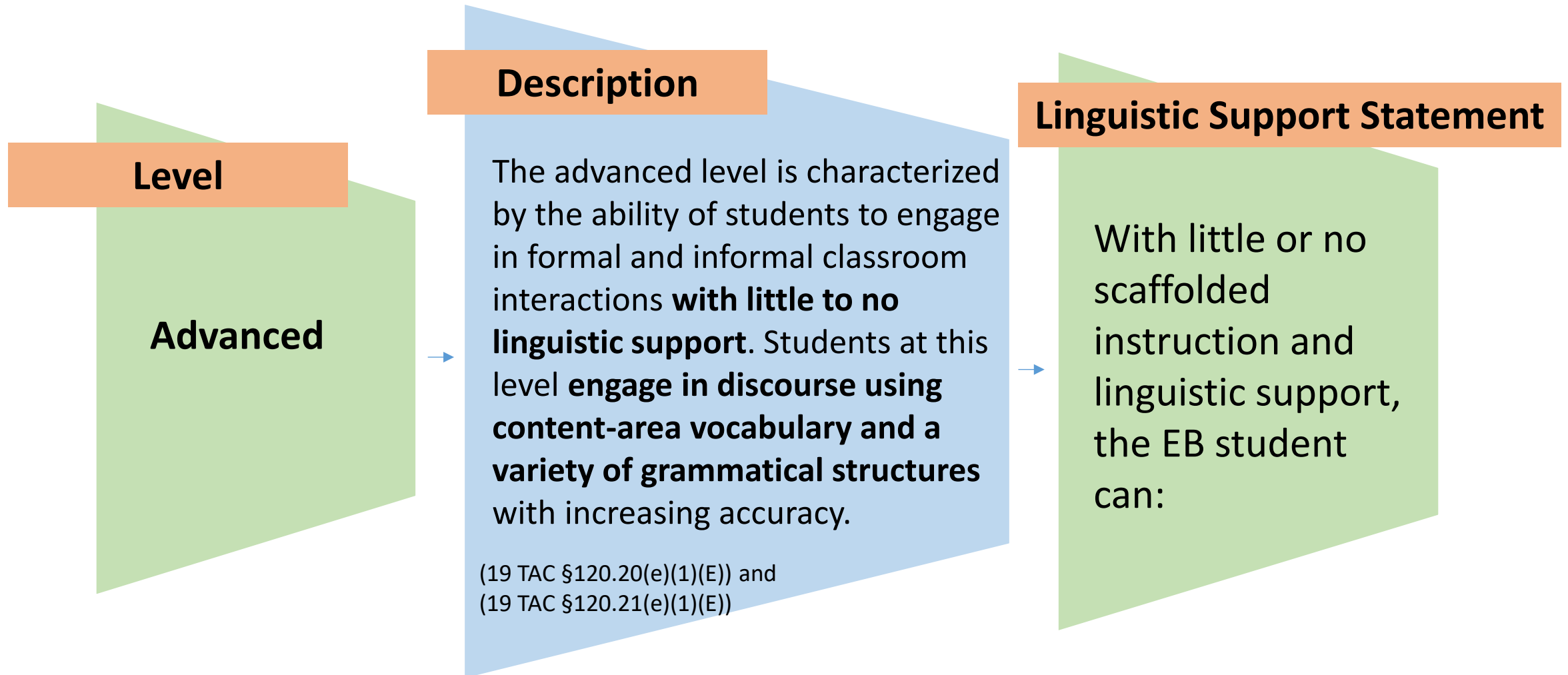
Linguistic Support Statement

With moderately scaffolded instruction and linguistic support, the EB student can:

New PLD Description: High Intermediate Level



New PLD Description: Advanced Level



The structure of the new PLDs is the same for both grade bands: kindergarten–grade 3 and grades 4–12.

- The PLDs are also grouped by the four domains of language—
listening, speaking, reading, and writing
- Each domain is divided into five sections:
 - General PLDs
 - English language arts and reading (ELAR) PLDs
 - Mathematics PLDs
 - Science PLDs
 - Social studies PLDs

Proficiency Level Descriptors			
Listening	Speaking	Reading	Writing
General	General	General	General
ELAR	ELAR	ELAR	ELAR
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social studies	Social studies	Social studies	Social studies

New PLDs Domain Structure: Listening Example

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

ELPS Listening: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in English language arts and reading.

ELPS Listening: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in mathematics.

ELPS Listening: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in science.

ELPS Listening: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in social studies.

The **general** section includes PLDs for language acquisition that are observable in every content area.

The **content-area** PLDs describe how an EB student engages with content-area instruction. The content-area PLDs **do not** describe or measure a student's mastery of the content-area skill.

Example of the New General PLDs

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:

These proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Statement for the
general section

	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	recognize and mimic differences in sounds and sound patterns	recognize and mimic differences in sounds and intonation	identify when sounds or intonation are changed within spoken words	recognize sounds or intonation in familiar multisyllabic words	recognize sounds or intonation in unfamiliar multisyllabic words and complex discourse
Vocabulary	match pre-taught content-area vocabulary presented orally with images or print	use pictorial models to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary to comprehend oral classroom instruction and interactions	demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy

Proficiency
levels and
linguistic
support
statement

Example of ELPS Speaking: Content Area-ELAR

ELPS Speaking: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in English language arts and reading.

Statement for content-area PLDs (ELAR)

Proficiency Level Descriptors:

Level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	speak in phrases using high-frequency, content-specific vocabulary or figurative language occasionally	participate in discussions using sentences and literary or informational elements or figurative language	engage in longer discussions using sentences with literary or informational elements or figurative language
Respond to Information	respond by repeating or mimicking high-frequency vocabulary	speak using high-frequency vocabulary to describe a literary or informational text	speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text	speak using modeled language structures to describe or respond to a literary or informational text	speak using language structures to narrate, describe, or respond to a literary or informational text

PLD Language Pattern: Listening Domain Example

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	recognize and mimic differences in sounds and sound patterns	recognize and mimic differences in sounds and intonation	identify when sounds or intonation are changed within spoken words	recognize sounds or intonation in familiar multisyllabic words	recognize sounds or intonation in familiar and unfamiliar, newly acquired multisyllabic words within complex discourse

PLD
language
pattern

Language acquisition progression

Structure of the New PLDs: Language Patterns

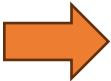
- Each set of PLDs is organized into **language patterns**.
- The language patterns connect the PLDs with the knowledge and skills in the student expectations.

K–3 Listening Student Expectation:	Grades 4–12 Listening Student Expectation:
(B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;	(B) use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing ;
Language Pattern: Vocabulary	

Language Pattern-Vocabulary: K–3 Listening Domain Example

General PLDs

Language Pattern	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Vocabulary	match pre-taught content-area vocabulary presented orally with images or print	use pictorial models to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary to comprehend oral classroom instruction and interactions	demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy



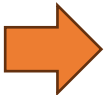
K–3 Listening Student Expectation:

(B) demonstrate an understanding of content-area **vocabulary** when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;

Language Pattern-Vocabulary: Grades 4–12 Listening Domain Example

General PLD

Language Pattern	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Vocabulary	match pre-taught content-area vocabulary presented orally with concepts, images, and print	use pictorial models, cognates, or Greek and Latin prefixes, suffixes, or roots to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary , cognates, or Greek and Latin prefixes, suffixes, or roots to comprehend oral classroom instruction and interactions	demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy

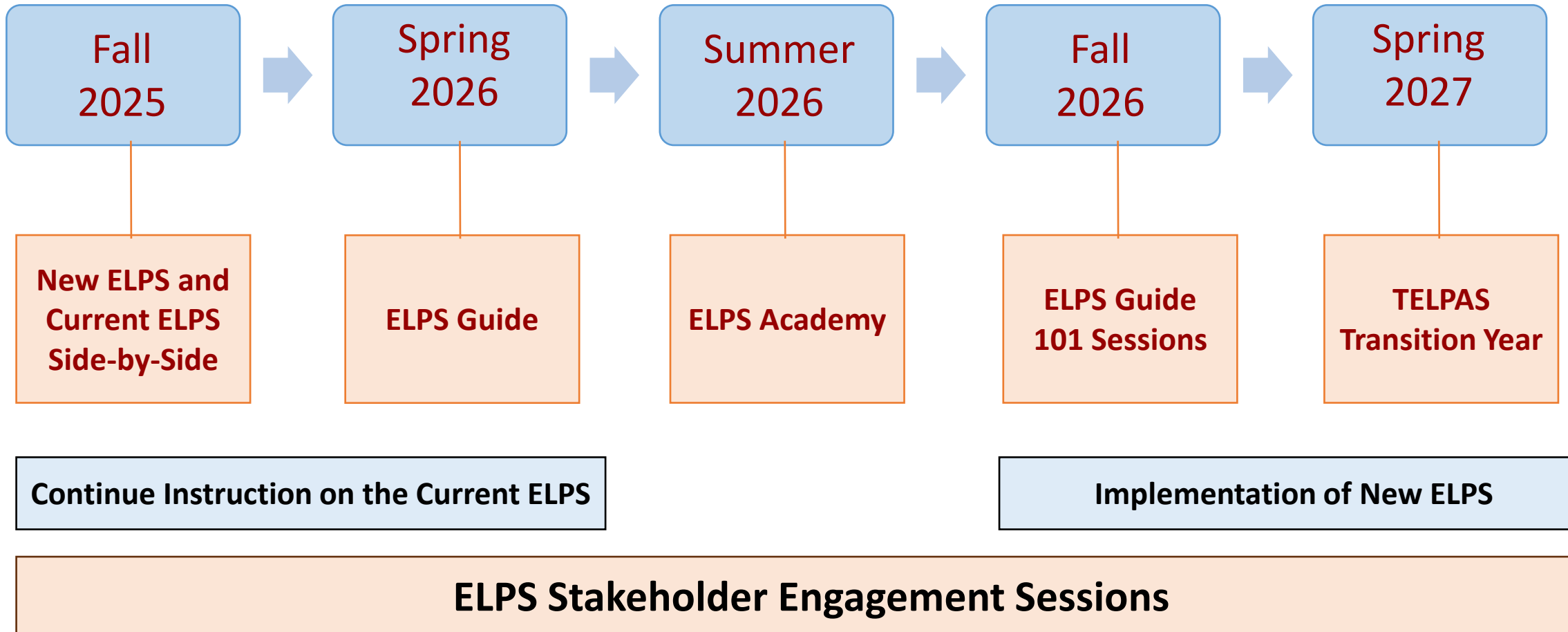


Grades 4–12 Listening Student Expectation:

(B) use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific **vocabulary** when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing ;

Implementation Timeline

ELPS Implementation Tentative Timeline





Thank you!

Curriculum Standards and Student Support Division