

# English Language Proficiency Standards (ELPS) Side-by-Side Tables for the Current ELPS And New ELPS Adopted 2024

The State Board of Education (SBOE) adopted new English Language Proficiency Standards (ELPS) at the September 2024 SBOE meeting. The new ELPS became effective in [19 Texas Administrative Code \(TAC\), Chapter 120](#), on February 2, 2025.

**The new ELPS are scheduled to be implemented in classrooms beginning with the 2026–2027 school year.** School systems must continue providing instruction in the [current ELPS in 19 TAC, Chapter 74, §74.4](#), until they are replaced with the new ELPS in 2026–2027.

In the [new ELPS, adopted in 2024, the proficiency level descriptors \(PLDs\)](#) are organized into language patterns. The language patterns connect the PLDs with the knowledge and skills required by each student expectation (SE).

The tables below provide a side-by-side view of the new ELPS and the current ELPS for each of the four domains. For each SE in the new ELPS, the language pattern aligned with the SE is identified.

- [Listening Domain Side-by-Side Table](#)
- [Speaking Domain Side-by-Side Table](#)
- [Reading Domain Side-by-Side Table](#)
- [Writing Domain Side-by-Side Table](#)

Grades 4–12 Listening Domain Side-by-Side Table

Table 1 Listening Domain Comparison Table

120.21.d	ELPS, Adopted 2024	74.4.c	Current ELPS, Adopted 2007
	Student expectations-- <b>listening</b> . 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:		Cross-curricular second language acquisition/ <b>listening</b> . The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
1.A	distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing;	2.A	distinguish sounds and intonation patterns of English with increasing ease;
	Language pattern: phonology	2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
1.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	2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
1.C	respond with accuracy to oral directions, instructions, and requests;  Language pattern: follow directions	2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

<b>1.D</b>	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;	<b>2.C</b>	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
	Language pattern: language structures-pragmatics	<b>2.E</b>	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
<b>1.E</b>	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	<b>2.D</b>	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
		<b>2.I</b>	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
		<b>2.G</b>	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
		<b>2.H</b>	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
<b>1.F</b>	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.  Language pattern: comprehension-modalities	<b>2.F</b>	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

Grades 4–12 Speaking Domain Side-by-Side Table

Table 2 Speaking Domain Comparison Table

120.21.d	2024 ELPS	74.4.c	2007 ELPS
	<p>Student Expectations--<b>Speaking</b>. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The student is expected to:</p>		<p>Cross-curricular second language acquisition/<b>speaking</b>. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>
2.A	<p>pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy;</p> <p>Language pattern: phonology</p>	3.A	<p>practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;</p>
2.B	<p>speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;</p> <p>Language pattern: vocabulary</p>	3.D	<p>speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;</p>
		3.B	<p>expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;</p>
		3.F	<p>ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;</p>
2.C	<p>speak using a variety of language and grammatical structures, sentence lengths and types, and transition words;</p> <p>Language pattern: language structure-syntax</p>	3.C	<p>speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;</p>

<b>2.D</b>	speaking using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;  Language pattern: register	<b>3.I</b>	adapt spoken language appropriately for formal and informal purposes; and
<b>2.E</b>	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse; and  Language pattern: discourse	<b>3.H</b>	narrate, describe, and explain with increasing specificity and detail as more English is acquired;
		<b>3.G</b>	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
<b>2.F</b>	restate, ask questions about, or respond to information during formal and informal classroom interactions.  Language pattern: response to information	<b>3.F</b>	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
		<b>3.J</b>	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

Grades 4–12 Reading Domain Side-by-Side Table

Table 3 Reading Domain Comparison Table

120.21.d	2024 ELPS	74.4.c	2007 ELPS
	Student expectations-- <b>reading</b> . 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:		Cross-curricular second language acquisition/ <b>reading</b> . The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
3.A	demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;  Language pattern: print concepts	4.B	recognize directionality of English reading such as left to right and top to bottom;
3.B	decode words using relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words;  Language pattern: phonology	4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
3.C	use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text;  Language pattern: vocabulary	4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
3.D	use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text;  Language pattern: language usage-pragmatics	4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

<b>3.E</b>	use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;  Language pattern: purpose for reading	<b>4.D</b>	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
<b>3.F</b>	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;  Language pattern: comprehension monitor and adjust	<b>4.F</b>	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
<b>3.G</b>	demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions; and  Language pattern: comprehension responding to text	<b>4.G</b>	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
		<b>4.I</b>	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
		<b>4.J</b>	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
		<b>4.K</b>	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
<b>3.H</b>	read with fluency and prosody and demonstrate comprehension of content-area text.  Language pattern: fluency	<b>4.H</b>	read silently with increasing ease and comprehension for longer periods;
		<b>4.E</b>	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

Grades 4–12 Writing Domain Side-by-Side Table

Table 4 Writing Domain Comparison Table

120.21.d	2024 ELPS	74.4.c	2007 ELPS
	<p>Student expectations--<b>writing</b>. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences 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 writing. The student is expected to:</p>		<p>Cross-curricular second language acquisition/<b>writing</b>. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>
4.A	<p>apply relationships between sounds and letters of the English language to represent sounds when writing;</p> <p>Language pattern: encoding</p>	5.A	<p>learn relationships between sounds and letters of the English language to represent sounds when writing in English;</p>
4.B	<p>write text following conventional spelling patterns and rules;</p> <p>Language pattern: phonology</p>	5.C	<p>spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;</p>
4.C	<p>write using a combination of high-frequency words and content-area vocabulary;</p> <p>Language pattern: vocabulary</p>	5.B	<p>write using newly acquired basic vocabulary and content-based grade-level vocabulary;</p>
4.D	<p>write content-area texts using a variety of sentence lengths and types and transition words;</p> <p>Language pattern: language structure-syntax</p>	5.F	<p>write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and</p>



<b>4.E</b>	write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions; and	<b>5.D</b>	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
	Language pattern: grammar	<b>5.E</b>	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly;
<b>4.F</b>	write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience.  Language pattern: discourse	<b>5.G</b>	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.