TELPAS

Texas English Language Proficiency Assessment System

Grades 4–12 Assessments

Eligible English Language Proficiency Standards for 2026–2027 and 2027–2028

Beginning with the 2026–2027 school year, all the 2024 English Language Proficiency Standards (ELPS) must be implemented in instruction. However, only the 2024 standards that overlap with the 2007 ELPS will be assessed in the 2026–2027 and 2027–2028 grades 2–12 TELPAS tests. Only the 2024 ELPS that are listed in this document are eligible to be assessed during that two-year period.

TELPAS Grades 4–12 Eligible ELPS for 2026–2027 and 2027–2028

Listening

Listening Reporting Category 1: Understand spoken words and language structures

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
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	**2.C**	*learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions*
		2.E	*use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language*
1.C	respond with accuracy to oral directions, instructions, and requests	**2.C**	*learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions*
1.D	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	**2.C**	*learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions*
		2.E	*use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language*
NOTE: Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.			

Listening Reporting Category 2: Basic understanding of spoken English

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
1.D	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	**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*
1.E	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	**2.G**	*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*
		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*

Listening Reporting Category 3: Analyze and evaluate information in spoken English

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
1.D	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	**2.H**	*understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations*
1.E	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	**2.H**	*understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations*
NOTE: Listening comprehension is assessed through questions that require students to analyze and evaluate information.			

Speaking

Speaking Reporting Category 1: Provide and summarize information

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
2.C	speak using a variety of language and grammatical structures, sentence lengths and types, and transition words	**3.F**	*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*
		3.H	*narrate, describe, and explain with increasing specificity and detail as more English is acquired*
2.E	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse	**3.H**	*narrate, describe, and explain with increasing specificity and detail as more English is acquired*
2.F	restate, ask questions about, or respond to information during formal and informal classroom interactions	**3.F**	*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*

Speaking Reporting Category 2: Share opinions and analyze information

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
2.C	speak using a variety of language and grammatical structures, sentence lengths and types, and transition words	**3.J**	*respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment*
2.E	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse	**3.G**	*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*
2.F	restate, ask questions about, or respond to information during formal and informal classroom interactions	**3.J**	*respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment*

Reading

Reading Reporting Category 1: Understand words and language structures

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
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	**4.C**	*develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials*
		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*
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	**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*

Reading Reporting Category 2: Basic understanding of a variety of texts written in English

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
3.G	demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions	**4.G**	*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*
		4.I	*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*

Reading Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
3.F	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	**4.J**	*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*
		4.K	*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*
3.G	demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions	**4.J**	*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*
		4.K	*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*
NOTE: Reading comprehension is assessed through questions that require students to make connections (see grades K–3 2024 ELPS 3.G), analyze, and evaluate information.			

Writing

Writing Reporting Category 1: Express ideas in writing and address writing assignments

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
4.C	write using a combination of high-frequency words and content-area vocabulary	**5.B**	*write using newly acquired basic vocabulary and content-based grade-level vocabulary*
4.D	write content-area texts using a variety of sentence lengths and types and transition words	**5.F**	*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*
4.E	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	**5.E**	*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*
4.F	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	**5.G**	*narrate, describe, and explain with increasing specificity and detail to fulfill content-area writing needs as more English is acquired*

Writing Reporting Category 2: Use standard grammar, usage, and spelling to edit writing tasks

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
4.E	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	**5.D**	*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*
NOTE: The student will demonstrate the ability to use English vocabulary and standard grammar, usage, and spelling to develop, revise, and edit grade-appropriate writing tasks across content areas.			