

MINUTES

STATE BOARD OF EDUCATION

SEPTEMBER 2024

STATE BOARD OF EDUCATION

(updated February 2023, January 2024 , August 2024)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE, Fairview
Vice Chair of the State Board of Education
District 12

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Secretary of the State Board of Education
District 11

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District 7

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District 9

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District 10

REBECCA BELL-METEREAU
San Marcos, District 5

VACANT
District 13

WILL HICKMAN, Houston
District 6

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(Updated August 2023)

INSTRUCTION

Audrey Young- Chair
Evelyn Brooks-Vice Chair
Pam Little
Melissa N. Ortega
Vacant-District 13

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Patricia Hardy
Aaron Kinsey

SCHOOL INITIATIVES

Will Hickman-Chair
LJ Francis-Vice Chair
Rebecca Bell-Metereau
Staci Childs
Julie Pickren

Minutes

State Board of Education

September 13, 2024

**Minutes
State Board of Education
Friday, September 13, 2024**

The State Board of Education Committee of the Full Board met at 9:01 a.m. on Friday, September 13, 2024, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; Patricia Hardy; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Melissa Ortega (virtual); Marisa B. Perez-Diaz; Julie Pickren; Audrey Young

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 13, 2024

MOTION AND VOTE: *The State Board of Education approved, without objection, the minutes of the September 13, 2024, meeting of the State Board of Education.*

1. Resolutions

Resolution honoring the 2024 Heros for Children Award Recipients

The State Board of Education, by unanimous consent, adopted a resolution commending each of the following individuals for their outstanding volunteer efforts and the positive impact on Texas public school students: Linda Miner, Isela Hernandez, Ryan Lugalia,-Hollon, Lorena Sandoval, Zakaria Kouloughli, Batoool Hassan, Lorena Garza, Holly McMichael, Ashlea Longenecker, Nikki Chaffin, Donna Dickinson, Kasey Havens, Shelonda Weaver, Jennifer Perry, and Shanda Hasse.

(ATTACHMENT 1, page 11)

Public Testimony

Public Testimony was provided by the following individuals:

NAME: Jackie Besinger
AFFILIATION: National Alliance for Educational Freedom

NAME: Bobby Blout
AFFILIATION: Texas Caucus of Black School Board Members

NAME: Theodore Beard
AFFILIATION: Longview ISD

NAME: Julia Brookins
AFFILIATION: American Historical Association

NAME: Steven Mintz
AFFILIATION: University of Texas at Austin

NAME: Kenneth Roemer
AFFILIATION: University of Texas at Arlington

NAME: Andrew Pierce
AFFILIATION: Self

NAME: Randy Houchens
AFFILIATION: Self

2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda. *By unanimous consent, the State Board of Education approved the following items on the consent agenda.*

- (1) **Approval of Updates to and Ratification of Standards-Alignment Percentages of Instructional Materials Adopted Under Proclamation 2024**
(Board agenda page 1-15)

The State Board of Education removed this item from the consent agenda.

- (2) **Proposed Direction to Work Group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills**
(Board agenda page I-93)

The State Board of Education approved the direction of the work group for Middle School Advanced Mathematics Texas Essential Knowledge and Skills to present two models based on the following:

1. Importance of keeping 6th grade TEKS similar to the current TEKS and combine 7th and 8th grade TEKS into 7th grade. (Allen ISD Model)
2. Workgroup has leeway to analyze Middle School Advanced Mathematics TEKS from Barbers Hill ISD, Tomball ISD, as well as other districts, and bring forth what they believe to be the most appropriate set of Middle School Advanced Mathematics TEKS.

- (3) **Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs (Second Reading and Final Adoption)**
(Board agenda page II-1)

The State Board of Education approved for second reading and final adoption the proposed amendment to Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs; and

Made an affirmative finding that the immediate adoption of the proposed amendment to Procedural Action Related to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27(a)(9), Innovative Courses and Programs, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

(ATTACHMENT 2, page 13)

- (4) **Consideration of Proposed New Innovative Courses and Renewal of Currently Approved Innovative Courses**
(Board agenda page II-7)

The State Board of Education removed this item from the consent agenda.

- (5) **Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics (Second Reading and Final Adoption)**
(Board agenda page II-11)

The State Board of Education approved for second reading and final adoption the proposed amendment Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics; and

Made an affirmative finding that the immediate adoption of the proposed amendment to Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Hospitality and Tourism, and Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, Subchapter A, Agriculture, Food, and Natural Resources, Subchapter D, Business Management and Administration, and Subchapter P, Transportation, Distribution, and Logistics, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.

(ATTACHMENT 3, page 16)

- (6) **Approval of Updates and Substitutions to Adopted Instructional Materials**
(Board agenda page II-19)

The State Board of Education removed this item from the consent agenda.

- (7) **Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees**
(Board agenda page IV -2)

The State Board of Education based on based on Mr. Richard Nedelkoff's recommendation, approve

the reappointment of Mr. Mark Strother to serve a two-year term of office from September 13, 2024, to September 12, 2026, on the Boys Ranch ISD Board of Trustees.

COMMITTEE OF THE FULL BOARD

3. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Materials

(Second Reading and Final Adoption)

(Board agenda page I-4)

[Official agenda item #3]

MOTION: *It was moved by Mrs. Little that the State Board of Education approve for second reading and final adoption 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Material, as amended; and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Material, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mrs. Bell-Metereau, seconded by Mr. Hickman, that the State Board of Education amend subsection (e)(2) to read as follows:*

“the SBOE removes the instructional material to which the district or charter school is subscribed is ~~removed~~ from the list of approved instructional materials ~~by the SBOE~~”

And amend subsection (f) as follows:

“The SBOE shall maintain the list of rejected instructional materials ~~shall be maintained by the SBOE.~~”

The motion carried without objection.

VOTE: *A vote was taken by the State Board of Education to approve for second reading and final adoption 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.43, Lists of Approved and Rejected Instructional Material, as amended. The motion carried.*

(ATTACHMENT 4, page 21)

4. Proposed Amendments to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education

(First Reading and Filing Authorization)

(Board agenda page I-18)

[Official agenda item #4]

MOTION AND VOTE: *The Committee of the Full Board recommends to the State Board of Education that they:*

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, as amended.

A vote was taken by the State Board of Education to approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, as amended. The motion carried.

5. **Proposed Amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members (First Reading and Filing Authorization)**

(Board agenda page I-25)

[Official agenda item #5]

MOTION: *The Committee of the Full Board recommends to the State Board of Education that they:*

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship as amended.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Young, that the State Board of Education amend subsection (d)(1) to read as follows:*

“For the purposes of this rule, political advocacy means:

A. Supporting or opposing political candidate(s), particular party or group of candidates who hold a particular political viewpoint or position, specifically or by unmistakable implication, with the intent to influence the outcome of an election or appointment and/or

B. Supporting or opposing a political or policy position with the intent of influencing the outcome of a legislative, rulemaking or other policy process.

C. Political advocacy shall not include discussions on fostering legislative relationships, legislative or rulemaking processes or legislative or policy updates.”

The motion carried unanimously.

MOTION AND VOTE: *It was moved by Mrs. Bell Metereau, seconded by Miss Childs, that the State Board of Education amend subsection (d) to read as follows:*

“A provider of training under this section may not engage in political advocacy ~~while providing~~ during the training under this section.”

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Ellis, that the State Board of Education amend subsection (c)(5) to read as follows:*

“A registered provider may present with other panel members, speakers, or presenters for credit, however those panel members, speakers, or presenters will comply with the remainder of this section, but are not required to comply with I(1)– (4). Any violation of this section by the other panel members, speakers, or presenters is the responsibility of the registered provider.”

The motion carried unanimously.

MOTION AND VOTE: *It was moved by Mr. Ellis, seconded by Mr. Hickman, that the State Board of Education amend subsection (d)(5) read as follows:*

“A provider is presumed to have provided political advocacy while providing training under this section if the political advocacy occurs during that training session.”

The motion carried unanimously.

VOTE: *A vote was taken by the State Board of Education to approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Board of Trustees Relationship, as amended. The motion carried unanimously.*

6. **Proposed New 19 TAC Chapter 120, Other Texas Essential Knowledge and Skills, Subchapter B, English Language Proficiency Standards (Second Reading and Final Adoption)**
(Board agenda page I-34)
[Official agenda item #6]

MOTION: *It was moved by Mrs. Little that the State Board of Education:*

Approve for second reading and final adoption proposed new 19 TAC 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, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024 as amended; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC 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, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Hickman that the State Board of Education adopt the amendment as proposed by TEA staff, within the intermediate section reads as follows: ~~“orally~~ justify or convey orally a proposed solution or hypothesis using phrases to include some ideas or opinions based on scientific data.” The motion carried without objection.*

VOTE: *A vote was taken by the State Board of Education to Approve for second reading and final adoption proposed new 19 TAC 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, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024 as amended; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC 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, and §120.21, English Language Proficiency Standards, Grades 4-12, Adopted 2024, is necessary and shall have an effective date of 20 days after filing with the Texas Register. The motion carried unanimously.

(ATTACHMENT 5, page 23)

7. Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027

(Board agenda page I-167)
[Official agenda item #7]

MOTION AND VOTE: *It was moved by Mrs. Little that the State Board of Education:*

Pursuant to the Texas Constitution, Article VII, Section 5(a), the State Board of Education approve a range for the annual distribution rate of between 2.25% and 4.14%, leading to a total distribution of \$2.36 billion to \$4.34 billion for the biennium, fiscal years 2026 and 2027.

And further, pursuant to the Texas Constitution, Article VII, Section 5(a), that the State Board of Education approve a preliminary distribution rate of 3.45% resulting in an estimated annual distribution in the amount of \$1.81 billion for fiscal years 2026 and 2027, a projected \$3.62 billion for the biennium. The motion carried.

8. Texas Education Agency Administrative and Program Budget by Major Component for the 2024-2025 Biennium and Legislative Appropriations Request for the 2026-2027 Biennium

(Board agenda page I-170)
[Official agenda item #8]

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Brooks, that the State Board of Education provides the following comments on Foundation School Program budget per Texas Education Code Section 7.055I:*

1. *Provide SBOE members with Texas State Representative salary and benefits*
2. *One-time adjustment to basic allotment for inflation*
3. *Eliminate recapture*
 - a. *Local option homestead exemption – Don't reduce funding for a local homestead exemption*
4. *SPED – Provide sufficient federal and state funding to meet SPED mandates*
5. *Safety – Provide sufficient funding for an officer on every campus*
6. *Teacher retention/recruitment – Adjust minimum salary schedule for inflation*

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mrs. Pickren, that the State Board of Education provide the following comments on Foundation School Program budget per Texas Education Code Section 7.055(c):*

1. *Eliminate Best Buddies Program rider 86 - \$2,000,000 ; the use of these funds seem to be duplicated in other areas of the budget;*

2. *The SBOE would like the Legislature to carefully consider program effectiveness at TEA and consider eliminating program that are no longer useful and adjust TEA staffing pattern accordingly.*
3. *Consolidate Riders pertaining to school safety in a single rider;*
4. *Eliminate the Fitness Gram program rider 57;*
5. *Exceptional item request: Teacher vacancy in addition to GYO support, establish subsidies for teacher certifications in SPED and emergent bilingual.*
6. *SBOE would like to receive information as to effectiveness of the Communities in school rider 21 in context with the budgetary appropriations.*
7. *SBOE would like to receive information as to effectiveness of the Teach for America rider 45 in context with the budgetary appropriations.*

The motion faile

(9) Approval of Updates to and Ratification of Standards Alignment Percentages of Instructional Materials Under Proclamation 2024

(Board agenda page I-15)

MOTION: *It was moved by Mrs. Little that the State Board of Education approve the request from CEV Multimedia, Ltd. To update content in its iCEV Computer Science I (Individual Course); from Coder Kids, Inc. DBA Ellipsis Education to update content in its Essential Physics 3rd Education; from The Curriculum Center for Family and Consumer Sciences to update content in its Personal Financial Literacy and Economics, Child Development Associate Foundations, and Instructional Practices; and from Typing.com to update content in its Typing.com, Kindergarten-Grade 6.*

Require that all publishers make changes listed in the Proclamation 2024 TEKS Update Report of Editorial Changes;

Approve changes and corrections submitted in response to written comments and public testimony; and

Update the official TEKS percentage for instructional materials reviewed for TEKS Updates in the Instructional Materials Current Adoption Bulletin.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Hardy, to add, “Required Corrections and” and strike “~~approve changes and corrections submitted in response to written comments and public testimony; and~~”. The motion carried without objection.*

VOTE: *A vote was taken by the State Board of Education to approve the request from CEV Multimedia, Ltd. To update content in its iCEV Computer Science I (Individual Course); from Coder Kids, Inc. DBA Ellipsis Education to update content in its Texas Technology Applications – 5; from Pasco Scientific to update content in its Essential Physics 3rd Edition; from and from Typing.com to update content in its Typing.com, Kindergarten–Grade 6.*

Require that all publishers make changes listed in the Proclamation 2024 TEKS Update Report of Required Corrections and Editorial Changes;

Update the official TEKS percentage for instructional materials reviewed for TEKS Updates on the Instructional Materials Current Adoption Bulletin.

The motion carried.

MOTION: *It was moved by Mr. Hickman, seconded by Mrs. Hardy, and carried without objection to divide the question.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Hardy to postpone to the November agenda; The Curriculum Center for Family and Consumer Sciences to update content in Personal Financial Literacy and Economics, and Child Development Associate Foundations. The motion carried without objection.*

MOTION AND VOTE: *It was moved by Mrs. Pickren, seconded by Mrs. Hardy, to postpone consideration to the November agenda the following: The Curriculum Center for Family and Consumer Sciences to update content in Instructional Practices. The motion carried without objection.*

COMMITTEE ON INSTRUCTION

10. Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027

(Board agenda page I-167)

[Official agenda item #9]

MOTION AND VOTE: *It was moved by Dr. Young that the State Board of Education approve the proposed amendments to the Texas State Plan for the Education of Gifted/Talented Students. The motion carried unanimously.*

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

11. Consideration and Adoption of Proposed Ranges of Distributions for Fiscal Year 2026 and Fiscal Year 2027

(Board agenda page I-167)

[Official agenda item #10]

MOTION: *It was moved by Mr. Maynard that the State Board of Education, cased on the analysis presented by staff affirming that the Constitutional 10-year test was satisfied proceed to complete the previously approved transfer in the amount of \$1.556 billion from the PSF to the ASF in fiscal year 2025, pursuant to Texas Constitution, Article VII, Section 5(a). The motion carried.*

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARDS OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Chairman Kinsey adjourned the meeting at 1:54 p.m

Patricia Hardy

Patricia Hardy, Secretary

RESOLUTION

WHEREAS the State Board of Education has honored outstanding school volunteers with the Heroes for Children award for 30 years, recognizing outstanding individuals whose selfless volunteer efforts have positively impacted Texas public school students; and

WHEREAS members of the State Board of Education reviewed nominations and selected 15 outstanding volunteers from across the state to receive the 2024 Heroes for Children Award; and

WHEREAS Linda Miner has devoted nearly 500 hours a year to Socorro Independent School District (ISD), leading volunteer programs that provide essential resources and leadership training for students. She has demonstrated an unwavering commitment to fostering student success and community engagement; and

WHEREAS Isela Hernandez has demonstrated outstanding service in Mission Consolidated ISD for over 12 years. She has organized fundraising events and classroom activities, inspiring other parents to become engaged to continue bridging gaps between families and educators; and

WHEREAS Ryan Lugalía-Hollon has led youth development efforts in San Antonio since 2015, including the creation of the Future Ready Bexar County Plan, uniting over 100 institutions to improve postsecondary enrollment and educational equity, and securing \$114 million in funding for youth programs; and

WHEREAS Lorena Sandoval has been a dedicated volunteer at North Shore Elementary School in Galena Park ISD for nearly 20 years, providing mentorship, organizing events, and connecting families with essential resources, all while humbly serving her community with boundless acts of kindness; and

WHEREAS Zakaria Kouloughli has been a constant source of support in Pflugerville, coaching volleyball and assisting in various school activities, while serving as a role model and mentor to countless young minds through his dedication to fostering a sense of community; and

WHEREAS Batool Hassan Batool Hassan has shown exceptional leadership as Parent-Teacher Organization (PTO) president, managing events, initiatives, and communication while inspiring others to collaborate towards enhancing the school environment; and

WHEREAS Lorena Garza has devoted over three decades to supporting Texas children, providing guidance, crisis support, and fostering a positive environment in her community through Bible clubs and various initiatives that nurture student development; and

WHEREAS Holly McMichael has significantly impacted literacy outcomes in Huntsville ISD through her non-profit organization, "A Time 2 Read," which offers tutoring, book distributions, and community engagement. Holly continues to lead initiatives that foster a love for reading among students; and

WHEREAS Ashlea Longenecker has been instrumental in building partnerships between parents and O.P. Norman Jr. High School, enhancing communication, and ensuring the continuity of volunteer efforts; and has strengthened parent engagement in support of the school's mission; and

WHEREAS Nikki Chaffin has led transformative volunteer efforts at Elkhart ISD, founding the PTO and supporting student activities and educational initiatives; and continues to create meaningful opportunities for family and community involvement in education; and

WHEREAS Donna Dickinson has dedicated over 30 years to supporting Weatherford ISD through various volunteer roles, including enhancing the Career and Technical Education program and establishing a student resource room; and has been a steadfast advocate for student success across the district; and

WHEREAS Kasey Havens has served Lovejoy ISD for over 15 years, leading multiple PTOs and booster clubs, mentoring other volunteers, and advocating for student safety through programs like "Shattered Dreams"; and remains a committed volunteer leader dedicated to fostering a safe and supportive environment for students; and

WHEREAS Shelonda Weaver has been a community leader in DeSoto ISD for over 30 years, raising funds for scholarships, revitalizing programs, and bridging the gap between home and school; and has remained a driving force for positive change and student achievement; and

WHEREAS Jennifer Perry has served Lewisville ISD for 22 years, fostering open dialogue and community engagement through school board forums and policy advocacy; and continues to inspire others to actively participate in educational decision-making; and

WHEREAS Shanda Hasse has been an advocate for quality education, bringing together parents and community members to improve student success and meet Texas educational standards; and has remained committed to promoting educational excellence in her community; now, therefore, be it

RESOLVED, that the State Board of Education recognizes these outstanding individuals as Heroes for Children and thanks them for their years of volunteer service in their local public schools and communities.

WITNESS our signatures this 13th day of September, two thousand and twenty-four, in Austin, Texas.

Aaron Kinsey, Chair

Pat Hardy, Secretary

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ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

- (a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.
- (1) The State Board of Education (SBOE) may approve discipline-based courses in the foundation or enrichment curriculum and courses that do not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
 - (2) Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.
 - (3) To request approval from the SBOE, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
 - (A) a description of the course and its essential knowledge and skills;
 - (B) the rationale and justification for the request in terms of student need;
 - I data that demonstrates successful piloting of the course in Texas;
 - (D) a description of activities, major resources, and materials to be used;
 - I the methods of evaluating student outcomes;
 - (F) the qualifications of the teacher;
 - (G) any training required in order to teach the course and any associated costs;
 - (H) the amount of credit requested; and
 - (I) a copy of or electronic access to any recommended instructional resources for the course.
 - (4) To request approval for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.
 - (5) To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.
 - (6) The requirements of paragraphs (3)I and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.
 - (7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.
 - (8) With the approval of the local board of trustees, a school district may offer, without changes or deletions to content, any state-approved innovative course.
 - (9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that have been approved as an innovative course for at least three years and meet one of the following criteria:

- (A) zero enrollment for the previous two years;
 - (B) average enrollment of less than 100 students statewide for the previous three years;
 - I student enrollment at an average of fewer than 20 districts or charter schools statewide for the previous three years;
 - (D) duplicative of another innovative or TEKS-based course; or
 - I approved for implementation as a TEKS-based course.
- (b) An ethnic studies course that has been approved by the SBOE as an innovative course shall be considered by the SBOE at a subsequent meeting for inclusion in the TEKS.
- (1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by the SBOE.
 - (2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE approval of the innovative course.

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ATTACHMENT
Text of Proposed Amendments to 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter J. Hospitality and Tourism

§127.482. Food Science (One Credit), Adopted 2021.

- (a) (No change.)
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: one credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the hospitality and tourism or agriculture, food, and natural resources career clusters [~~cluster~~]. Recommended prerequisite: Principles of Hospitality and Tourism. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.
- I-(d) (No change.)

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter A. Agriculture, Food, and Natural Resources

§130.30. Agricultural Laboratory and Field Experience (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources or Energy career clusters [~~Career Cluster~~]. This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification.
- (1) Recommended prerequisite: a minimum of one credit from a course [~~the courses~~] in the Agriculture, Food, and Natural Resources or Energy career clusters [~~Career Cluster~~].
- (2) Corequisite: this [~~any course in the Agriculture, Food, and Natural Resources Career Cluster, excluding Principles of Agriculture, Food, and Natural Resources. This~~] course must be taken concurrently with a corequisite course from the Agriculture, Food, and Natural Resources or Energy career clusters [~~Career Cluster~~] and may not be taken as a stand-alone course. The following courses are permitted as corequisites:
- (A) Agribusiness Management and Marketing;
- (B) Livestock Production;
- I Veterinary Medical Applications;
- (D) Food Technology and Safety;
- I Food Processing;
- (F) Wildlife, Fisheries, and Ecology Management;
- (G) Forestry and Woodland Ecosystems;
- (H) Range Ecology and Management;
- (I) Floral Design;

- (J) Horticultural Science;
- (K) Greenhouse Operation and Production;
- (L) Agricultural Mechanics and Metal Technologies;
- (M) Agricultural Structures Design and Fabrication;
- (N) Agricultural Equipment Design and Fabrication;
- (O) Agricultural Power Systems;
- (P) Oil and Gas Production I;
- (Q) Oil and Gas Production II;
- I Energy and Natural Resource Technology; and
- (S) Advanced Energy and Natural Resource Technology.

- (3) Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b)-(c) (No change.)

Subchapter D. Business Management and Administration

§130.136. Foundations of Business Communication and Technologies [~~Business Information Management I~~] (One Credit), Adopted 2015.

- (a) (No change.)
- (b) Introduction.
 - (1)-(2) (No change.)
 - (3) In Foundations of Business Communication and Technologies [~~Business Information Management I~~] , students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
 - (4) (No change.)
 - (5) (No change.)
- I (No change.)

§130.137. Business Communication and Technologies [~~Business Information Management II~~] (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Foundations of Business Communication and Technologies [~~Business Information Management I~~] . Recommended Prerequisite: Touch System Data Entry. Recommended corequisite: Business Lab. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1)-(2) (No change.)
 - (3) In Business Communication and Technologies [~~Business Information Management II~~] , students implement personal and interpersonal skills to strengthen individual performance in the workplace

and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

(4)-(5) (No change.)

I (No change.)

§130.138. Business Lab (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification. Corequisite: any course in the Business Management and Administration Career Cluster. Recommended corequisite: Foundations of Business Communication and Technologies or Business Communication and Technologies [~~Business Information Management I or Business Information Management II~~]. This course must be taken concurrently with a corequisite course from the Business Management and Administration Career Cluster and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1)-(2) (No change.)

(3) Business Lab is designed to provide students an opportunity to further enhance skills of previously studied knowledge and skills and may be used as an extension of Foundations of Business Communication and Technologies or Business Communication and Technologies [~~Business Information Management I or Business Information Management II~~]; it is a recommended corequisite course [5] and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic [~~economical~~], financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

(4)-(5) (No change.)

I (No change.)

§130.143. Practicum in Business Management (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Touch System Data Entry and Business Management or Business Communication and Technologies [~~Business Information Management II~~]. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(b)-(c) (No change.)

§130.144. Extended Practicum in Business Management (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. Recommended prerequisites: Touch System Data Entry and Business Management or Business Communication and Technologies [~~Business Information Management II~~]. Corequisite: Practicum in Business Management. This course must be taken concurrently with Practicum in Business Management and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (b)-(c) (No change.)

Subchapter P. Transportation, Distribution, and Logistics

§130.445. Introduction to Small Engine Technology [I] (One Credit), Adopted 2015.

- (a) (No change.)
- (b) Introduction.
 - (1)-(2) (No change.)
 - (3) Introduction to Small Engine Technology [I] includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.
 - (4)-(5) (No change.)
- I (No change.)

§130.446. Small Engine Technology [II] (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Introduction to Small Engine Technology [I]. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1)-(2) (No change.)
 - (3) Small Engine Technology [II] includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide hands-on and practical application for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.
 - (4)-(5) (No change.)
- I (No change.)

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ATTACHMENT
Text of Proposed New 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

§67.43. Lists of Approved and Rejected Instructional Materials.

- (a) The list of approved instructional materials shall be maintained by the State Board of Education (SBOE).
- (b) The SBOE may remove instructional materials from the list of approved instructional materials if:
- (1) the Texas Essential Knowledge and Skills (TEKS), Texas Prekindergarten Guidelines (TPG), or applicable English Language Proficiency Standards (ELPS) intended to be covered by the material are revised or a publisher revises the material without the approval of the SBOE in accordance with Texas Education Code (TEC), §31.022I;
 - (2) the instructional materials, through a finding of the SBOE, are not compliant with the parent portal standards in §67.83 of this title (relating to Publisher Parent Portal); or
 - (3) the instructional materials violate any provisions of TEC, Chapter 31.
- I A publisher of the specific instructional material shall be provided a minimum of 30 days' notice of the proposed removal. A representative of the publisher of the specific instructional material shall be given the opportunity to address the SBOE at the meeting where the SBOE is considering removing that publisher's product from the list of approved materials.
- (d) If instructional materials are removed from the list of approved instructional materials, school districts and open-enrollment charter schools may not apply the entitlements outlined in TEC, §48.307 or §48.308, to future purchases or subscriptions of the removed instructional materials.
- I A school district or an open-enrollment charter school that selects subscription-based instructional materials from the list of approved instructional materials approved under TEC, §31.022 and §31.023, may cancel the subscription and subscribe to a new instructional material on the list of approved instructional materials before the end of the state contract period under TEC, §31.026, if:
- (1) the district or charter school has used the instructional material for at least one school year and the Texas Education Agency (TEA) approves the change based on a written request to TEA by the district or charter school that specifies the reasons for changing the instructional material used by the district or charter school; or
 - (2) the SBOE removes the instructional material to which the district or charter school is subscribed [is removed] from the list of approved instructional materials [by the SBOE] .
- (f) The SBOE shall maintain the list of rejected instructional materials [shall be maintained by the SBOE] .
- (g) Instructional materials shall be removed from the list of rejected instructional materials if a publisher submits a revised set of instructional materials for review through the process required by TEC, §31.022 and §31.023, and the SBOE places the revised instructional materials on the list of approved instructional materials.
- (h) The SBOE may remove instructional materials from the list of rejected instructional materials if a publisher submits a revised set of instructional materials for review through the process required by TEC, §31.023 and §31.022, and the SBOE takes no action before the end of the calendar year.
- (i) This section applies to instructional materials approved by the SBOE after January 1, 2024.

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ATTACHMENT I
Text of Proposed New 19 TAC

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) 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
 - (4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.
- (c) Introduction.
- (1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.
 - (2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.
 - (3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. 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.
 - (4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive

(output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.

- (5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.
 - (6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.
 - (7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:

 - (A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;
 - (B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and
 - (C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.
 - (8) The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.
- (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:

 - (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;

- (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;
 - (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
 - (F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.
- (2) Student expectations--speaking. 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:
- (A) produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy;
 - (B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;
 - (C) speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words;
 - (D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;
 - (E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions; and
 - (F) restate, ask questions about, or respond to information during formal and informal classroom interactions.
- (3) 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:
- (A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;
 - (B) decode words using relationships between sounds and letters;
 - (C) use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials;
 - (D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials;
 - (E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;
 - (F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;
 - (G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions; and
 - (H) read with fluency and demonstrate comprehension of content-area text.

- (4) Student expectations--writing. 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. For Kindergarten and Grade 1, certain student expectations do not apply until the student has reached the proficiency level of generating original written text using a standard writing system. The student is expected to:
- (A) apply relationships between sounds and letters of the English language to represent sounds when writing;
 - (B) spell words following conventional spelling patterns and rules;
 - (C) write using high-frequency words and content-area vocabulary;
 - (D) write using a variety of grade-appropriate sentence lengths and types and connecting words;
 - (E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense; and
 - (F) write to narrate, describe, explain, respond, or persuade with detail in the content areas.
- (e) Proficiency level descriptors.
- (1) The following five proficiency levels describe students' progress in English language acquisition.
- (A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.
 - (B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.
 - (C) Intermediate. 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.
 - (D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.
 - (E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.
- (2) The Kindergarten-Grade 3 proficiency level descriptors are described in the figure provided in this paragraph.

[Figure: 19 TAC §120.20\(e\)\(2\)](#) [~~Figure: 19 TAC §120.20(e)(2)~~]

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

- (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
 - (4) provide intensive and ongoing foundational second language acquisition instruction to emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.
- (c) Introduction.
- (1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.
 - (2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.
 - (3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. 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.
 - (4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.
 - (5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that

integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.

- (6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.
- (7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:
 - (A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;
 - (B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and
 - (C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.
- (8) The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.

(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:
 - (A) distinguish sounds and intonation patterns 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;
 - (C) respond with accuracy to oral directions, instructions, and requests;
 - (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;
 - (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; and

- (F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.
- (2) Student expectations--speaking. 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:
- (A) pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy;
- (B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;
- (C) speak using a variety of language and grammatical structures, sentence lengths and types, and transition words;
- (D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;
- (E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse; and
- (F) restate, ask questions about, or respond to information during formal and informal classroom interactions.
- (3) 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:
- (A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;
- (B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words;
- (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;
- (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;
- (E) use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;
- (F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;
- (G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions; and
- (H) read with fluency and prosody and demonstrate comprehension of content-area text.
- (4) Student expectations--writing. 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:
- (A) apply relationships between sounds and letters of the English language to represent sounds when writing;

- (B) write text following conventional spelling patterns and rules;
- (C) write using a combination of high-frequency words and content-area vocabulary;
- (D) write content-area texts using a variety of sentence lengths and types and transition words;
- (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; and
- (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.

(e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

- (A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.
- (B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.
- (C) Intermediate. 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.
- (D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.
- (E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

(2) The Grades 4-12 proficiency level descriptors are described in the figure provided in this paragraph.

[Figure: 19 TAC §120.21\(e\)\(2\)](#) [~~[Figure: 19 TAC §120.21\(e\)\(2\)](#)~~]

Figure: 19 TAC §120.20(e)(2)

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
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
Following Directions	follow simple oral directions by observing and imitating others	follow simple oral directions with the support of repeated instructions or visual supports	follow multi-step oral directions with repetition or instructions in familiar contexts	follow multi-step oral directions in familiar and unfamiliar contexts with increasing accuracy	follow or restate multi-step oral directions in unfamiliar contexts with accuracy
Language Structures /Pragmatics	demonstrate an understanding of single words or simple language structures with repetition	demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences	demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions	demonstrate an understanding of informal language structures heard in familiar and unfamiliar contexts	demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts
Comprehension	demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images	demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases	demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy

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.

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	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	listen to and repeat letter-sound correspondence (phonemes)	repeat vowel sounds and consonant sounds, including consonant clusters, when heard	identify and differentiate between short vowels, long vowel sounds, and consonant sounds, including consonant clusters, when heard	identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words	identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in spoken multi-syllabic words
Comprehension	use non-verbal responses to engage with aural information or text read aloud	use one- to two-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud	organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details	recall general meaning, key ideas, and important details about aural information or text read aloud	retell and seek clarification about aural information or text read aloud using key and expanded details

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.

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:
Vocabulary	match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes	use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes	use pre-taught and highly practiced mathematical vocabulary, including numbers, operations, symbols, and shapes, to comprehend mathematical information, processes, and concepts presented orally	demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with increasing accuracy	demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with accuracy
Following Directions	participate in a simple, mathematical process provided orally by observing and imitating others	follow a simple step-by-step process provided orally to complete a mathematical investigation or solve a problem with the support of repeated instructions or visual supports such as pictorial models or manipulatives	follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem	follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy	follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy
Language Structures/ Pragmatics	respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing, matching, or choosing objects	use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions (attributes); and operations (plus, minus, equal)	repeat key words or common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations	participate in mathematical discussions using common language structures modeled orally to compare or describe objects, attributes, and operations	participate in mathematical discussions using familiar and unfamiliar language structures modeled orally in the classroom to compare or describe objects, attributes, and operations

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:
Comprehension	use gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas presented orally	represent, model, or label key mathematical information, concepts, or relationships presented orally	recall and represent key mathematical information, ideas, concepts, or relationships presented orally	retell and ask clarifying questions about mathematical information, ideas, concepts, or relationships presented orally	explain or justify and ask clarifying questions about mathematical ideas or reasoning presented orally

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.

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	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:
Vocabulary	match pre-taught scientific vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken scientific vocabulary, including ordinal words	use cognates, prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, to comprehend scientific vocabulary heard in the classroom	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others	follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams	follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation	follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy	follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, matching, or choosing objects	use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect	use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect to participate in scientific discussions	participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect	participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect

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.

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	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:
Vocabulary	match pre-taught social studies vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken social studies vocabulary, including directional and chronological words	use explicitly taught vocabulary, including directional and chronological words and cognates, to comprehend social studies vocabulary heard in the classroom	demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with increasing accuracy	demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, matching, or choosing objects	use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast	use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions	participate in discussions of familiar social studies content by using common language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place	participate in discussions of familiar and unfamiliar social studies content by using language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

ELPS Speaking: General

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 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	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	imitate English pronunciation, sounds, and words	produce some sounds and words with accuracy	produce some sounds, words, and phrases with accuracy and fluency	produce sounds, words, and phrases with increasing accuracy and fluency	produce sounds, words, phrases, and sentences with accuracy and fluency
Vocabulary	mimic classmates or teachers with sounds and actions	name familiar objects used in everyday routines and activities	participate in conversations and classroom interactions using phrases to express simple, original messages	participate in conversations and classroom interactions using simple sentences and content-area vocabulary to describe familiar academic topics	engage in elaborate discussions on familiar and unfamiliar topics using content-area vocabulary
Vocabulary	repeat academic vocabulary	speak using some high-frequency vocabulary, including keywords and expressions needed for basic communication in academic and social contexts during formal and informal classroom interactions	speak in phrases using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions	speak in sentences using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions	share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions
Vocabulary	recite modeled content-area words, including cognates	recite high-frequency, content-area words, including cognates	speak using high-frequency, content-area words in simple phrases with support from cognates	speak using content-area vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak using content-area vocabulary with increasingly complex sentences with support from cognates
Language Structures/ Syntax	use nonverbal responses or gestures to communicate	speak using isolated words with some visuals or gestures	speak in short phrases using high-frequency social language structures encountered in classroom interactions	speak using high-frequency social and academic language structures encountered in classroom interactions	speak with academic language structures frequently used in content-area 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:
Register	use nonverbal responses or gestures to communicate	adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally	adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing frequency	adjust speech structure, form, vocabulary, and register to specific audiences and purposes often	adjust speech structure, form, vocabulary, and register to specific audiences and purposes
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary	convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases	participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences	engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types
Discourse	communicate ideas through gestures and a few isolated words	describe ideas and reasoning orally using isolated words and vocabulary	describe and justify ideas and reasoning orally using high-frequency terms and phrases	describe and justify ideas, reasoning, and arguments orally using sentences	explain and justify ideas, reasoning, and arguments orally using a variety of sentence types
Respond to Information	respond with gestures or mimic simple, modeled responses	repeat orally some key words or details about a topic	answer questions orally about a topic with short response, including some detail	retell or describe information about a topic orally with some key words and details in sentences	articulate key words and details when retelling information about a topic using a variety of sentence types
Respond to Information	respond with gestures	respond appropriately to the comments of others orally using single words	respond orally with newly acquired vocabulary	respond orally with newly acquired vocabulary in sentences	respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types
Respond to Information	repeat high-frequency question words orally	ask a question orally using high-frequency words or use gestures	ask questions orally about content-area topics using question words and phrases	ask questions orally about content-area topics using question words in simple sentences	ask simple and complex questions orally about content-area topics

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.

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	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

ELPS Speaking: Mathematics

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 mathematics.

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	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 mathematical terms	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context	participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms	engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms
Language Structures/ Syntax	use nonverbal responses or gestures to communicate mathematical terms	speak using isolated mathematical words with some visuals or gestures	speak using mathematical words or phrases about mathematical relationships, processes, problem-solving, or mathematical models	speak using connecting words and mathematical language to link ideas in simple sentences about mathematical relationships, processes, problem-solving, or mathematical models	speak using precise mathematical language and connecting words about mathematical relationships, problem-solving, or mathematical models to extend ideas, opinions, or information
Discourse	communicate mathematical ideas through gestures and a few isolated words	describe mathematical ideas and reasoning orally through isolated words and mathematical terms with support	describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases	use sentences to orally describe and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs	use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs

ELPS Speaking: Science

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 science.

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	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 scientific terms	speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context	participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms	engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms
Discourse	communicate scientific ideas through gestures and a few isolated words	repeat brief step-by-step laboratory procedures or directions orally	use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims
Discourse	communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	use isolated words to orally communicate ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis using phrases to include some ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions

ELPS Speaking: Social Studies

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 social studies.

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:
Discourse	communicate social studies ideas through gestures and a few isolated words	describe social studies concepts or current or historical events orally using isolated words	describe social studies concepts or current or historical events orally using some detail and phrases	describe social studies concepts or current or historical events orally using sentences	engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	use isolated words to orally communicate ideas or opinions about a decision-making process	use phrases to orally convey a decision-making process, including ideas or opinions	participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions	engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process

ELPS Reading: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading 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	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:
Vocabulary	match pre-taught content-area vocabulary with images and concepts found in text	use pictorial models or cognates to understand content-area vocabulary found in text	use explicitly taught content-area vocabulary or cognates to comprehend text	demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary with accuracy
Print Concepts	imitate how others read a book from top to bottom and turn pages from left to right	attempt to read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently
Purpose for Reading	imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted	preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text using a combination of English and primary language when prompted	preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text when prompted	preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text with increasing independence	preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text independently
Comprehension: Monitor and Adjust	use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words	use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information

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:
Comprehension: Responding to Text	respond to questions about text with gestures, drawings, yes/no, or one-word answers	respond to questions about text with short answers or simple sentences	respond to questions or recall details about a text using some information from the text	respond to questions or retell details about text using some relevant information from the text	respond to questions about or retell a text using relevant information from the text
Fluency	mimic word-by-word during shared or choral reading of familiar grade-level, content-area text	read word-by-word when reading familiar grade-level, content-area text	read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text	read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text	read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text

ELPS Reading: 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 reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in English language arts and reading.

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	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Phonology: Vowels	With highly scaffolded instruction and linguistic support, the EB student may: repeat words with short and long vowels sounds during choral reading	With highly scaffolded instruction and linguistic support, the EB student can: repeat words and distinguish between short and long vowel sounds during choral or shared reading	With moderately scaffolded instruction and linguistic support, the EB student can: segment and blend multisyllabic words that include short and long vowels when reading words from text	With minimally scaffolded instruction and linguistic support, the EB student can: segment and blend multisyllabic words that include short and long vowels and different vowel teams/phonemes such as <i>ai</i> , <i>au</i> , <i>ea</i> , <i>ee</i> , <i>ie</i> , <i>oo</i> , and <i>ou</i> when reading words from text	With little or no scaffolded instruction and linguistic support, the EB student can: decode multisyllabic words that include short and long vowels and different vowel teams/phonemes such as <i>ai</i> , <i>au</i> , <i>ea</i> , <i>ee</i> , <i>ie</i> , <i>oo</i> , and <i>ou</i> when reading text
Phonology: Consonant clusters	repeat consonant clusters during choral reading	repeat words and distinguish between single consonants and consonant clusters or digraphs during choral or shared reading	segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as <i>th</i> , <i>bl</i> - and <i>cr</i> - when reading text	segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as <i>th</i> , <i>bl</i> -, <i>cr</i> -, <i>st</i> , and <i>-nd</i> when reading text	decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of words such <i>spl</i> - and <i>-tch</i> when reading text
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared text	use pictures, manipulatives, or primary language to demonstrate an understanding descriptive language found in familiar or shared text	use context to construct meaning and demonstrate understanding of descriptive language or words with multiple meanings found in familiar or shared text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, or figurative language found in text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, or idiomatic expressions found in text

ELPS Reading: Mathematics

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

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:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as <i>sum</i> , <i>equal</i> , (=), <i>greater than</i> , (>), <i>less than</i> , and (<) in mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as <i>sum</i> , <i>equal</i> , (=), <i>greater than</i> , (>), <i>less than</i> , and (<) in mathematical problems	identify keywords or phrases that correspond to mathematical symbols such as <i>sum</i> , <i>equal</i> , (=), <i>greater than</i> , (>), <i>less than</i> , and (<) read in mathematical problems	identify language structures that correspond to mathematical symbols such as <i>sum</i> , <i>equal</i> , (=), <i>greater than</i> , (>), <i>less than</i> , and (<) read in mathematical problems	distinguish between language structures that correspond to mathematical symbols such as <i>sum</i> , <i>equal</i> , (=), <i>greater than</i> , (>), <i>less than</i> , and (<) read in mathematical problems
Comprehension: Monitor and Adjust	identify key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve a problem	identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem	distinguish between relevant information and extraneous information to solve a problem with increasing accuracy	distinguish between relevant information and extraneous information to solve a problem with accuracy

ELPS Reading: Science

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

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	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:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures and science safety protocols	use pictures, manipulatives, or primary language to comprehend language structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text	identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read	identify or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	read science and engineering text and distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
Comprehension: Monitor and Adjust	demonstrate the use of inferential skills such as making a connection to construct meaning from procedural or informational texts read	predict or make connections to construct meaning from procedural or informational texts read	predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read	predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with some accuracy	predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with accuracy

ELPS Reading: Social Studies

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

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	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:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in social studies text	identify or read keywords or phrases in social studies text that describe people, places, and events	read, identify, or distinguish relevant information from social studies texts that describe people, places, and events	read and distinguish relevant information from social studies texts that describe people, places, and events
Comprehension: Monitor and Adjust	identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read	predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read with increasing accuracy	predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy

ELPS Writing: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing 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	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:
Encoding	scribble, draw pictures, and copy words to connect oral language to print	match sounds in words to write phonetically spelled words	match sounds to letters or combinations of letters to spell with increasing accuracy write phrases that may include invented spelling	write words by sounding out phonemes or letter clusters	write words by sounding out phonemes or letter clusters with increasing accuracy
Phonology	copy or trace information	connect sounds to letters by relying on phonetic patterns	connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency	spell content-area and high-frequency words with increasing accuracy	spell content-area and high-frequency words using linguistic spelling patterns accurately
Vocabulary	illustrate or copy print to show understanding of content-area vocabulary in either primary language or English	write using a combination of primary language and English high-frequency words to show understanding of content-area vocabulary	write phrases by using high-frequency words, cognates, or content-area vocabulary	write sentences by using high-frequency words, cognates, and content-area vocabulary with increasing accuracy	write sentences using content-area vocabulary with accuracy write sentences using content-compatible academic terms such as <i>observe</i> , <i>infer</i> , and <i>predict</i>
Grammar	copy words following capitalization and punctuation conventions	write words that use uppercase and lowercase letters, including personal information such as first and last names	write phrases using standard English conventions	write sentences using standard English conventions with increasing accuracy	write a variety of sentence types using standard English conventions with increasing accuracy

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:
Discourse	illustrate or copy text to show understanding of academic content	write using a combination of illustrations and text to narrate, describe, explain, or persuade using acquired information or personal experiences	write using frequently modeled content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences	write using common to content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences	write using precise content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences
Discourse	illustrate or copy descriptive language	write descriptive words to add details to written texts or pictures	write an idea with specific and relevant details using descriptive phrases	write to explain an idea with specific and relevant details using simple sentences with increasing accuracy	write to explain an idea with specific and relevant details using a variety of sentence types write using descriptive, literal, or figurative language to compose text

ELPS Writing: 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 writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in English language arts and reading.

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	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:
Encoding	copy letters that represent the initial sounds of words	write letters that represent the initial sounds of words	encode words while writing phrases and sounding out the phonemes	write pattern phrases and short sentences while sounding out the words (some words are written phonologically)	write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy
Phonology	copy sight words and consonant vowel consonant (CVC) words	identify and spell sight words and CVC words	identify and spell words following a pattern such as diagraphs or consonant clusters	spell words that follow specific rules such as double vowel teams <i>ee</i> and <i>oo</i> , ending in <i>-e</i> , and compound words with increasing accuracy	spell multisyllabic words following patterns and rules with increasing accuracy
Language structures/ Syntax	copy sentences with appropriate structure	separate words in a phrase write words in a phrase	write simple high-frequency phrase patterns such as subject-verb (S-V)	write simple high-frequency sentence patterns such as subject-verb-object (S-V-O)	write a variety of sentences using combining words with increasing accuracy
Grammar	label or draw nouns, adjectives, or verbs	write nouns and adjectives	write phrases with familiar parts of speech	write simple sentences using common parts of speech with increasing accuracy	write sentences using a variety of parts of speech with increasing accuracy
Grammar	copy sentences with appropriate capitalization and punctuation conventions	write simple present tense verbs	write simple phrases using present tense verbs with subject-verb agreement	write sentences using past or present verbs with subject-verb agreement with increasing accuracy	write sentences using past, present, or future tense verbs with subject-verb agreement with accuracy

ELPS Writing: Mathematics

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

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	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:
Vocabulary	identify common mathematical symbols such as (=), (+), (-), and (.)	copy common mathematical words and symbols such as <i>equal</i> , (=), <i>plus</i> , (+), <i>minus</i> , (-), (&), (.), and (.) in modeled word problems	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), (&), (.), and (.) in dictated word problems	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), (&), (.), and (.) in student generated word problems with increasing accuracy	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), (&), (.), and (.) in student generated word problems with accuracy
Discourse	illustrate or copy text to show an emerging understanding of mathematics content	copy simple word problems using frequently modeled mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language with relevant details	write word problems and explain mathematical thinking and solutions using precise mathematical language with relevant and accurate details

ELPS Writing: Science

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

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	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:
Vocabulary	illustrate or copy frequently used academic terms or cognates	copy academic terms that are frequently used such as <i>procedures</i> and lab safety or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i>	write phrases with academic terms that are frequently used or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i>	write sentences from frequently used terms or cognates with support	write sentences that include content-compatible academic terms
Discourse	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language	record information using high-frequency scientific and engineering language with details	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language

ELPS Writing: Social Studies

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

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	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:
Vocabulary	identify academic terms that are cognates	copy frequently used academic terms such as <i>timeline</i> , <i>place</i> , or <i>date</i> or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	write phrases with high-frequency academic terms or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	write sentences with high-frequency academic terms or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	write sentences that include content-compatible academic terms
Discourse	illustrate or copy text to show understanding of social studies content	copy high-frequency vocabulary related to cause and effect and chronology	write phrases using high-frequency social studies language related to cause and effect, chronology, or comparison	write sentences using high-frequency social studies language related to cause and effect, chronology, or comparison with relevant details	write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details

Figure: 19 TAC §120.21(e)(2)

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.

Grades 4–12 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
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
Following Directions	follow simple oral directions by observing and imitating others	follow simple oral directions with the support of repeated instructions or visual supports	follow multi-step oral directions with repetition or instructions in familiar contexts	follow multi-step oral directions by identifying key details, deadlines, requirements, or expectations in familiar and unfamiliar contexts with increasing accuracy	follow or restate multi-step oral directions by identifying key details, deadlines, requirements, or expectations in unfamiliar contexts with accuracy
Language Structures /Pragmatics	demonstrate an understanding of single words or simple language structures with repetition	demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences	demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions	demonstrate an understanding of informal language structures heard in familiar and unfamiliar listening contexts	demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts
Comprehension	demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images	demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases	demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy	demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy

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.

Grades 4–12 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	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	repeat letter-sound correspondence, vowel sounds and consonant sounds, including consonant clusters, when heard	segment and blend multisyllabic words that include short and long vowels when heard	identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, when heard	identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words	identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in multisyllabic spoken words
Comprehension	use non-verbal responses to engage with aural information or text read aloud	use one- to two-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud	organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details	recall general meaning, key ideas, and important details about aural information or text read aloud	paraphrase and seek clarification about aural information or text read aloud using key and expanded details

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.

Grades 4–12 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	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:
Vocabulary	match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes	use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes	use pre-taught and highly practiced mathematical vocabulary, cognates, or Greek and Latin roots to comprehend mathematical information, processes, and concepts presented orally	demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary in responses with increasing accuracy	demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary in responses with accuracy
Following Directions	participate in a simple mathematical process provided orally by observing and imitating others	follow a simple step-by-step process provided orally to complete a mathematical investigation or solve a problem with the support of repeated instructions or visual supports such as pictorial models or manipulatives	follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem	follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy	follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy
Language Structures/ Pragmatics	respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing, matching, or choosing objects	use concrete or pictorial representations to comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions (attributes); sequence (order of operations); and operations (plus and minus) presented orally	respond to questions with or repeat common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations and represent mathematical ideas	participate in and summarize mathematical discussions using familiar language structures heard such as comparative, descriptive, sequential, and operational structures	participate in mathematical discussions using unfamiliar and familiar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom
Comprehension	use gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas presented orally	represent, model, or label key mathematical information, concepts, or relationships presented orally	recall and represent key mathematical information, ideas, concepts, or relationships presented orally	retell and ask clarifying questions about mathematical information, ideas, concepts, or relationships presented orally	explain or justify and ask clarifying questions about mathematical ideas or reasoning presented orally

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.

Grades 4–12 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:
Vocabulary	match pre-taught scientific vocabulary with images and concepts when prompted orally	use pictorial models, cognates, or Greek and Latin prefixes, suffixes, and roots to understand spoken scientific vocabulary, including ordinal words	use cognates, Greek and Latin prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, to comprehend scientific vocabulary heard in the classroom	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy	demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy
Following Directions	participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others	follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams	follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation	follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy	follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, matching, or choosing objects	use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect structures	use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect structures to participate in scientific discussions	participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect structures	participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect structures

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.

Grades 4–12 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:
Vocabulary	match pre-taught social studies vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken social studies vocabulary, including directional and chronological words	use explicitly taught vocabulary, including directional and chronological words and cognates, to comprehend social studies vocabulary heard in the classroom	demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with increasing accuracy	demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with accuracy
Language Structures /Pragmatics	respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, matching, or choosing objects	use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast	use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions	participate in discussions of familiar social studies content using common language structures heard such as chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place	participate in discussions of familiar and unfamiliar social studies content using language structures heard such as chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

ELPS Speaking: General

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 each content area.

Grades 4–12 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	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	imitate English pronunciation, sounds, and words	produce some sounds and words with accuracy	produce some sounds, words, and phrases with accuracy and fluency	produce sounds, words, and phrases with increasing accuracy and fluency	produce sounds, words, phrases, and sentences with accuracy and fluency
Vocabulary	repeat academic vocabulary	name familiar objects used in everyday routines and activities	speak using high-frequency and general content-area words and phrases, including vocabulary terms and cognates	speak using terms and collocations that can have multiple meanings across general academic content areas	speak using academic language and collocations with occasional re-phrasing to express intended meaning
Vocabulary	repeat high-frequency question words	speak in single word and short phrases of practiced or memorized words for basic communication during formal and informal classroom interactions	speak in phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication during formal and informal classroom interactions	speak in sentences using some high-frequency vocabulary, including key words and expressions needed for communication during formal and informal classroom interactions	share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions
Vocabulary	recite modeled content-area words, including cognates	recite high-frequency, content-area words, including cognates and Greek and Latin prefixes, suffixes, and roots	speak in simple phrases using high-frequency, content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak in simple sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak in increasingly complex sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots
Language Structures/ Syntax	use nonverbal responses or gestures to communicate	speak using isolated words with some visuals or gestures	speak in short phrases using high-frequency social language structures encountered in classroom interactions	speak using high-frequency social and academic language structures encountered in classroom interactions	speak with academic language structures frequently used in content-area discourse
Register	use nonverbal responses or gestures to communicate	adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally	adjust speech structure, form, vocabulary, and register to specific audiences and purposes with increasing frequency	adjust speech structure, form, vocabulary, and register to specific audiences and purposes often	adjust speech structure, form, vocabulary, and register to specific audiences and purposes

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:
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions orally using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary	convey ideas, feelings, or opinions orally using high-frequency words, including expressions and phrases	participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences	engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types
Discourse	communicate ideas through gestures and a few isolated words	describe ideas and reasoning orally using isolated words and vocabulary	express an opinion with evidence orally using phrases	express an opinion with evidence orally using sentences	speak using complex sentences to evaluate or analyze ideas, reasoning, and arguments
Respond to Information	respond with gestures or mimic simple, modeled responses	repeat orally some key words or details about an academic topic	answer questions orally about an academic topic with short response, including some detail	retell or describe information about an academic topic orally with some key words and details in sentences	describe an academic topic orally with elaboration using abstract vocabulary and in a variety of sentence types
Respond to Information	respond with gestures	respond appropriately to the comments of others orally using single words	respond orally with newly acquired vocabulary	respond orally with newly acquired vocabulary in sentences	respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types
Respond to Information	repeat high-frequency question words orally	ask a question orally using high-frequency words or use gestures	ask questions orally about content-area topics using question words and phrases	ask questions orally about content-area topics using question words in simple sentences	ask simple and complex questions orally about content-area topics

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.

Grades 4–12 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	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Register	With highly scaffolded instruction and linguistic support, the EB student may: use nonverbal responses or gestures to communicate	With highly scaffolded instruction and linguistic support, the EB student can: speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	With moderately scaffolded instruction and linguistic support, the EB student can: speak in phrases using high-frequency, content-area vocabulary, or figurative language occasionally	With minimally scaffolded instruction and linguistic support, the EB student can: participate in discussions using sentences and literary or informational elements or figurative language	With little or no scaffolded instruction and linguistic support, the EB student can: 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 or respond to 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

ELPS Speaking: Mathematics

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 mathematics.

Grades 4–12 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:
Register	use nonverbal responses or gestures to communicate mathematical terms	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context	participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms	engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms
Language Structures/ Syntax	use nonverbal responses or gestures to communicate mathematical terms	speak using isolated mathematical words with some visuals or gestures	speak in short phrases using mathematical language to describe a mathematical process sequentially	speak in sentences using mathematical language to describe a mathematical process sequentially	speak using a variety of sentence types using mathematical language to describe a mathematical process sequentially
Discourse	communicate mathematical ideas through gestures and a few isolated words	describe mathematical ideas and reasoning orally through isolated words and mathematical terms	describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases	use sentences often to describe and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, and graphs	use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, and graphs

ELPS Speaking: Science

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 science.

Grades 4–12 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	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 scientific terms	speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context	participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms	engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms
Discourse	communicate scientific ideas through gestures and a few isolated words	repeat brief step-by-step laboratory procedures or directions orally	use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims
Discourse	communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	use isolated words to orally communicate ideas or opinions based on scientific data	use phrases to orally justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions

ELPS Speaking: Social Studies

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 social studies.

Grades 4–12 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:
Discourse	communicate social studies ideas through gestures and a few isolated words	describe social studies concepts or current or historical events orally using isolated words	describe social studies concepts or current or historical events orally using some detail and phrases	describe social studies concepts or current or historical events orally using sentences	engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	use isolated words to orally communicate ideas or opinions about a decision-making process	use phrases to orally convey a decision-making process, including ideas or opinions	participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions	engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process

ELPS Reading: General

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

Grades 4–12 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	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:
Vocabulary	match pre-taught content-area vocabulary with images and concepts found in text	use pictorial models; cognates or Greek and Latin prefixes, suffixes, affixes, or roots to understand content-area vocabulary found in text	use explicitly taught content-area vocabulary; cognates, Greek and Latin prefixes, suffixes, or roots to comprehend text	demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary with accuracy
Print Concepts	imitate how others read a book from top to bottom and turn pages from left to right	attempt to read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently
Purpose for Reading	imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text with a combination of primary language and English when prompted	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text when prompted	preview the text using pre-reading strategies, including asking questions and making predictions about the text with increasing independence	preview the text using pre-reading strategies, including asking questions and making predictions about the text independently
Comprehension: Monitor and Adjust	use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words	use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information
Comprehension: Responding to Text	respond to questions about text with gestures, drawings, yes/no, or one-word answers	respond to questions about text with short answers or simple sentences	respond to questions or retell content-area texts using some information from the text	respond to questions or paraphrase content-area texts using some relevant information from the text	respond to questions or summarize content-area texts using relevant information from the text

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:
Fluency	mimic word-by-word during shared or choral reading of familiar grade-level, content-area text	read word-by-word when reading familiar grade-level, content-area text	read in two-word phrases with some three- or four-word groupings when reading familiar grade-level, content-area text	read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level, content-area text	read in larger, meaningful phrase groups or sentences when reading familiar grade-level, content-area text with expressive interpretation

ELPS Reading: 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 reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in English language arts and reading.

Grades 4–12 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: Vowels	repeat words and distinguish between short and long vowel sounds during choral or shared reading	segment and blend multisyllabic words that include short and long vowels when reading words from text	segment and blend multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as <i>ai, au, ea, ee, ie, oo,</i> and <i>ou</i> when reading words from text	decode multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as <i>ai, au, ea, ee, ie, oo,</i> and <i>ou</i> when reading text	read multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as <i>ai, au, ea, ee, ie, oo,</i> and <i>ou</i> with accuracy when reading text
Phonology: Consonant Clusters	repeat words and distinguish between single consonants and consonant clusters during choral or shared reading	segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as <i>th-, bl-,</i> and <i>cr-</i> when reading words in text	segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as <i>th, bl-, cr-, st,</i> and <i>-nd</i> when reading words in text	decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of a word such <i>spl-</i> and <i>-tch</i> when reading text	read multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of a word such <i>spl-</i> and <i>-tch</i> with accuracy when reading text
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared or familiar text	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found text	use context to construct meaning and demonstrate understanding of descriptive language or words with multiple meanings found in familiar or shared text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, or figurative language found in text	use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, idiomatic expressions, or colloquialisms found in text

ELPS Reading: Mathematics

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

Grades 4–12 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:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures read in simple mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read in mathematical problems	identify keywords or phrases that correspond to mathematical processes read in mathematical problems	identify language structures that correspond to mathematical processes and relationships read in mathematical problems	distinguish between language structures that correspond to mathematical processes and relationships read in mathematical problems
Comprehension: Monitor and Adjust	identify key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve a problem	identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem	distinguish between relevant information and extraneous information to solve a problem with increasing accuracy	distinguish between relevant information and extraneous information to solve a problem with accuracy

ELPS Reading: Science

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

Grades 4–12 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	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Language Structures: Semantics/ Pragmatics	With highly scaffolded instruction and linguistic support, the EB student may: use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures and science safety protocols	With highly scaffolded instruction and linguistic support, the EB student can: use pictures, manipulatives, or primary language to comprehend language structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text	With moderately scaffolded instruction and linguistic support, the EB student can: identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read	With minimally scaffolded instruction and linguistic support, the EB student can: read, identify, or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	With little or no scaffolded instruction and linguistic support, the EB student can: read science and engineering text and distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
Comprehension: Monitor and Adjust	demonstrate the use of inferential skills such as making a connection to construct meaning from procedural or informational texts read	predict or make connections to construct meaning from procedural or informational texts read	predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read	predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with some accuracy	predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read with accuracy

ELPS Reading: Social Studies

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

Grades 4–12 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	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Language Structures: Semantics/ Pragmatics	With highly scaffolded instruction and linguistic support, the EB student may: use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures and symbols	With highly scaffolded instruction and linguistic support, the EB student can: use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures, symbols, and scaffolded text	With moderately scaffolded instruction and linguistic support, the EB student can: read social studies text and identify keywords or phrases that signal chronological order, location, and cause/effect	With minimally scaffolded instruction and linguistic support, the EB student can: read, identify, or distinguish relevant information from social studies text that signals chronological order, location, and cause/effect	With little or no scaffolded instruction and linguistic support, the EB student can: read the text and distinguish relevant information from social studies text that signals chronological order, location, and cause/effect
Comprehension: Monitor and Adjust	identify or point to text features such as maps, data charts, and images from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read	predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read with increasing accuracy	predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy

ELPS Writing: General

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

Grades 4–12 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:
Encoding	draw pictures and copy words to connect oral language to print	copy to write phonetically spelled words	match sounds to letters or combinations of letters to spell with increasing accuracy write phrases that may include invented spelling	encode words while writing and sounding out phonemes or letter clusters	write unfamiliar words applying syllable patterns
Phonology	copy or trace information	connect sounds to letters by relying on phonetic patterns	connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency	spell content-area words with increasing accuracy	spell content-area words accurately
Vocabulary	illustrate or copy print to show understanding of content-area vocabulary in either primary language or English	write using a combination of primary language and English high-frequency words to show understanding of content-area vocabulary	write phrases by using high-frequency words, cognates, or content-area vocabulary	write sentences using content-area vocabulary, including cognates, with increasing accuracy	write sentences using content-area vocabulary with accuracy write sentences using content-compatible academic terms such as <i>estimate</i> , <i>value</i> , and <i>speculate</i>
Language structures/ Syntax	draw pictures, label, list, and copy words	write using simple phrases or patterns that may convey ideas or information	write phrases that convey ideas or information	write sentences using transition words that convey ideas or information with increasing accuracy write questions using the words <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , or <i>how</i> with increasing accuracy	write sentences using transition words that convey ideas or information with accuracy write questions using the words <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , or <i>how</i> accurately

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:
Grammar	copy words following capitalization and punctuation conventions	write words that use uppercase and lowercase letters, including personal information such as first and last names	write phrases using standard English conventions	write sentences using standard English conventions with increasing accuracy	write a variety of sentence types using standard English conventions with increasing accuracy
Discourse	copy English print to show understanding of academic content	write using a combination of primary language, illustrations, and English text to narrate, describe, explain, or justify	write using frequently modeled content-area language to narrate, describe, explain, or justify understanding of ideas	write using language common to content-area to narrate, describe, explain, or justify	write using precise content-area language to narrate, describe, explain, or justify
Discourse	copy English print to show descriptive language	write descriptive words to add details and evidence to written texts or pictures	write an idea with specific and relevant details and evidence using descriptive phrases	write to explain an idea with specific and relevant details and evidence using simple sentences with increasing accuracy	write to explain an idea with specific and relevant details and evidence using a variety of sentence types write using descriptive, literal, or figurative language to compose text

ELPS Writing: 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 writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in English language arts and reading.

Grades 4–12 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	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:
Encoding	copy letters that represent the initial sounds of words	write letters that represent the initial sounds of words	encode words while writing phrases and sounding out the phonemes	write pattern phrases and short sentences while sounding out the words (some words may be written phonologically)	write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy
Phonology	copy sight words and consonant vowel consonant (CVC) words	identify and spell sight words and CVC words	identify and spell words following a pattern such as diagraphs or consonant clusters	spell words that follow specific rules such as double vowel teams <i>ee</i> and <i>oo</i> , ending in <i>-e</i> , and compound words with increasing accuracy	spell multisyllabic words following patterns and rules with increasing accuracy
Language Structures/ Syntax	copy sentences with appropriate structure	write words in a phrase	write simple phrases using high-frequency words	write text using simple sentences and transition words to combine phrases and sentences with increasing accuracy	write text using a variety of sentence lengths and types of transition words to combine phrases, clauses, and sentences with increasing accuracy
Grammar	label or draw nouns, adjectives, or verbs	write nouns and adjectives	write phrases with familiar parts of speech	write simple sentences using common parts of speech with increasing accuracy	write sentences using a variety of parts of speech with increasing accuracy
Grammar	copy sentences with appropriate capitalization and punctuation conventions	write simple present tense verbs	write simple phrases using present tense or present progressive tense verbs with subject-verb agreement	write sentences using past, present, perfect, or progressive tense verbs with subject-verb agreement with increasing accuracy	write sentences using past, present, perfect, progressive, or future tense verbs with subject-verb agreement with accuracy

ELPS Writing: Mathematics

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

Grades 4–12 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:
Vocabulary	identify common mathematical symbols such as (=), (+), (-), and (.)	copy common mathematical words and symbols such as <i>equal</i> , (=), <i>plus</i> , (+), <i>minus</i> , (-), <i>greater than</i> , (>), (&), (.), and (.) in modeled word problems	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), <i>greater than</i> , (>), (&), (.), and (.) in dictated word problems	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), <i>greater than</i> , (>), (&), (.), and (.) in student generated word problems with increasing accuracy write common mathematical abbreviations such as units of measurement and formulas with increasing accuracy	Write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), <i>greater than</i> , (>), (&), (.), and (.) in student generated word problems with accuracy write common mathematical abbreviations such as units of measurement and formulas with accuracy
Discourse	illustrate or copy text to show an emerging understanding of mathematics content	copy simple word problems using frequently modeled mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language	write simple word problems and explain or justify mathematical thinking and solutions using high-frequency mathematical language with relevant details	write word problems and explain or justify mathematical thinking and solutions using precise mathematical language with relevant and accurate details

ELPS Writing: Science

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

Grades 4–12 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	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:
Vocabulary	illustrate or copy frequently used academic terms or cognates	copy academic terms that are frequently used such as <i>procedures</i> , <i>lab safety</i> , or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i>	write using high-frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	write using science and engineering terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy write common science and engineering abbreviations such as units of measurement and formulas with increasing accuracy	write using science and engineering terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy write common science and engineering abbreviations such as units of measurement and formulas with accuracy
Discourse	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language	record and explain information using high-frequency scientific and engineering language with evidence	record, explain, and justify information using general scientific and engineering language with relevant evidence	record, explain, and justify information using precise science and engineering language with relevant and accurate evidence

ELPS Writing: Social Studies

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

Grades 4–12 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	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Vocabulary	With highly scaffolded instruction and linguistic support, the EB student may: identify academic terms that are cognates	With highly scaffolded instruction and linguistic support, the EB student can: copy frequently used academic terms such as <i>timeline</i> , <i>place</i> , or <i>date</i> or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	With moderately scaffolded instruction and linguistic support, the EB student can: write using high-frequency social studies terms or simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	With minimally scaffolded instruction and linguistic support, the EB student can: write using social studies terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy	With little or no scaffolded instruction and linguistic support, the EB student can: write using social studies terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy
Discourse	illustrate or copy text to show understanding of social studies content	copy high-frequency social studies language	write phrases to describe and explain information using high-frequency social studies language	write sentences to explain and justify information using high-frequency social studies language with relevant details	write sentences to explain and justify information using precise social studies language with relevant and accurate details