



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

For the 2026–2027 and 2027–2028 school years, all the 2024 English Language Proficiency Standards (ELPS) must be implemented in instruction. Emergent Bilingual (EB) students with the most significant cognitive disabilities in grades 2–12 who meet participation requirements are assessed through the TELPAS Alternate Assessment Holistic Inventory. This inventory includes observable behaviors aligned to the 2007 ELPS.

This document includes the 2024 ELPS and their alignment to the observable behaviors. The 2024 ELPS that are listed will be assessed through the TELPAS Alternate Observable Behaviors Inventory in the 2026–2027 and 2027–2028 school years.

TELPAS Alternate Grades 2–12 Assessments

Listening

2024 Student Expectation
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:

2024 Student Expectation	Observable Behavior
(K–3) 1.A distinguish sounds and intonation patterns by responding orally, in writing, or with gestures (4–12) 1.A distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing	L1 Distinguishing Sounds

Observable Behavior L1. Distinguishing Sounds				
The student:				
may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	classifies two words as the same or different based on initial or final word sounds	identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally	identifies words that are the same or different after hearing two spoken words in the same word family
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 1.B demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing (4–12) 1.B use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing	L3 Using Vocabulary

Observable Behavior L3. Using Vocabulary

The student:

may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations	participates in a short discussion that includes recently learned academic vocabulary
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 1.C follow oral directions with accuracy (4–12) 1.C respond with accuracy to oral directions, instructions, and requests	L8 Following Directions

Observable Behavior L8. Following Directions

The student:

may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multi-step directions
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 1.E demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details (4–12) 1.E demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	L2 Understanding Conjunctions L5 Understanding the General Meaning L6 Understanding the Main Points L7 Identifying Important Details L9 Retelling L10 Responding to Questions

Observable Behavior L2. Understanding Conjunctions

The student:

may or may not attend to two orally presented single-word options with picture support joined by “or”	makes a selection when given two orally presented single-word options with picture support joined by “or”	makes a selection when given two orally presented single-word options joined by “or”	makes a selection between a few orally presented options joined by “or” or “and”	responds appropriately to detailed requests or questions that contain different conjunctions (e.g., “and,” “but,” “or”)
A	B	C	D	E

Observable Behavior L5. Understanding the General Meaning

The student:

may or may not attend to spoken English when paired with concrete symbols	matches a single spoken content-based word with picture support to an identical picture	selects a picture that corresponds to the general meaning of a spoken content-based word	selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic	selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic
A	B	C	D	E

Observable Behavior L6. Understanding the Main Points**The student:**

may or may not attend to a repeated word in an orally presented simple story with picture support	matches a picture of a repeated word in an orally presented simple story to an identical picture	selects a picture that corresponds to a repeated word in an orally presented simple story	answers questions about the main points of an orally presented simple story	answers questions about the main points of an orally presented detailed story
A	B	C	D	E

Observable Behavior L7. Identifying Important Details**The student:**

may or may not attend to information about a character in an orally presented simple story with picture support	matches a picture of a character in an orally presented simple story to an identical picture	identifies a character from an orally presented simple story	identifies a detail about a character from an orally presented simple story	identifies details about a character from an orally presented detailed story
A	B	C	D	E

Observable Behavior L9. Retelling**The student:**

may or may not attend to a “first/then” statement with picture support	chooses the correct picture when orally presented with a “first/then” statement	sequences pictures of events of an orally presented simple story	sequences the events of an orally presented simple story	identifies the main points found in an orally presented detailed story
A	B	C	D	E

Observable Behavior L10. Responding to Questions**The student:**

may or may not attend to an orally presented simple question that is paired with picture support	attempts to respond to an orally presented simple question that is paired with picture support	responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support	responds to an orally presented question that includes only high-frequency vocabulary and is on a familiar topic	responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3 & 4–12) 1.F derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition	L4 Understanding Media (audio or video)

Observable Behavior L4. Understanding Media (audio or video) The student:				
may or may not attend to a media presentation	selects a picture/symbol that represents the gist of a media presentation shared frequently in class	selects a picture/symbol that represents the gist of a media presentation on a familiar social topic	sequences a few pictures to retell the events of a media presentation on a familiar academic topic	sequences multiple pictures to retell the events of a media presentation on a recently learned academic topic
A	B	C	D	E

Speaking

2024 Student Expectation

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:

2024 Student Expectation	Observable Behavior
(K–3 & 4–12) 2.B speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words	S5 Giving Information S7 Expressing Feelings

Observable Behavior S5. Giving Information

The student:

may or may not attend to a teacher model sharing personal experiences	imitates sharing personal experiences after a teacher model	shares personal experiences using a few high-frequency, high-need vocabulary words	shares personal experiences using a small number of combined words	shares detailed personal experiences
A	B	C	D	E

Observable Behavior S7. Expressing Feelings

The student:

may or may not attend to a teacher model expressing feelings	imitates expressing single-word feelings after a teacher model	expresses feelings using high-frequency words (e.g., “sad,” “mad”)	expresses feelings using a small number of combined words (e.g., “feel happy now”)	expresses feelings in detailed phrases or sentences
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 2.E narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions (4–12) 2.E narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse	S1 Retelling Stories S2 Classroom Communication S3 Discussing with a Group S6 Expressing Opinions S8 Describing Objects S9 Explaining Tasks

Observable Behavior S1. Retelling Stories

The student:

may or may not attend to a teacher model retelling simple picture stories	imitates the retelling of simple picture stories by repeating words spoken by the teacher or group	retells simple stories with pictures using a few concrete, high-frequency words	provides a basic retelling of simple stories with pictures using a small number of combined words	provides details (e.g., people, places, actions) when retelling simple stories with or without pictures
A	B	C	D	E

Observable Behavior S2. Classroom Communication

The student:

may or may not attend to a teacher naming common classroom items	imitates naming common classroom items	uses single words to name common classroom items	combines a small number of words to talk about classroom items	uses details to talk about items in the classroom
A	B	C	D	E

Observable Behavior S3. Discussing with a Group

The student:

may or may not attend to group discussions	imitates or attempts to imitate words heard in group discussions	shares information in group discussions using a few high-frequency, high-need vocabulary words	shares information in group settings using a small number of combined words	shares detailed information in group settings
A	B	C	D	E

Observable Behavior S6. Expressing Opinions**The student:**

may or may not attend to a teacher model expressing a single-word opinion (e.g., "good," "fun") A	imitates expressing a single-word opinion after a teacher model B	indicates an opinion between two given options using a few words C	conveys an original opinion using a small number of combined words D	provides a detailed social or academic opinion E
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Observable Behavior S8. Describing Objects**The student:**

may or may not attend to a teacher describing familiar objects A	imitates using single words when describing familiar objects B	uses a few high-frequency words to describe familiar objects C	combines a small number of words to describe familiar objects D	produces a detailed description of familiar objects E
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Observable Behavior S9. Explaining Tasks**The student:**

may or may not attend to a teacher model explaining routine tasks A	imitates explaining routine tasks after a teacher model B	explains routine tasks using high-frequency words C	explains routine tasks using a small number of newly learned vocabulary words D	gives detailed explanations of routine tasks E
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2024 Student Expectation	Observable Behavior
(K–3 & 4–12) 2.F restate, ask questions about, or respond to information during formal and informal classroom interactions	S4 Asking Questions S10 Reacting to Media (print, electronic, audio, visual)

Observable Behavior S4. Asking Questions

The student:

may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?) A	imitates asking single-word questions after a teacher model B	asks simple social questions using a few high-frequency words C	asks original social and academic questions using a small number of combined words D	asks original, detailed academic questions using content-based vocabulary E
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Observable Behavior S10. Reacting to Media (print, electronic, audio, visual)

The student:

may or may not attend to media presentations A	imitates single words heard in media presentations B	responds to media presentations using a few high-frequency words C	provides a simple original response to media presentations D	provides a detailed response to media presentations E
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Reading

2024 Student Expectation

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:

2024 Student Expectation	Observable Behavior
(K–3) 3.B decode words using relationships between sounds and letters (4–12) 3.B decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words	R1 Understanding Letter-Sound Relationships R2 Decoding

Observable Behavior R1. Understanding Letter-Sound Relationships

The student:

may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations	matches familiar letter/sound combinations to the same letter/sound combinations	pairs the initial sound of words with pictures of objects that have the same initial sound	pairs the sound made by consonant blends (e.g., <i>bl</i> , <i>br</i> , <i>sm</i>) with pictures of words containing that blend	pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i>) with pictures of words containing that digraph
A	B	C	D	E

Observable Behavior R2. Decoding

The student:

may or may not attend to familiar word/picture combinations	matches familiar word/picture combinations to identical word/picture combinations	selects requested high-frequency words from a group of words	decodes words or phrases consisting of a few simple high-frequency words	decodes longer phrases or sentences with some unfamiliar words
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 3.C use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials (4–12) 3.C use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text	R3 Developing Sight Vocabulary R4 Understanding Environmental Print

Observable Behavior R3. Developing Sight Vocabulary

The student:

may or may not attend to sight word/picture combinations	matches sight word/picture combinations with identical sight word/picture combinations	selects sight words from a group of words	reads short phrases that include simple sight vocabulary	reads longer phrases or sentences that include more content-specific sight vocabulary
A	B	C	D	E

Observable Behavior R4. Understanding Environmental Print

The student:

may or may not attend to printed word/picture combinations frequently found in the environment	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations	selects requested printed words that pair with pictures frequently found in the environment	reads a word or words frequently found in the environment	reads academic words frequently found in the instructional environment
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3 & 4–12) 3.F derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	R5 Using Visual and Textual Supports R6 Participating in Shared Reading R7 Understanding Ideas/Details in Graphic Sources

Observable Behavior R5. Using Visual and Textual Supports

The student:

may or may not attend to word/picture combinations of content-based vocabulary words in texts	matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud	selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled)	identifies missing words from groups of content-based vocabulary words to complete cloze sentences	completes cloze sentences with recently learned content-based vocabulary words
A	B	C	D	E

Observable Behavior R6. Participating in Shared Reading

The student:

may or may not attend to a teacher reading predictable texts	participates with the teacher reading predictable texts	supplies missing single words in predictable texts	supplies missing phrases in predictable texts	reads predictable texts with a peer
A	B	C	D	E

Observable Behavior R7. Understanding Ideas/Details in Graphic Sources

The student:

may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.)	matches graphic sources with identical graphic sources	selects high-frequency printed words that provide ideas or details from graphic sources when asked	identifies short phrases that provide ideas or details from graphic sources	identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 3.G demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions (4–12) 3.G demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions	R8 Identifying the Main Idea/Details R9 Making Predictions R10 Making Connections Between Ideas

Observable Behavior R8. Identifying the Main Idea/Details

The student:

may or may not attend to word/picture combinations that represent the main idea of texts	matches word/picture combinations that represent the main idea of texts with identical word/picture combinations	selects word/picture combinations that represent details (e.g., who, what, when, where) from texts	identifies the details of simple short texts	identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences
A	B	C	D	E

Observable Behavior R9. Making Predictions

The student:

may or may not attend to word/picture combinations that predict the next event in a series of pictures	matches word/picture combinations to identical word/picture combinations that represent predictions in short texts read aloud	selects single words to predict the next event in short texts read aloud	identifies simple phrases that predict the next event in a series of pictures with short captions	identifies sentences that predict the next event in short texts read aloud
A	B	C	D	E

Observable Behavior R10. Making Connections Between Ideas

The student:

may or may not attend to a teacher sharing personal connections to word/picture combinations	matches pictures to similar pictures representing ideas shared from texts read aloud	indicates which pictures identify shared ideas between two texts read aloud	identifies shared ideas after reading two simple short texts	identifies shared ideas after reading two more detailed texts
A	B	C	D	E

Writing

2024 Student Expectation
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:

2024 Student Expectation	Observable Behavior
(K–3 & 4–12) 4.A apply relationships between sounds and letters of the English language to represent sounds when writing	W1 Representing Sounds with Letters

Observable Behavior W1. Representing Sounds with Letters				
The student:				
may or may not attend to routine writing activities that involve letter/sound relationships	attempts to write the initial letter sound for pictures	writes initial and final letters for one-syllable words with picture prompts	writes a few familiar, one-syllable words with correct letter/sound correspondence (i.e., initial, medial, final)	writes simple, familiar phrases with correct letter/sound correspondence
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 4.B spell words following conventional spelling patterns and rules	W3 Spelling W4 Spelling Patterns and Rules
(4–12) 4.B write text following conventional spelling patterns and rules	

Observable Behavior W3. Spelling

The student:

may or may not attend to writing activities that involve the spelling of familiar words	attempts to copy familiar English words using symbols or letters	attempts to independently spell highly familiar words	spells a small number of familiar words with some accuracy	spells a large number of familiar and unfamiliar words with consistent accuracy
A	B	C	D	E

Observable Behavior W4. Spelling Patterns and Rules

The student:

may or may not attend to word/picture combinations in word families	matches word/picture combinations from word families with other word/picture combinations from the same word families	sorts words into common word families	generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., _at, _an)	consistently applies the spelling rule for a word family (e.g., replaces <i>ch</i> with <i>tr</i> to change “chain” to “train”)
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 4.C write using high-frequency words and content-area vocabulary (4–12) 4.C write using a combination of high-frequency words and content-area vocabulary	W2 Using New Vocabulary

Observable Behavior W2. Using New Vocabulary

The student:

may or may not attend to writing activities that use new vocabulary from content-based instruction	attempts to write letters that represent recently learned vocabulary from content-based instruction	writes letters or single words that represent recently learned vocabulary from content-based instruction	writes original messages that incorporate a few recently learned vocabulary words from content-based instruction	writes original detailed sentences using recently learned vocabulary from content-based instruction
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 4.D write using a variety of grade-appropriate sentence lengths and types and connecting words (4–12) 4.D write content-area texts using a variety of sentence lengths and types and transition words	W8 Connecting Words

Observable Behavior W8. Connecting Words

The student:

may or may not attend to a teacher connecting two ideas with a conjunction	matches pictures of two ideas that are combined with a conjunction with identical pictures that are combined with a conjunction	uses conjunctions in writing to combine two words	uses conjunctions in writing to combine two phrases	uses conjunctions in writing to combine two ideas from two sentences
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 4.E write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense (4–12) 4.E write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions	W5 Writing with Subject-Verb Agreement W6 Verb Tenses W7 Using Negatives

Observable Behavior W5. Writing with Subject-Verb Agreement

The student:

may or may not attend to writing activities that include subject-verb agreement	matches simple sentences to the same simple sentences with correct subject-verb agreement	completes simple sentences with verbs so that the sentences have subject-verb agreement	identifies subject-verb agreement errors in his or her own writing, but is unable to edit correctly	edits his or her own writing for subject-verb agreement
A	B	C	D	E

Observable Behavior W6. Verb Tenses

The student:

may or may not attend to a teacher using past tense to talk about events	matches simple past-tense verbs to identical simple past-tense verbs	attempts to write a few simple, regular past-tense verbs after a teacher model	identifies some simple, regular past-tense verbs combined with a few other words to communicate past events	writes simple past-tense verbs in phrases or sentences to communicate past events
A	B	C	D	E

Observable Behavior W7. Using Negatives

The student:

may or may not attend to writing activities that include a sentence with a negative	sorts sentences with and without negatives that have picture support	completes a familiar sentence stem that includes a negative (e.g., "I do not like")	writes simple messages using a negative	writes original detailed sentences that involve a negative
A	B	C	D	E

2024 Student Expectation	Observable Behavior
(K–3) 4.F write to narrate, describe, explain, respond, or persuade with detail in the content areas (4–12) 4.F write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience	W9 Narrating W10 Descriptive Language

Observable Behavior W9. Narrating

The student:

may or may not attend to writing activities that narrate events	attempts to label a series of pictures that depict the order of events	labels a series of pictures that depict the order of events using a few letters or single words	writes simple original narratives on self-chosen topics consisting of a few words or phrases	writes original narratives on self-chosen topics with increased length and detail
A	B	C	D	E

Observable Behavior W10. Descriptive Language

The student:

may or may not attend to writing activities that use descriptive language	attempts to write symbols or letters that represent descriptive language	writes single descriptive words or letters that represent descriptive language	writes original messages incorporating a few simple descriptive vocabulary words	writes original detailed sentences incorporating descriptive vocabulary
A	B	C	D	E