



# English Language Proficiency Standards (ELPS) Update

**Guiomar Andújar, Spanish Content Specialist**

Curriculum Standards and Student Support Division

# English Language Proficiency Standards Update



- The State Board of Education (SBOE) adopted the new ELPS at the September 2024 SBOE meeting.
- The new ELPS will be effective in the Texas Administrative Code 20 days after they are filed with the *Texas Register*.
- Implementation of the new ELPS is scheduled for the 2026–2027 school year.
- Local education agencies (LEAs) must continue providing instruction in the current ELPS until they are replaced with the new ELPS in 2026–2027.
- The TELPAS will be updated to align with the new ELPS.

# Significant Changes in the New ELPS



- The new ELPS will be relocated to a new chapter in the Texas Administrative Code: 19 TAC, Chapter 120.
- The new ELPS are divided into two grade bands:
  - Kindergarten–grade 3
  - grades 4–12
- The proficiency levels have increased from four to five levels.
- The proficiency level descriptors (PLDs) are separated into five sections:
  - General
  - English language arts and reading
  - Mathematics
  - Science
  - Social studies

# The ELPS will be relocated into a new chapter in TAC.

## Current Location

19 TAC Chapter 74,  
Curriculum Requirements,  
Subchapter A

### Subchapter A. Required Curriculum

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

## New Location

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

### Subchapter A. Positive Character Traits

#### NEW LOCATION:

### Subchapter B. English Language Proficiency Standards

The new ELPS are separated into two grade bands.

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

**New grade bands**



**§120.20 Kindergarten–Grade 3**



**§120.21 Grades 4–12**

# Structure of the New ELPS for Kindergarten–Grade 3 and Grades 4–12

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

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

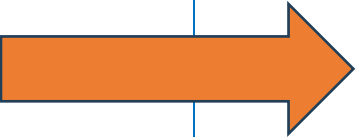


**ATTACHMENT I**  
**Text of Proposed New 19 TAC**

**Chapter 120. Other Texas Essential Knowledge and Skills**

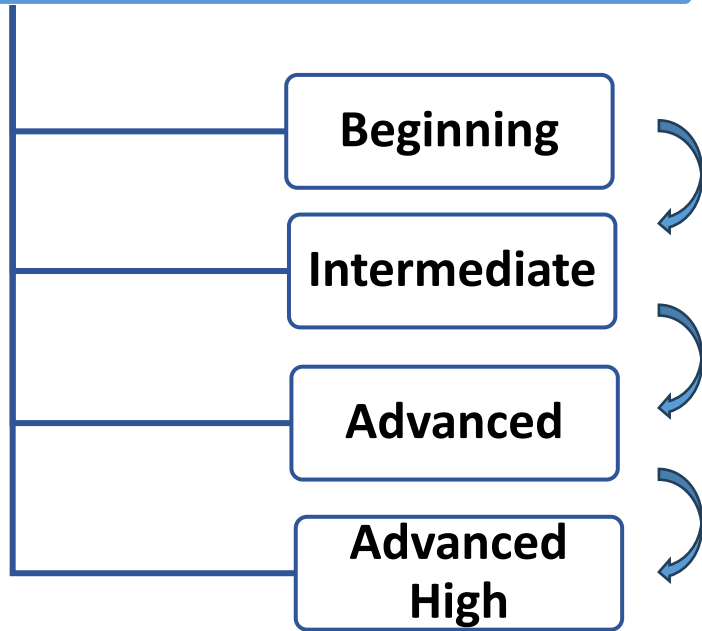
**Subchapter B. English Language Proficiency Standards**

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

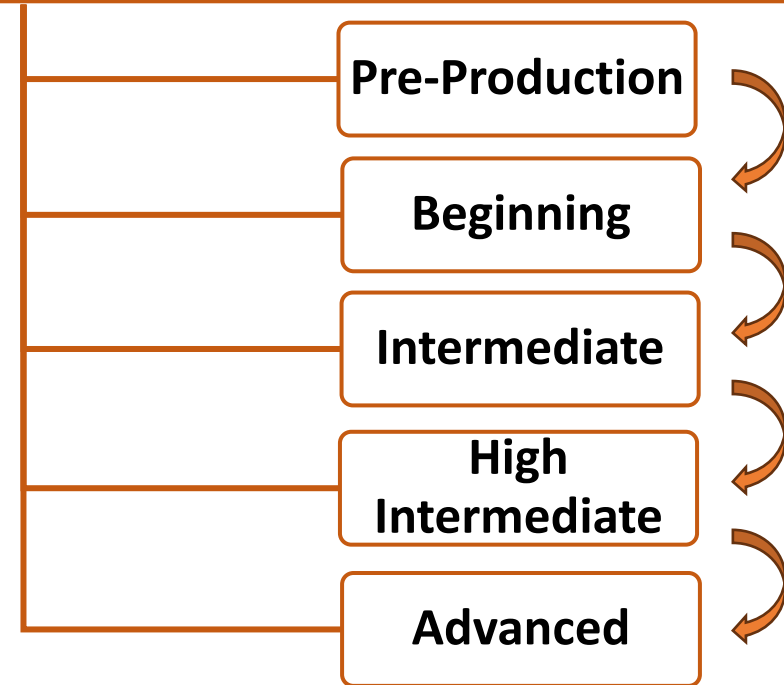
- 
- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
  - (b) General requirements. In fulfilling the requirements of this section, school districts and charter schools shall:
    - (1) identify the student's English 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 (c) 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

# New Proficiency Levels

## Current Proficiency Levels



## New Proficiency Levels



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



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

- **The Proficiency level descriptors (PLDs)** describe behaviors emergent bilingual (EB) students exhibit and the progression of those behaviors as students acquire more English.
- **The PLDs are also grouped by the four domains of language—**  
listening, speaking, reading, and writing
- **Each domain is divided into five sections:**
  - General PLDs
  - English language arts and reading (ELAR) PLDs
  - Mathematics PLDs
  - Science PLDs
  - Social studies PLDs

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

# Structure of the New ELPS for Kindergarten–Grade 3 and Grades 4–12

(e) Proficiency level descriptors

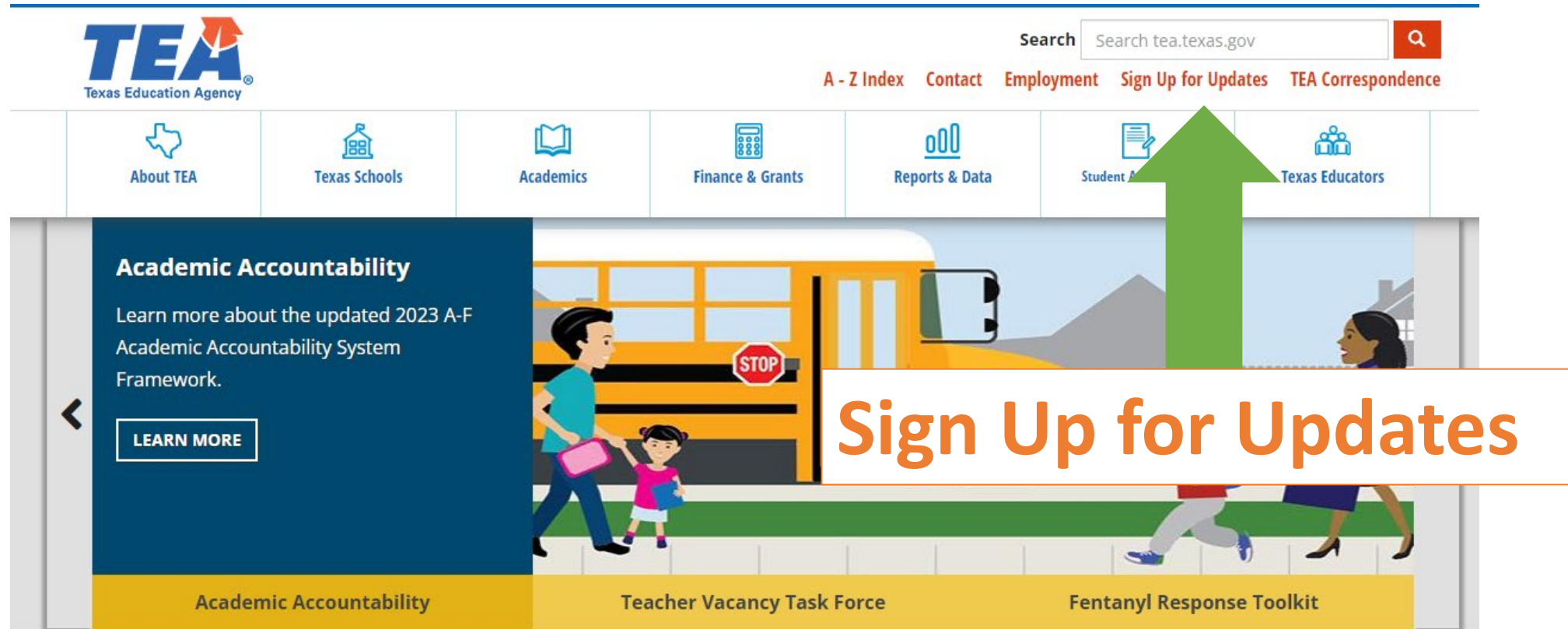
Figure 19 TAC §120.20(e)(2)

In the new ELPS, the PLDs will be hyperlinked to the rules as “figures.”

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

<b>ELPS Listening: General</b> 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.					
<b>Kindergarten–Grade 3 Proficiency Level Descriptors:</b> Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.					
Language Patterns	1 PRE-PRODUCTION	2 BEGINNING	3 INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student can:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	recognize and mimic differences in sounds and sound patterns	recognize and mimic differences in sounds and intonation	identify when sounds or intonation are changed within spoken words	recognize sounds or intonation in familiar multisyllabic words	recognize sounds or intonation in familiar and unfamiliar newly acquired multisyllabic words within complex discourse

# Subscribe to Receive the RLA Newsletters



Information about upcoming webinars or available resources will be shared through the **Spanish Curriculum Standards** and the **English Language Arts newsletters**. [TEA.texas.gov](https://tea.texas.gov)

# How to Reach the Division of Curriculum Standards and Student Support

## Find Curriculum on the TEA Help Desk!

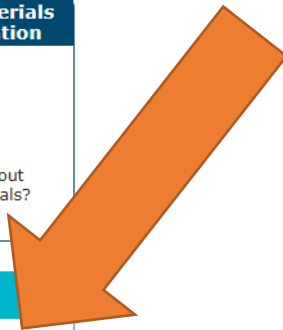


### Welcome to the TEA Help Desk!

Click on an icon below to look up information or submit your question to TEA staff. If you are unsure of which area to submit your request, please call 512-463-9734 and we will do our best to route your request to the right place.

For a quick orientation to the redesigned TEA Help Desk see the short [training video](#) or [quick reference guide](#).

<b>TEAL Access</b>  Need access to your TEAL account?	<b>Educator Certification and CPE</b>  Do you have educator related questions?	<b>Educator Testing and Preparation Programs</b>  Have questions about educator testing or preparation programs?	<b>Fingerprinting and Do Not Hire Registry</b>  Fingerprinting and Do Not Hire Registry
<b>Grants</b>  Grants, eGrants, and Expenditure Reporting (ER) Questions	<b>GED - Certificate of High School Equivalency</b>  GED, HISET & TASC (TxCHSE)	<b>Texas Virtual School Network</b>  Catalog Courses/Online Schools	<b>Instructional Materials and Implementation</b>  Have questions about instructional materials?
<b>Student Assessment</b>  STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate, & Interims	<b>CAPPS HR-PR</b>  For former TEA employees to get their ID/password reset	<b>Ascend</b>  Ascend Questions/Issues	<b>Curriculum</b>  Curriculum Inquiries



# Division of Curriculum Standards and Student Support



**Guiomar Andújar**

**Spanish Content Specialist**

**Reading Language Arts and Social Studies**

**[guiomar.andujar@tea.texas.gov](mailto:guiomar.andujar@tea.texas.gov)**