



NEWLY Revised ELPS OVERVIEW

July 2026

Objectives

Content Objective:



- We will **identify** the new **standards, PLDs, and strategies** to **support EB students** in our classrooms to **build** language proficiency.



Language Objective:

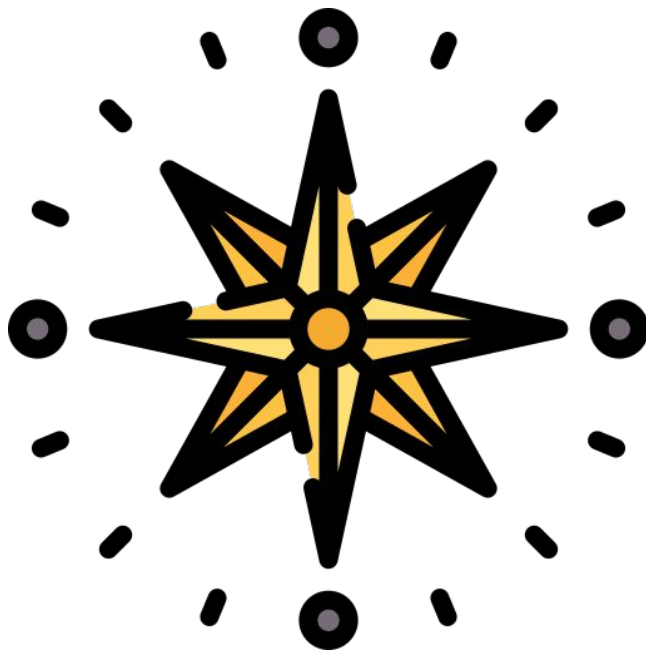


- We will **discuss implementation** of the new ELPS using **structured conversations** and **sentence stems**.

What Are The ELPS?

The ELPS are NOT

- The ESL program.
- The Bilingual program.
- Just for EB students in an Dual Language or ESL classroom.
- Implemented only in ELAR.



The ELPS ARE

- **STANDARDS** for the Texas Public Education System.
- Used for **ALL** students coded as EB in PEIMS.
- For **ALL** classrooms.

English Language Proficiency Standards (ELPS)

The **English Language Proficiency Standards** (ELPS) outline English language **proficiency level descriptors** (PLDs) and student expectations for **emergent bilingual** (EB) students. School districts are required to implement ELPS as **an integral part of each subject...**" (TEA <https://www.txel.org/elps>)



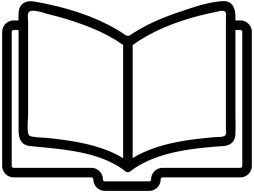
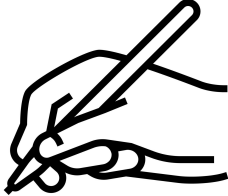
Choral Response



Language Domains

	INPUT (Receptive)	OUTPUT (Productive)
ORACY		
LITERACY		

Language Domains

	INPUT (Receptive)	OUTPUT (Productive)
ORACY	Listening 	Speaking 
LITERACY	Reading 	Writing 

Turn & Talk:

Which domain do you think is most difficult for students and why?

Speaking Stem:

I think _____ is most difficult for students because _____.

0:30



Table Talk

Content & Language



Comparing TEKS & ELPS

TEKS

ELPS

STAAR

TELPAS

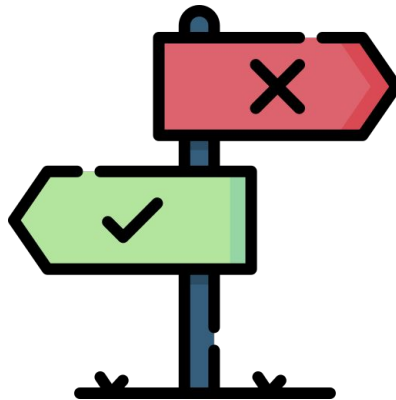
Content Mastery	Outcome	Language Acquisition
TEKS	Standards	ELPS
Content Objectives	Specific, Student-Facing Goals	Language Objectives
STAAR	State Assessment	TELPAS

Significant Changes to the ELPS

Grade Bands:

Kindergarten - Grade 3 ELPS Listening	
120.20.4	ELPS, Adopted 2024
	Student Expectations Listening. The EL student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EL student may be at the pre-production, beginning, intermediate, high intermediate, or advanced levels in listening. The student is expected to:
1.A	distinguish sounds and intonation patterns by responding orally, in writing, or with gestures; Language pattern: phonology
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; Language pattern: vocabulary
1.C	follow oral directions with accuracy; Language pattern: follow directions
1.D	use context to construct the meaning of descriptive language, words with multiple meanings, registers, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions; Language pattern: language structures/pragmatics
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; and Language pattern: comprehension
1.F	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition; Language pattern: comprehension-modalities

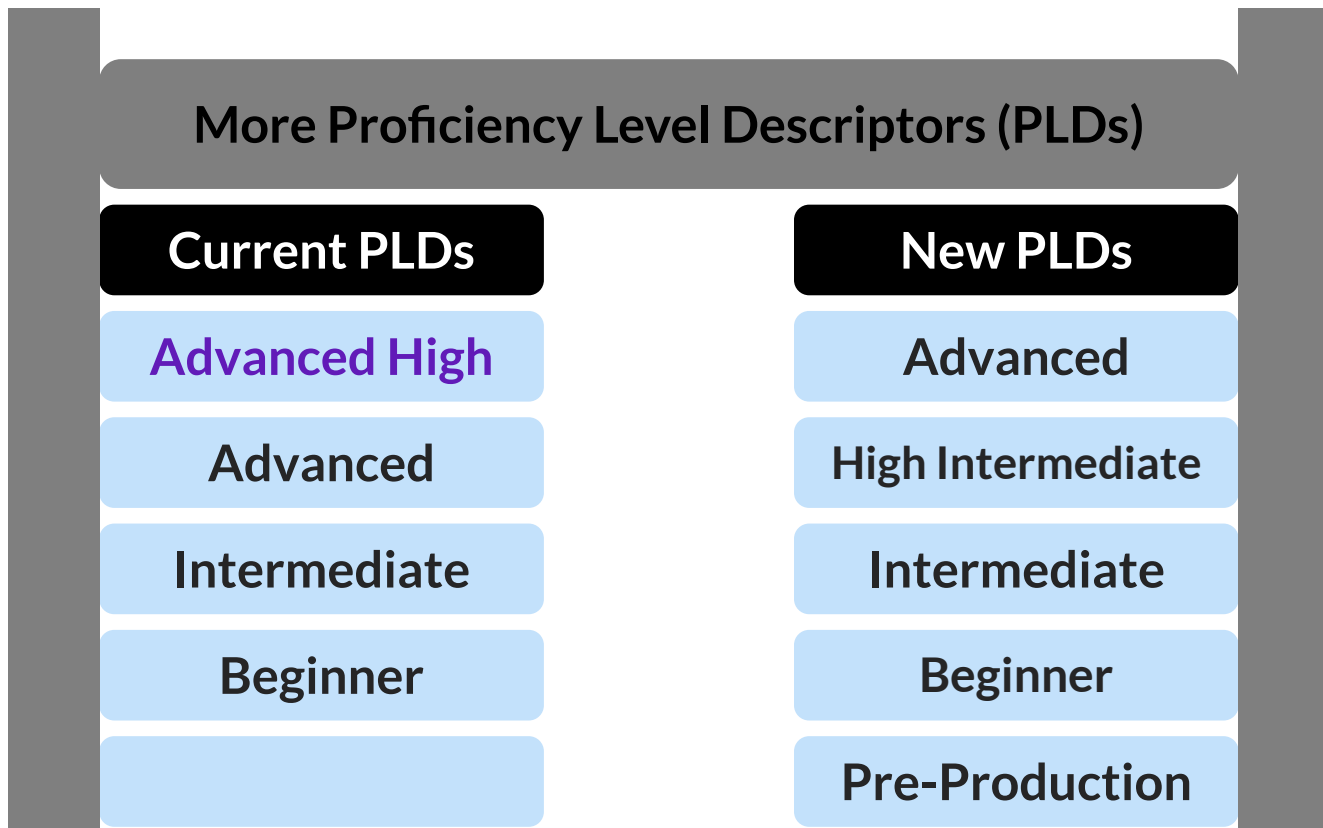
K-3: 120.20



Grades 4-12 ELPS Listening	
120.20.4	ELPS, Adopted 2024
	Student expectations listening. The EL student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EL student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:
1.A	distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing; Language pattern: phonology
1.B	use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing; Language pattern: vocabulary
1.C	respond with accuracy to oral directions, instructions, and requests; Language pattern: follow directions
1.D	use context to construct the meaning of descriptive language, words with multiple meanings, registers, and figurative language such as idiomatic expressions heard during formal and informal classroom interactions; Language pattern: language structures/pragmatics
1.E	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, responding, paraphrasing, summarizing, or asking for clarification or additional details; and Language pattern: comprehension
1.F	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition; Language pattern: comprehension-modalities

4-12: 120.21

Significant Changes to the ELPS



How Does This Impact TELPAS?

Two transition years
(2026-2027 &
2027-2028).

Full redesign in
2028-2029.

For [2-3](#) & [4-12](#)
online tests, the
current
blueprints and
assessed
curriculum will
be used.

K-1 tests will be
rated holistically
using the
[transition-year
crosswalk](#) of the
new PLDs

TELPAS Alt will
be rated
holistically using
the
transition-year
crosswalk of the
[Observable
Behaviors
Inventory \(OBI\)](#)

Assessments
will only include
questions
aligned to
standards where
this is overlap
between the
current and new
ELPS.

General & Content-Specific PLDs

- **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 grouped by the four language domains**

listening, speaking, reading, and writing

- **Each language domain is divided into 5 areas:**
 - General PLDs
 - English Language Arts & 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

Source: [TEA](#)

How the NEW ELPS Impact TELPAS and TELPAS ALT

Two Transition Years (2026-2027 & 2028)

Full redesign planned for the 2028-2029 school year.



Online Tests

(Grades **2-3** & **4-12**)

Current blueprints and assessed curriculum will remain in use during the transition period.



Holistic Ratings (K-1 & ALT)

K-1: Use the **transition-year crosswalk** of the new PLDs.

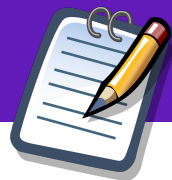
TELPAS Alt: Use crosswalk of the **Observable Behaviours Inventory (OB)**.

Assessment Alignment Rule

Assessments will only include questions aligned to standards where there is overlap between the current and new ELPS.



Reflection

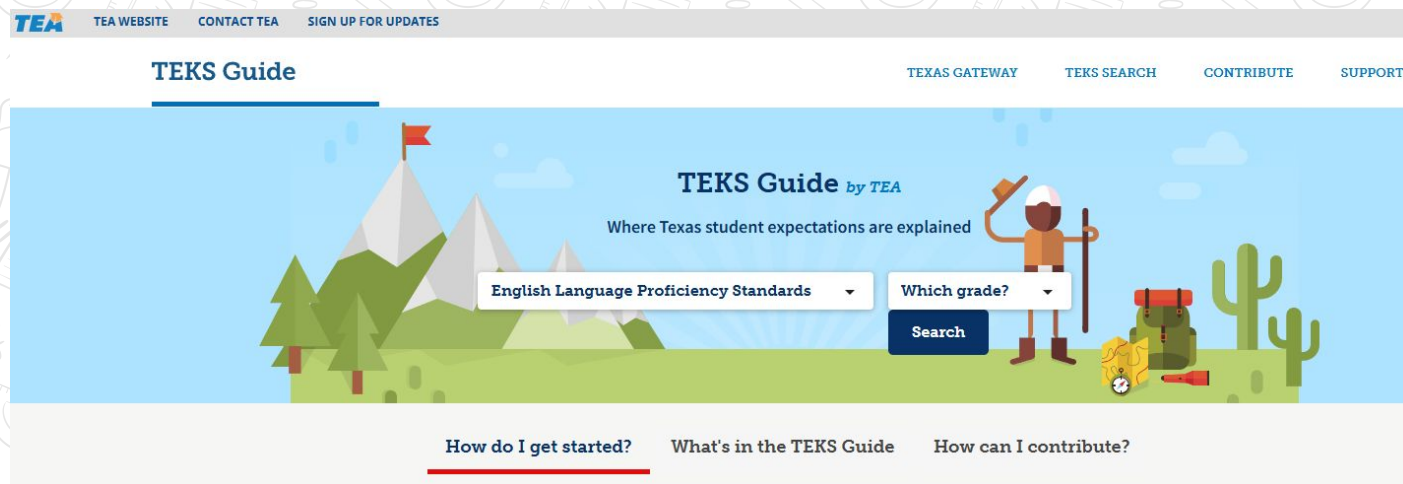


What are the **3 changes** implemented with the new ELPS?

Stem: The changes are _____, _____, and _____.

Resources

- **TEA's TEKS-ELPS Guide for Educators**
<https://teksguide.org/>



- **TEA English Language Proficiency Standards Update Slide Deck**
<https://www.txel.org/media/atraqi0g/elps-update-2026-2027.pdf>

Significant Changes in the New ELPS

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

Significant Changes in the New ELPS



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The new ELPS are divided into two grade bands:

- Kindergarten–Grade 3
- Grades 4–12

Proficiency Levels



The proficiency levels have increased from four to five levels.

Proficiency Level Descriptors (PLDs)



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