

English Language Proficiency Standards Review Draft Recommendations

Draft Recommendations, English Language Proficiency Standards
Kindergarten–Grade 3 and Grades 4–12, Listening Domain

The English Language Proficiency Standards (ELPS) are organized in four language domains: listening, speaking, reading, and writing. This document reflects draft recommendations for revisions to the ELPS that have been recommended by the State Board of Education's ELPS review work groups for the **listening domain**.

The proposed revisions for the ELPS are divided into two grade bands, kindergarten–grade 3 and grades 4–12. Each domain has two sections: student expectations (SEs) and proficiency level descriptors (PLDs). The SEs in the ELPS outline what emergent bilingual (EB) students should know and be able to do as they acquire more English. The PLDs are descriptors of EB students' language acquisition across five proficiency levels: pre-production, beginning, intermediate, high intermediate, and advanced. There are general PLDs that would be applicable to any content area, and there are content-specific PLDs in English language arts and reading, mathematics, science, and social studies.

Numbering for the student expectations in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

The proposed SEs and PLDs for the listening domain are provided by grade band in side-by-side charts and labeled with a language pattern or main idea. Comments are provided in the right-hand column or denoted with an asterisk. The following notations may be used as part of the comments.

Abbreviation	Description
EB	refers to emergent bilingual
ELPS	refers to the English Language Proficiency Standards
PLD	refers to proficiency level descriptors
SE	refers to student expectation

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Proposed ELPS Student Expectations: Listening

Language Pattern	K–3 Student Expectations	Language Pattern	4–12 Student Expectations
Phonics	Listening ELPS 1 Distinguish sounds and intonation patterns of English with increasing ease by responding orally, in writing, or with gestures		
Vocabulary	Listening ELPS 2 Identify English phonemic and phonological patterns in newly acquired vocabulary when heard during classroom instruction and interactions	Vocabulary	Listening ELPS 1 Use contextual factors or word analysis such as Greek and Latin prefixes, suffixes, and roots to understand common academic content vocabulary and new words across content areas
Following directions	Listening ELPS 3 Follow oral directions in English with accuracy	Responding to directions	Listening ELPS 2 Respond with accuracy to increasingly complex oral directions, instructions, and requests in English
Language structures	Listening ELPS 4 Demonstrate an understanding of new language structures, and figurative language such as idiomatic expressions, heard during classroom instruction and interactions by responding orally, in writing, or with gestures	Language structures	Listening ELPS 3 Identify or respond with increasing accuracy to language structures such as sentence structure or grammar used in content-specific classroom interactions
Comprehension	Listening ELPS 5 Demonstrate an understanding of spoken language during formal and informal classroom interactions by recalling, retelling, paraphrasing, responding, or asking for clarification or additional details	Comprehension	Listening ELPS 4 Demonstrate an understanding of spoken language during formal and informal classroom interactions by summarizing, restating, or asking for clarification
Comprehension: modalities	Listening ELPS 6 Derive meaning from a variety of auditory sources to engage with content and to build and reinforce concepts and language attainment		
Comprehension: key ideas and details	Listening ELPS 7 Identify general meaning, key ideas, and important details from a variety of familiar and unfamiliar topics, and settings, from information presented orally	Comprehension: key ideas and details	Listening ELPS 5 Identify and differentiate key ideas, important details, or meaning of increasingly complex spoken language during formal and informal classroom interactions

ELPS LISTENING: General

ELPS LISTENING: General											
Language Patterns/SE	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Listening ELPS 1 Sounds and Intonation (Phonemic Awareness)	Recognize differences in sounds and sound patterns	Recognize differences in intonation	Identify the intonation difference between questions and statements	Identify the correct punctuation to represent intonation patterns	Distinguish intonation patterns of spoken words in context	Recognize differences in sounds and sound patterns	Recognize differences in intonation	Identify the intonation difference between questions and statements	Identify the correct punctuation to represent intonation patterns	Distinguish intonation patterns of spoken words in context	Consider a strand for newcomer support Work group would like to add an SE in listening for phonics for grades 4–12.
K-3: Listening ELPS 1 Phonological Awareness	Distinguish or mimics sounds in spoken words	Recognize beginning sounds in spoken words	Identify when sounds are changed within spoken words	Recognize sounds in familiar multisyllabic words	Recognize sounds in newly acquired multisyllabic words within complex discourse	Distinguish or mimic sounds in spoken words	Recognize beginning sounds in spoken words	Identify when sounds are changed within spoken words	Recognize sounds in familiar multisyllabic words	Recognize sounds in newly acquired multisyllabic words within complex discourse	
K-3: Listening ELPS 2 4-12: Listening ELPS 1 Vocabulary	Match pre-taught academic vocabulary with images and concepts	Recognize spoken word(s) and match with contextual and visual supports;	Infer the meaning of social vocabulary when described with linguistic supports such as drawing, speaking, or writing the word	Infer the meaning of academic vocabulary when described with linguistic supports such as drawing, speaking, or writing the word	Interpret detailed aural information that includes complex academic vocabulary in a variety of listening contexts	Match pre-taught academic vocabulary with images and concepts	Recognize spoken word(s) and match with contextual and visual supports	Listen for cognates, Greek and Latin roots, and pre-taught and highly practiced vocabulary to make cross-linguistic connections *consider cognates are not applicable to all students/languages in this PLD. Emphasis should be on the level playing field—pre-taught and highly practiced.	Listen for cognates, Greek and Latin roots, and pre-taught and practiced vocabulary to make cross-linguistic connections *consider cognates are not applicable to all students/languages in this PLD. Emphasis should be on the level playing field—pre-taught and highly practiced.	Listen for cognates, Greek and Latin roots, and practiced vocabulary to make cross-linguistic and metalinguistic connections *consider cognates are not applicable to all students/languages in this PLD. Emphasis should be on the level playing field—pre-taught and highly practiced.	Work group would like to revise Listening K–3 ELPS 4 to focus explicitly on vocabulary and add a new language structures SE using the rest of Listening ELPS 4. Consider removing “in newly acquired vocabulary” from K–3 Listening ELPS 2

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns/SE	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Listening ELPS 4 4-12: Listening ELPS 3 Language Structures	Mimic non-verbal responses in social and academic interactions *may begin mimicking simple words or common phrases	Use gestures or simple one-word answers *consider appropriate non-verbal, non-written responses	Respond in short phrases or sentences	Respond to conversational cues in social interactions and simple academic conversation	Respond to different points of view in complex social and academic conversation	Mimic non-verbal responses in social and academic interactions *may begin mimicking simple words or common phrases	Use gestures or simple one-word answers *consider appropriate non-verbal, non-written responses	Respond in short phrases or sentences	Respond to conversational cues in social interactions and simple academic conversation	Respond to different points of view in complex social and academic conversation	These should not be limited to verbal responses for any PLD.
K-3: Listening ELPS 3 4-12: Listening ELPS 2 Following Directions	Follow simple oral directions when paired with linguistic supports such as visual cues or multiple repetitions by responding with gestures or native language	Follow simple oral directions with repetition	Follow 2- to 3- step oral directions with repetition or instructions using familiar vocabulary	Follow multi-step directions containing complex vocabulary after occasional repetition or clarification	Follow and restate multi-step directions containing complex vocabulary and relays information in detail	Develop an emerging use of actions or nonverbal responses that correspond with directions or requests	Follow simple oral directions with repetition and use visuals such as charts, graphs, or diagrams to help understand complex instructions	Follow a step-by-step process to complete activity using instructions, including scaffolds such as visuals, repetition, or gestures	Identify key details, deadlines, requirements, and expectations when given auditory instructions in a familiar context	Identify key details, deadlines, requirements, and expectations when given auditory instructions in an unfamiliar context	
K-3: Listening ELPS 5 and 7 4-12: Listening ELPS 4 and 5 Comprehension	Use non-verbal responses to engage in informal and formal interactions	Represent, label, or use 1- to 2-word responses or short phrases in informal interactions	Use short phrases or asking questions to seek clarification in informal and formal interactions	Ask and answer questions to clarify understanding or meaning of aural information by recalling or paraphrasing key details	Contribute to classroom discussions and paraphrase using key and expanded details	Follow along with modeled annotation, highlighting, or note taking, listening for pre-taught words that aid in comprehension	Participate actively in shared note taking using visual support, structured notes, and organizers to recall main points or details	Participate in modeled note taking and classroom discussions to summarize understanding	Ask and answer questions to clarify understanding or meaning of aural information by recalling or paraphrasing key details	Contribute to classroom discussions and paraphrase using key and expanded details	WG combined K–3 Listening ELPS 7 and 5 and 4–12 Listening 4 and 5
K-3: Listening ELPS 6 Modalities	Follow simple aural directions to access multimedia	Interact with educational multimedia to build academic language and concepts	Respond to aural cues from multimedia to monitor and reinforce academic language	Respond to and engage with aural cues from multimedia to monitor and reinforce academic language and concepts	Complete complex tasks using multimedia resources to build academic concepts and language attainment	Follow simple aural directions to access multimedia	Interact with educational multimedia to build academic language and concepts	Respond to aural cues from multimedia to monitor and reinforce academic language	Respond to and engage with aural cues from multimedia to monitor and reinforce academic language and concepts	Complete complex tasks using multimedia resources to build academic concepts and language attainment	WG recommends changing the SE from “auditory sources” to “multimedia sources.” WG would like to duplicate the K–3 Listening ELPS 6 to carry over the thread.

ELPS LISTENING: English Language Arts

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Listening ELPS 1 Sounds and Intonation (Phonemic Awareness)	Listen to letter-sound associations (phonemes) and repeat letters with sounds	Differentiate between vowel sounds and consonant sounds when heard	Identify and differentiate short vowels and long vowel sounds when heard	Identify short vowel sounds in one-syllable words (CVC pattern words) when heard	Identify cluster consonants in new vocabulary between two words provided orally	Listen to letter-sound associations (phonemes) and repeat letters with sounds	Differentiate between vowel sounds and consonant sounds when heard	Identify and differentiate short vowels and long vowel sounds when heard	Identify short vowel sounds in one-syllable words (CVC pattern words) when heard	Identify cluster consonants in new vocabulary between two words provided orally	
K-3: Listening ELPS 1 Phonological Awareness		Listen to and repeat words with short or long vowel sounds	Listen to words and identify words with silent letters	Listen to words and identify words with digraphs and blends	Manipulate sounds to produce new and nonsense words		Listen to and repeat words with short or long vowel sounds	Listen to words and identify words with silent letters	Listen to words and identify words with digraphs and blends	Manipulate sounds to produce new and nonsense words	This should be considered side-by-side Add to glossary: digraphs and blends
K-3: Listening ELPS 5 and 7 4-12: Listening ELPS 4 and 5 Comprehension	Use non-verbal responses to engage with aural information or text read aloud	Use 1- to 2-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud	Organize or categorize information presented aurally 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	Use non-verbal responses to engage with aural information or text read aloud	Use 1- to 2-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud	Organize or categorize information presented aurally 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: Math

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Listening ELPS 2 4-12: Listening ELPS 1 Vocabulary	Match pre-taught academic vocabulary with images and concepts such as numbers, mathematical operations symbols, and shapes	Recognize spoken word(s) such as familiar mathematical terms, processes, and operations and match with contextual and visual supports	*[this was left intentionally blank]	Infer the meaning of mathematical terms or processes when described with linguistic supports such as objects and pictorial models	Interpret detailed aural information that includes complex mathematical vocabulary in a variety of listening contexts	Match pre-taught academic vocabulary with images and concepts such as numbers, mathematical operations symbols, and shapes	Recognize spoken word(s) such as familiar mathematical terms, processes, and operations and match with contextual and visual supports	Listen for cognates, Greek and Latin roots, and pre-taught and highly practiced vocabulary to make cross-linguistic connections	Listen for cognates, Greek and Latin roots, and pre-taught and practiced vocabulary to make cross-linguistic connections	Listen for cognates, Greek and Latin roots, and practiced vocabulary to make cross-linguistic and metalinguistic connections	
K-3: Listening ELPS 4 4-12: Listening ELPS 3 Language Structures	Respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing to, matching, or choosing objects	Use gestures or simple one-word answers to represent aurally presented mathematical ideas or reasoning	Engage with mathematical ideas or reasoning using some mathematical terms based on oral descriptions of concrete or pictorial representations	Interpret mathematical ideas and reasoning using some precise mathematical language heard during classroom interaction	Explain and justify mathematical ideas and arguments using precise mathematical language, including multiple representations, heard during classroom interaction	Respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing to, matching, or choosing objects	Use gestures or simple one-word answers to represent aurally presented mathematical ideas or reasoning	Engage with mathematical ideas or reasoning using some mathematical terms based on oral descriptions of concrete or pictorial representations	Interpret mathematical ideas and reasoning using some precise mathematical language heard during classroom interaction	Explain and justify mathematical ideas and arguments using precise mathematical language, including multiple representations, heard during classroom interaction	Add language structures. The Wg needs additional support with particular mathematics language structures. See WIDA language for mathematics functions and language features. (one pagers for each grade band)
K-3: Listening ELPS 3 4-12: Listening ELPS 2 Following Directions	Use actions or nonverbal responses that correspond with auditory directions or requests	Use visual supports such as drawings, charts, graphs, or diagrams to support understanding of aural directions for solving a problem or following a mathematical process	Follow step-by-step aural instructions to solve a problem or complete a mathematical process	Identify key details when given auditory instructions to solve a problem or complete a mathematical process in familiar contexts	Identify key details when given auditory instructions to solve increasingly complex problems or complete multi-step mathematical processes in familiar and unfamiliar contexts	Use actions or nonverbal responses that correspond with auditory directions or requests	Use visual supports such as drawings, charts, graphs, or diagrams to support understanding of aural directions for solving a problem or following a mathematical process	Follow step-by-step aural instructions to solve a problem or complete a mathematical process	Identify key details when given auditory instructions to solve a problem or complete a mathematical process in familiar contexts	Identify key details when given auditory instructions to solve increasingly complex problems or complete multi-step mathematical processes in familiar and unfamiliar contexts	

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Listening ELPS 5 and 7 4-12: Listening ELPS 4 and 5 Comprehension	Use gestures, concrete objects, visuals, or native language support to display mathematical information or ideas presented orally	Represent, model, or label key mathematical information, concepts, or relationships presented orally using visual supports	Represent key mathematical information, ideas, concepts, or relationships presented orally with visual representations or equations to solve problems or explain mathematical processes Identify key ideas presented orally to solve problems	Paraphrase or summarize mathematical information, ideas, concepts, or relationships presented orally and seek clarification when needed	Explain and justify mathematical ideas or reasoning presented orally	Use gestures, manipulatives, visuals, or native language support to display mathematical information or ideas presented orally	Represent, model, or label key mathematical information, concepts, or relationships presented orally using visual supports such as diagrams, charts and graphs	Represent key mathematical information, ideas, concepts, or relationships presented orally with visual representations or equations to solve problems or explain mathematical processes Identify key ideas presented orally to solve problems	Paraphrase or summarize mathematical information, ideas, concepts, or relationships presented orally using charts, diagrams, or other graphics, as appropriate	Explain and justify mathematical ideas or reasoning presented orally	Consider integrating the intermediate cell

ELPS LISTENING: Science

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
<p>K-3: Listening ELPS 2</p> <p>4-12: Listening ELPS 1</p> <p>Vocabulary</p>	Match pre-taught academic vocabulary with images and concepts	Identify native language support and cognates for scientific vocabulary development, including ordinal words, Greek and Latin scientific terminology, through pictorial models	Use native language support, cognates, or explicitly taught ordinal words and Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary heard in the classroom	Identify cross-linguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary heard in the classroom	Identify cross-linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to respond with scientific vocabulary heard in the classroom	Match pre-taught academic vocabulary with images and concepts	Identify native language support and cognates for scientific vocabulary development, including ordinal words, Greek and Latin scientific terminology, through pictorial models	Use native language support, cognates, or explicitly taught ordinal words and Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary heard in the classroom	Identify cross-linguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary heard in the classroom	Identify cross-linguistic and metalinguistic connections through cognates, ordinal words, Greek and Latin prefixes, suffixes, and roots to develop scientific vocabulary heard in the classroom	*consider cognates are not applicable to all students/languages in this PLD. Emphasis should be on the level playing field—pre-taught and highly practiced.
<p>K-3: Listening ELPS 4</p> <p>4-12: Listening ELPS 3</p> <p>Language Structures</p>	Respond to new vocabulary and concepts heard during science lessons by gesturing, pointing to, matching, or choosing objects	Use visual supports and manipulatives to link to scientific representations that compare and contrast concepts or identify cause and effect or sequential order	Identify key words in scientific discussion that signal common language structures such as sequential, compare and contrast, and cause and effect structures	Summarize scientific discussions of familiar science content through use of common language structures such as sequential, compare and contrast, and cause and effect	Evaluate scientific discussions to determine meaning of familiar and unfamiliar science content through use of common language structures such as sequential, compare and contrast and cause and effect	Respond to new vocabulary and concepts heard during science lessons by gesturing, pointing to, matching, or choosing objects	Use visual supports and manipulatives to link to scientific representations that compare and contrast concepts or identify cause and effect or sequential order	Identify key words in scientific discussion that signal common language structures such as sequential, compare and contrast, and cause and effect structures	Summarize scientific discussions of familiar science content through use of common language structures such as sequential, compare and contrast, and cause and effect	Evaluate scientific discussions to determine meaning of familiar and unfamiliar science content through use of common language structures such as sequential, compare and contrast and cause and effect	Note for the introduction committee: some examples are provided in the PLDs, but these examples are not exhaustive. For example, the language structures
<p>K-3: Listening ELPS 3</p> <p>4-12: Listening ELPS 2</p> <p>Following Directions</p>	Participate in experiments by observing and imitating others	Follow a brief step-by-step process provided aurally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawing, charts, graphs, or diagrams	Follow a brief step-by-step process provided aurally and visually to complete a scientific procedure or investigation	Follow a step-by-step process provided aurally to complete a scientific procedure or investigation	Follow a step-by-step process provided aurally to complete a scientific procedure or investigation using formal and informal inquiry	Participate in experiments by observing and imitating others	Follow a brief step-by-step process provided aurally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawing, charts, graphs, or diagrams	Follow a brief step-by-step process provided aurally and visually to complete a scientific procedure or investigation	Follow a step-by-step process provided aurally to complete a scientific procedure or investigation	Follow a step-by-step process provided aurally to complete a scientific procedure or investigation using formal and informal inquiry	Some of the strands are comprehensive for all grade levels (at least in listening domain) based on the content’s processing standards that are scaffolded through the grades

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
K-3: Listening ELPS 5 and 7 4-12: Listening ELPS 4 and 5 Comprehension	Use gestures, concrete objects, visuals, or native language support to indicate scientific information, tools, or ideas when prompted	Represent, model, or label key scientific information, concepts, investigations, tools, or relationships presented aurally using visual supports	Represent key scientific information, concepts, tools, or relationships presented aurally with visual representations or measurements to engage in scientific and engineering practices	Paraphrase or summarize scientific information, concepts, investigations, tools, or relationships presented aurally using visual supports and seek clarification when needed	Explain and justify scientific information, concepts, investigations, tools, or relationships presented aurally	Use gestures, concrete objects, visuals, or native language support to indicate scientific information, tools, or ideas when prompted	Represent, model, or label key scientific information, concepts, investigations, tools, or relationships presented aurally using visual supports	Represent key scientific information, concepts, tools, or relationships presented aurally with visual representations or equations to engage in scientific and engineering practices	Paraphrase or summarize scientific information, concepts, investigations, tools, or relationships presented aurally using visual supports and seek clarification when needed	Explain and justify scientific information, concepts, investigations, tools, or relationships presented aurally	Please change all scientific processes to scientific and engineering practices Consider naming some scientific concepts in the introduction

ELPS LISTENING: Social Studies

	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
Language Patterns	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	Comments
<p>K-3: Listening ELPS 4</p> <p>4-12: Listening ELPS 3</p> <p>Language Structures</p>	Respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing to, matching, or choosing objects	Develop an emerging receptive vocabulary by using visuals and native language support to listen and make meaning of language structures commonly used in social studies such as past tense, compare and contrast, cause and effect, fact and opinion and location words	Identify keywords and phrases used in classroom discussions involving compare and contrast, cause and effect, fact and opinion structures, past tense, and prepositions of place with the use of contextual supports	Identify language structures presented aurally in a familiar environment that signal past tense, compare and contrast, cause and effect, fact and opinion structures, directional words, and prepositions of place	Analyze and evaluate language structures presented aurally that signal past tense, compare and contrast, cause and effect, fact and opinion structures, directional words, and prepositions of place	Respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing to, matching, or choosing objects	Develop an emerging receptive vocabulary by using visuals and native language support to listen and make meaning of language structures commonly used in social studies such as past tense, compare and contrast, cause and effect, fact and opinion and location words	Identify keywords and phrases used in classroom discussions involving compare and contrast, cause and effect, fact and opinion structures, past tense, and prepositions of place with the use of contextual supports	Identify language structures presented aurally in a familiar environment that signal past tense, compare and contrast, cause and effect, fact and opinion structures, directional words, and prepositions of place	Analyze and evaluate language structures presented aurally that signal past tense, compare and contrast, cause and effect, fact and opinion structures, directional words, and prepositions of place	<p>Consider in general for consistency with all content areas listed in parentheses</p> <p>Not exhaustive list of structures (flexible for teachers to align with SS TEKS) social studies</p> <p>Check for consistency (provided or presenting) *Wordsmithing for L3</p> <p>Glossary: prepositions of place</p>
<p>K-3: Listening ELPS 5 and 7</p> <p>4-12: Listening ELPS 4 and 5</p> <p>Comprehension</p>	Use gestures, concrete objects, visuals, or native language support to indicate social studies concepts such as geography, chronology, and culture when prompted	Represent, label, or respond using one-to-two-word responses to identify social studies concepts related to geography, chronology, and culture presented orally using visual supports	Create visual representations or use short phrases to represent key social studies concepts and relationships presented orally	Identify and describe key details related to social studies concepts and relationships in short sentences when prompted and seek clarification when needed	Contribute to classroom discussions about social studies concepts and relationships with key details and interpretations	Use gestures, concrete objects, visuals, or native language support to indicate social studies concepts such as geography, chronology, and culture when prompted	Represent, label, or respond using one-to-two-word responses to identify social studies concepts related to geography, chronology, and culture presented orally using visual supports	Create visual representations or use short phrases to represent key social studies concepts and relationships presented orally	Identify and describe key details related to social studies concepts and relationships in short sentences when prompted and seek clarification when needed	Contribute to classroom discussions about social studies concepts and relationships with key details and interpretations	Not exhaustive list of social studies concepts (flexible for teachers to align with SS TEKS) social studies