Reflection Questions:

- What about this student’s proficiency ratings go against the typical progression of language growth?
- Do the proficiency ratings from TELPAS seem to be well reflected in what you see in the classroom? Would a copy of the PLDs be helpful? Would it be helpful if I could send that your way?
- Does the student seem to perform at the listed proficiency levels in all classes? How could you find out? How can I help with that?
- What are a few possible explanations for why this student seems to be experiencing difficulty progressing in the (insert domain) domain?
- What kinds of linguistic accommodations are currently being offered to this student?
- Who could we ask about the kinds of linguistic accommodations that have been successful with this student in the past? Is this something you need assistance with?
- Are the linguistic accommodations being offered to the student appropriate for their level of language proficiency?
- Could a raised affective filter be at play? Would it help if I clarify what the affective filter is?
- What kind of an affective filter could be inhibiting this student’s language growth? What can we do about that? What is one strategy you’d like to try?
- What kinds of linguistic accommodations are you familiar with?
- What’s one linguistic accommodation you’d like to try with this student?
- Is TELPAS something that tends to cause you a lot of stress? How often would you say you have the chance to think about language proficiency throughout the year? Why is that? Could there be a correlation here?

Reflection Questions:

These questions can help guide reflections when teachers are investigating outlier status:

- What about this student’s proficiency ratings go against the typical progression of language growth?
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- Is TELPAS something that tends to cause you a lot of stress? How often would you say you have the chance to think about language proficiency throughout the year? Why is that? Could there be a correlation here?