



## Sample Placement Chart

The Sample Placement Chart attempts to provide a snapshot of where ELLs at different language levels and in different grades might be best served. Of course, each student has individual needs and experiences, and this chart is only a generalization. It is important to realize that in most cases, even advanced learners are operating with significantly less language and cultural understanding than a typical native speaker. Therefore, it is imperative that *all* regular classroom teachers have training in second language acquisition, and view themselves as language teachers.

### Key to Chart

*Note: These terms are used in many different ways in different programs and by different authors. This key is not meant to define these terms, but simply to indicate their meanings on this chart.*

**Pullout** = Student is pulled out of all major academic subjects (English language arts, math, science, social studies) to receive intensive English language instruction. Student remains in physical education, art, and music.

**Partial pullout** = Student is pulled out of language-dense subjects (English language arts, history) to receive sheltered instruction in these subjects.

**ELA pullout** = Student is pulled out of English language arts only, to work on specific ELL needs, especially related to the acquisition of academic language. (Note: in high school, the ESOL equivalent to the English language arts class should also receive English credit.)

**Regular** = Student is in the regular classroom, but with a teacher who knows how to modify and teach for language acquisition.

**Sheltered instruction** = Student is in content classes that are tailored for ELLs at his/her language level. Sheltered instruction *may* serve to provide the initial English language instruction needed by beginners. If the sheltered program is designed with this goal in mind, then it may serve as an alternative to “pullout.” Note that sheltered instruction is part of the “partial pullout” designation as well.

**Newcomer/intensive program** = Older learners with very little or no English are placed in a special program that provides intensive language development, while being academically focused.

## Sample Placement Chart

	Level 1 Starting (Beginning)	Level 2 Emerging (High Beginning)	Level 3 Developing (Intermediate)	Level 4 Expanding (High Intermediate)	Level 5 Bridging (Advanced)
<b>Kindergarten</b>	Regular				
<b>Grade 1</b>	ELA pullout	Regular			
<b>Grade 2</b>	Partial pullout	ELA pullout	Regular		
<b>Grade 3</b>	Pullout or sheltered instruction*	Partial pullout	ELA Pullout	Regular	
<b>Grade 4</b>	Pullout or sheltered instruction*		Partial pullout Or ELA pullout	Regular	
<b>Grade 5</b>	Pullout or sheltered instruction*		Partial pullout Or ELA pullout	Regular	
<b>Grade 6</b>	Pullout or sheltered instruction*		Partial pullout Or ELA pullout	Regular	
<b>Grade 7</b>	Pullout or sheltered instruction*		Partial pullout	ELA pullout	Regular or ELA pullout
<b>Grade 8</b>	Pullout or sheltered instruction*		Partial pullout	ELA pullout	Regular or ELA pullout
<b>Grade 9</b>	Newcomer/ intensive program	Sheltered instruction and/or Partial pullout		ELA pullout	Regular
<b>Grade 10</b>	Newcomer/ intensive program	Sheltered instruction and/or Partial pullout		ELA pullout	Regular
<b>Grade 11</b>	Newcomer/ intensive program	Sheltered instruction and/or Partial pullout		ELA pullout	Regular
<b>Grade 12</b>	Newcomer/ intensive program	Sheltered instruction and/or Partial pullout		ELA pullout	Regular

\* Sheltered instruction is always preferable to pullout, if the academic content can be provided at the child's language level, and if it provides for the foundational language acquisition that is needed at beginning levels.

Shaded area: Provide access to advanced academic courses.