

Appendix C



The Revised ESL Placement Test for Everett Alvarez High School (Pilot Edition)

Section One: Reading Comprehension & Section Two: Listening Comprehension

Thank you very much for helping Mr. Mattison with his school project. He is trying to make a test that will help teachers decide the best place for ESL students at Everett Alvarez High School. This test is not for a grade. This test will not change what ESL class you are in. It is only to help Mr. Mattison make a test that students will feel comfortable taking.

When Mr. Mattison tells you to, please turn the page to begin Section One.
When you see this sign,



wait for the rest of the class to finish before you turn the page.

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Section One:
Reading Comprehension

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The title of the story that you are about to read is called, “Students Write Their Own Play About Local Farm Workers”.

In the story, the author describes:

- How the play was created
- What the play is about
- What the actors learned from the play

Before reading the story, please try to answer the following questions. They are not part of the test. They will help you to do better on the test.

1. How do you think a director creates a play? *In my opinion,* _____

2. What do you know about the people who work on farms? *In my opinion,* _____

3. What can you do to learn more about the people who work on farm? *In my opinion,*

Write a short paragraph to fit the title, “Students Write Their Own Play About Local Farm Workers”, using the following words: immigrants, scenes, work, perform

Now, before turning the page for the reading task, please say these words aloud softly:

“Now I know more about how to get information to write a play.

This knowledge will help me to understand the story.

Now it will be easier for me to study the story.”

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Directions:

1. Read the story.
2. Notice the numbers next to each line of the story. The line numbers will help you find a place in the story when you answer the questions after the story.
3. Use your pencil or pen to mark any sentences that tell information that you think is important.
4. Look at the pictures. Think about what they tell you in addition to the words in the story.
5. At the end of the story, write in one sentence what you would tell a friend if he or she asked you what the story was about.
6. Answer the 10 questions about the information and English in the story.
7. Circle the letter next to the correct answer.
8. You may go back to the story and your writing before the story to answer the questions.

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Students Write Their Own Play About Local Farm Workers

1 Adapted from *Farmworker History Told in School Play*: Alvarez students write about life in Salinas Valley fields
2 By MARC CABRERA
3 Monterey County Herald, Salinas Bureau, February 22, 2005
4

5 Members of the Everett Alvarez High School drama program are making a final run-
6 through of "Whispers From the Fields." Drama teacher Michael Roddy's research on
7 Salinas Valley field workers, their stories, and history inspired the play. The story is
8 about Mexican immigrants who struggle to make a living in the California fields before
9 the United Farm Workers era.

10
11 The cast of 23 students will play a total of 121 parts
12 through 18 scenes. All the scenes were inspired by
13 the students' family histories. Roddy asked students
14 to write vignettes based on interviews with
15 relatives. From there, he stitched together a story.
16 "I told them, 'Go home and talk to your parents and
17 abuelos,'" Roddy said. "I got some good stories."
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19



César Chavez founded the United Farm Workers (UFW) in 1965.

20
21 The story of Salinas Valley farm workers is largely
22 about Mexican immigrants. However, Roddy wanted
23 a multi-cultural focus and cast. An Anglo student asked Roddy how a Mexican mother
24 would respond in one scene. Roddy told her to "find a Mexican mother."
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26
27 Other stories stepped straight out of
28 the fields. Freshman Elivia Jimenez
29 wrote "La Llorona". It was based on
30 the legend of a woman who _____
31 the Mexican countryside crying over
32 the loss of the children she murdered.
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35 Jimenez said all of the stories served to
36 bring some humanity to the image of
37 Salinas Valley's field workers. They
38 often go unnoticed in the landscape.
39 "They carry a lot of wisdom," she said.
40 "More than any book."
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Example:

- 0) *What high school's drama program is performing the play?*
 - a. *Alisal High School*
 - b. *Salinas High School*
 - c. *Everett Alvarez High School*
 - d. *Palma High School*

- 1) *What is the title of the play?*
 - a) They carry a lot of wisdom
 - b) La llorona
 - c) Whispers from the field
 - d) Farm worker history

- 2) *What is the main idea of the newspaper story?*
 - a) Students are practicing a play about local farm workers
 - b) A woman kills her children and roams the countryside
 - c) Most farm workers in Salinas are from Honduras
 - d) Some things you can't learn in a book, you must experience them

- 3) *In line 24 of the article, what is the word for *abuelos* in English?*
 - a) Cousins
 - b) Grandparents
 - c) A Poplar tree
 - d) Neighbors

- 4) *What does the author mean when he writes, "Other stories stepped straight out of the fields," in lines 35-37?*
 - a) There are stories buried in the farm fields
 - b) Stories grow legs and walk off the farms
 - c) Some stories were not personal, they were legends
 - d) Students had to stand in the fields to find the story

- 5) *What is a vignette (mentioned in line 18)?*
 - a) A cartoon
 - b) A person who grows grapes
 - c) A long essay
 - d) A short scene in a movie or play

- 6) *Why did Mr. Roddy tell a student to find a Mexican mother?*
 - a) Because he wanted students to understand another culture
 - b) Because he didn't have enough Mexican students to fill the cast
 - c) He wanted to give the students more homework
 - d) He didn't know what else to do with the students

Turn the page →

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7) Choose the sentence that accurately retells lines 16-20 with correct grammar.

Roddy asked students to write vignettes based on interviews with relatives.

- a) Relatives asked students to write vignettes
 - b) Interviews were based on vignettes with relatives of Mr. Roddy
 - c) Vignettes asked students to write about relatives
 - d) Students were asked by Mr. Roddy to write vignettes
- 8) What is another way that the drama teacher should say, "I got some good stories," if he were talking to the principal of Everett Alvarez High School?
- a) Yo, I got some sick stories man.
 - b) I received some interesting stories
 - c) So I'm like, 'I got some good stories.'
 - d) Consegu algunas buenas historias
- 9) In line 41 of the story, there is a word missing. Choose the word that best fits the meaning of the sentence.
- a) Searches
 - b) Sadly
 - c) Wanders
 - d) Tragic
- 10) In line 53 of the story, what does "they" refer to from the previous sentence?
- a) All of the stories
 - b) Salinas Valley field workers
 - c) The image
 - d) Jimenez



Section Two: Listening Comprehension

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Paper Version of Stimulus Materials on DVD

Over a black screen, the following text is displayed and read by the proctor: “Section Two: Listening Comprehension. You are about to hear the story of a Salinas Valley farm worker. You will hear the story two times. The first time, just listen carefully. Do not take notes. The second time, you may take notes. After the story has been played twice, write down as much of the story as you can remember, using full sentences.”



A still picture of Maricela is displayed when she is speaking

Maricela gives the following narrative twice: “My name is Maricela. My family came to Salinas from San Andreas, Oaxaca because there was no work. Now we’re living a life dominated by work, spending 10 hours a day in the fields, six days a week, which leaves only 3 or 4 hours of sleep before rising after midnight. We have lived in Salinas since 1993. We have four kids and one that is grown and married. She lives with her husband in Salinas. Our youngest was born here, in this country. But we have no immigration papers. We are in God’s hands. Do I think about Mexico? Yes, we miss Mexico everyday, always. It hasn’t been easy to work the fields of Salinas. Before we started with this farm company four months ago, we worked with badly behaved companies that didn’t pay. They didn’t have water for the workers and they made people work very fast. At this farm, we have bathroom, water, breaks, and rest. What can we complain about?”