

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: kaimi20@rocketmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 11:39:22 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Brandon Wong
Organization: Individual
E-mail: kaimi20@rocketmail.com
Submitted on: 3/28/2012

Comments:
Aloha kakou,

Mahalo nui for allowing comment on this bill.

I strongly support the passage of this bill for two reasons.

I currently have two children grades Kindergarten and 2 at Ke Kula Kaiapuni o S.M. Kamakau, a Hawaiian Immersion K-12 school located in Kane'ohe, O'ahu. The current design of the assessment tests as is will directly affect my children as soon as this year, as my oldest will be entering Grade 3 in August of this year.

Secondly, I firmly believe that the reason for the failure of many students, Hawaiian and non here in Hawaii is the fact that not all students are provided the same tools and means to be successful at any school here in Hawai'i. No Child Left Behind and Race To the Top funds can be critical in leveling the playing field between a child at Ma'ema'e Elementary and one at Nanakuli Elementary. Likewise for a student at Waianae or Castle High to be somewhat afforded the same opportunity as students at a Punahou or 'Iolani.

I have seen, in previously aired testimony regarding this bill, the issues directly affecting immersion students that take the current assessment test. They struggle to understand terminology used on the test which may be newly coined or not taught to them in school. They also struggle with English comprehension when English is not introduced (in school) until grade 5. It is apparent that the major flaw is that an already existing test was translated directly, without clear, open communication to immersion educators in a reasonable amount of time to ensure that the curriculum for these grade levels could be adjusted (if even a possibility) to include new terminology and the dissemination of relevant information to allow students to succeed in these assessments.

To continue to have immersion students take the assessment tests as is currently is like shooting ourselves in the foot. There is no question that immersion students will not score well on assessments when they are forced to use terms and concepts not yet taught to them or familiar to them. It is an eery cycle that this enters immersion students into, the system sets them up to fail, yet what they fail at potentially can impact ALL children in the State of Hawai'i from benefitting to the extent that they could from No Child Left Behind.

On another level, then the stigma might possibly be created that immersion students are stupid, not smart, need help, or that immersion is not beneficial. I have been fortunate to be a part of immersion for the past six years and I have seen that immersion children are smart, bright, and great learners, as well if not better than children at English schools. They can learn and become proficient in anything, as long as they are provided the tools to succeed. Please provide our keiki with assessments and tests that clearly indicate our children's intelligence and level of understanding. The current system could be equated to giving any of you a test on quantum physics with no prior exposure to it, and placing the burden on you to score well without providing you with the tools to succeed.

We all move forward together in the same boat so please ensure that the boat is sound so we all stay afloat on our journey together in order to reach our destination.

Aloha,

Brandon Wong

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: [Charles Naumu@notes.k12.hi.us](mailto:Charles_Naumu@notes.k12.hi.us)
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 3:32:03 PM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Charles Naumu
Organization: Anuenue School
E-mail: Charles_Naumu@notes.k12.hi.us
Submitted on: 3/28/2012

Comments:

Aloha Chair Ige and WAM committee members:

I am testifying in support of HB2875 relating to the development of a "Hawaiian" test for Hawaiian immersion students. It is only "fair" because it is the language of instruction. Support for the bill will be mutually beneficial. If the Hawaiian immersion students are able to do well, it will reflect positively on the schools, the Hawaiian Language Immersion Program, the Department of Education, and the state in general. As we all work together, the financial concerns can be addressed. Mahalo!

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: halaniboshard@gmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 11:45:10 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Halani Boshard
Organization: Ke kula 'o 'Ehunuikaimalino
E-mail: halaniboshard@gmail.com
Submitted on: 3/28/2012

Comments:

Aloha nō kākou!

My name is Hālanī Boshard and I have been an Hawaiian Immersion teacher for over 15 years. I implore you to trust my professional opinion as an educator: the HSA translated into Hawaiian is NOT a valid assessment tool for our Hawaiian Immersion children! I proctored the test personally for our third grade students here in Kailua-Kona. As I read some of the passages, I was flabbergasted by the complexity of the text! It didn't surprise me in the least since it was translated by University professors who have no sense of the language and readability level of third and fourth grade children!! The reading level of the HSA for the third grade students could probably be comprehensible by my fifth grade students. The sheer length of the text was ridiculously long. The type of questioning was inappropriate for where our young readers are at developmentally. You see, a test simply translated directly from English to Hawaiian sets us up to FAIL. At age 5, fluent speakers of English come into our Hawaiian Immersion kindergarten classes to learn their native language... for the very first time! They are at a completely different linguistic level of learning than their English learning counterparts... and that difference continues year after year. The DOE cannot expect our children to perform at the same level as English learning children given that 1)the new target language is introduced at age 5; 2)that Hawaiian is NOT reinforced at HOME or ANYWHERE ELSE; 3) there is a huge disparity with where our children are at linguistically versus the third and fourth grade students at English learning schools because of their very limited exposure to Hawaiian! They certainly WOULD BE at some level of equivalency if Hawaiian were their FIRST language since BIRTH!! You are presenting a bar soooo high that is impossible for our children to meet or exceed!!! The Hawaiian Immersion community, the kumu (teachers) must be the ones who ultimately create the assessment tool that is appropriate for our children. I've gotta tell you... I had to hide my angry tears from these children as I saw their faces look at the screen with such frustration... scroll down at how long the stories were, dazed and confused, many felt "stupid"... "defeated"... NOOOOOOO!!!!!!!!!! This can't be happening to our keiki! INVALID! I told the students, "SOMETHING IS VERY WRONG WITH THIS TEST, NOT WITH YOU!! AKAMAI 'OUKOU! (All of you are smart!) Kūpono kēia mau mo'olelo no ka'u mau haumāna papa 5 ho'i!" (these stories are appropriate for my fifth graders!)

I also strongly support how the bill would enable our 5th and 6th grade students to take the state assessment in Hawaiian rather than English because we don't formally introduce English language instruction until the 5th grade. Our fifth and sixth graders are also "set up to fail" and not perform nearly as well as their English counterparts because they are instantly presented with material at a 5th grade level and many of them have not had nearly enough exposure, yet! They cannot and should not be expected to "catch up to the English side" the very same year or one right after that we start teaching English formally for one hour per day.

All of you have the mana, the power, to do what is right, just, and equitable for our Hawaiian Immersion schools and our language to thrive. This high stakes test can and will close us down which may very well be the grand plan all along, so we are desperately in need of courageous advocates, leaders such as yourselves to be our voice, and help fight for our very survival!! God bless you and may He give you strength and courage to do what is just and fair for our schools.

na'u nō me ke ahonui,
na Hālani Berard-Boshard

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: sailvigilant@gmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Thursday, March 29, 2012 8:35:52 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Jennifer Scheifla
Organization: Individual
E-mail: sailvigilant@gmail.com
Submitted on: 3/29/2012

Comments:

Children in Hawaiian language immersion need to be tested in the language of their classroom. Hawaiian is an official language of the state, so says our constitution, and we want to uphold that right. We also just want to focus on doing the best we can for our kids, and having them take a test in a foreign language and finish feeling stupid and cheated is not only unfair to them, but unfair to all participants of Hawaiian immersion programs. The issue is complicated and it seems like all major players involved have come to a good working understanding of what needs to be done. That means the DOE and teachers of Hawaiian immersion are on the same page and the future as seen from within, looks promising. Just remember that its not just a test being translated, but a test created in the Hawaiian language.

From: [Kalani Akana](#)
To: [WAM Testimony](#)
Subject: Support HB 2875
Date: Wednesday, March 28, 2012 9:17:25 AM

I am writing to support HB 2875. As a former Hawaiian language immersion teacher, I've seen the growth and progress of the program. We've learned since the first translations of tests of the negative effects they have on performance and ultimately achievement. That resulted in HAPA which was dropped in transition. This measure will set a standard for other states to emulate for its other Native speaker learners. Mahalo.

[HB 2875, SD1](#)
[\(SSCR3012\)](#)
[Status & Testimony](#)

RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM.

Requires the DOE to develop annual assessments in the Hawaiian language in language arts and mathematics to be administered to students in grades three through six of the DOE's Hawaiian language immersion program and in science to be administered to students in grade four of the DOE's Hawaiian language immersion program. Requires the DOE, with the Hawaiian language community, to establish procedures for the development of the assessments. Report to the 2013 legislature. (SD1)

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: kalehuakrug@gmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Thursday, March 29, 2012 8:13:22 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Kalehua Krug
Organization: Individual
E-mail: kalehuakrug@gmail.com
Submitted on: 3/29/2012

Comments:

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: Info@schha.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Thursday, March 29, 2012 9:32:07 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Kamaki Kanahale, Chairman
Organization: SCHHA
E-mail: Info@schha.com
Submitted on: 3/29/2012

Comments:



Ke Kula 'o Samuel M. Kamakau

Laboratory Public Charter School

45-037 Kāne'ōhe Bay Drive

Kāne'ōhe, Hawai'i 96744

Kelepona: 808.235.9175 • Kelepa'i: 808.235.9173

E mālama 'ia ana ka mauli ola o kākou mai kēlā hanauna a i kēia hanauna

HB2875 SD1 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

SENATE COMMITTEE ON Ways And Means

Senator David Y. Ige, Chair

Senator Michelle N. Kidani, Vice Chair

Members of the committee on Ways and Means

March 29, 2012 9:00am Conference Room 211

The Local School Board of Ke Kula 'o Samuel M. Kamakau, K-12 Laboratory Public Charter School **strongly supports** HB2875 SD1. This bill requires the assessment of third-sixth grade students in Hawaiian Language programs to be developed in the Hawaiian Language and with the involvement of the Hawaiian language community. In addition we request that such high stakes testing be valid, reliable and fair for all students in Hawai'i.

Last school year (2010-2011) the state reverted to a translated version of the Hawaii State Assessment. In addition to the lost meaning and context as the test was directly translated from one language to another, there were many other challenges around the validity and reliability of the test that placed our Hawaiian speaking students at a great disadvantage. Some of these are described below and are specific examples that speak to the quality of the assessment when the Hawaiian language community is not included in the development process-

- **Awkward formatting or placement of item objects.**

In at least one story in the Reading assessment, the majority of words that contained a kahakō or 'okina appeared on screen with a space before and after the letter in question, creating nonsense words. In other cases, invalid characters were used to represent the Hawaiian fonts (e.g. ÿ, ü, ö).

- **Inaccurate directions that are impossible to follow.**

In several questions the instructions refer the student to an object "below" but the actual object appears to the right of the question.

- **Spelling/grammar errors have been found in the assessment and the instructions.**

It should be clear that such errors in a high-stakes assessment cannot be tolerated and must be minimized. This is particularly true of Hawaiian, where the presence or absence of an 'okina or kahakō can change the meaning of a word, and a minor change in grammatical structure can change the intended meaning of a sentence.

- **Qualifications of translators/reviewers.**

We have concerns over the qualifications of people used to translate and review the HSA test items. We have seen several advertisements including ads on Craigslist — we're not convinced that Craigslist is the best way to find qualified people for Hawaiian translation or review. The elimination of classroom teachers in the process, greatly limited the pool of qualified translators.

- **Unclear and inconsistent cost predictions.**

As we have attended many meetings at the BOE and at the Capitol in regards to this issue, the question of cost continues to arise and is never consistent. We have heard cost projections from as low as \$1 million to extremely high projections of \$4 million dollars. We are concerned about the fluctuating, inconsistent numbers shared at the various meetings over the last year.

- **English language students can choose the Text To Speech feature.**

English language students have the option of having Science and Mathematics items read to them. This feature allows students who are weak readers in English to focus on the construct being assessed. But, since this feature is not available in the Hawaiian version, Hawaiian speakers must work through the written language *before* their Science or Mathematics skills can be assessed.

It was suggested that there are not enough Hawaiian language immersion students to warrant the creation of this feature but this type of bias is unfair. It should be immediately obvious that these disparities create a disadvantage and bias against Hawaiian language speakers and violates the spirit of "reliable and valid." These challenges not only affect the individual students, they also affect a school's NCLB status in meeting adequate yearly progress. We cannot continue to be penalized for a faulty assessment. We can no longer wait for a solution that will come in a few years and must take action immediately to rectify the injustice that has been unduly placed on the shoulders of our Hawaiian speaking students. As we have experienced these issues and continue to see errors in this year's current assessment, we are asking for this additional amendment to be included in HB2875 SD1 as a transition plan-

1. Exempt the Hawaiian immersion 3rd - 4th graders from taking the translated version of the Hawaii State Assessment until a valid and reliable test developed originally in the Hawaiian language is available.

We, therefore, urge the committee to pass HB2875 SD1.

Me ka ha'aha'a,

‘Uo Mamo, Local School Board of Ke Kula ‘o Samuel M Kamakau, LPCS

I.K.Meahilahila Kelling, Ed.D.
Kahu, Director

P.Kameha'ililani Waiiau, M.Ed.
Hope Kahu, Principal

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: dkapua@gmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Thursday, March 29, 2012 9:22:51 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Kapua Keliikoa-Kamai
Organization: Individual
E-mail: dkapua@gmail.com
Submitted on: 3/29/2012

Comments:

Aloha kakou,
Mahalo for this opportunity to provide continuing STRONG SUPPORT for HB 2875 HD1 SD1 Relating to Hawaiian Language Immersion.

As you may know, test taking can be quite challenging and stressful, even on the best of days. When a test is incomprehensible, incomplete, confusing and untested it shouldn't be administered to students. Unfortunately, this travesty was inflicted upon the Hawaiian immersion student community.

HB 2875 proposes to rectify this situation by compelling the Dept. of Education to develop the test in the language of instruction, Hawaiian. It also proposes that the DOE work with the community that has the expertise in these matters, 'Aha Kau Leo Papahana Hawai'i. Furthermore, the 'Aha Kau Leo has offered to provide this SERVICE to the DOE at no cost to the state.

Again, mahalo considering my mana'o as I urge you to PASS HB 2875 HD1 SD1 out of your committee and on the Senate Floor.

Me ka ha'aha'a,
Kapua Keliikoa-Kamai
He ha'aeo makua o ke kaiapuni Hawai'i

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: kaulanad@ymail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 9:29:37 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: kaulana dameg
Organization: Individual
E-mail: kaulanad@ymail.com
Submitted on: 3/28/2012

Comments:

As a parent of a child in the Hawaiian Language Immersion Program, I strongly support this measure.

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: merriekrug@gmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Thursday, March 29, 2012 8:22:53 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Kihapai Krug
Organization: Individual
E-mail: merriekrug@gmail.com
Submitted on: 3/29/2012

Comments:

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: iwmdjm@gmail.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 3:03:43 PM
Attachments: [Immersion.docx](#)

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Margaret Maaka
Organization: Individual
E-mail: iwmdjm@gmail.com
Submitted on: 3/28/2012

Comments:

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: mklanos@earthlink.net
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 4:25:54 PM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Matthew Llanos
Organization: Individual
E-mail: mklanos@earthlink.net
Submitted on: 3/28/2012

Comments:

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: Info@schha.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Thursday, March 29, 2012 9:32:07 AM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Mike Kahikina, Legislation Committee Chair
Organization: SCHHA
E-mail: Info@schha.com
Submitted on: 3/29/2012

Comments:

From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: srussell@pakolea.com
Subject: Testimony for HB2875 on 3/29/2012 9:00:00 AM
Date: Wednesday, March 28, 2012 2:44:20 PM

Testimony for WAM 3/29/2012 9:00:00 AM HB2875

Conference room: 211
Testifier position: Support
Testifier will be present: No
Submitted by: Shauna Russell
Organization: Individual
E-mail: srussell@pakolea.com
Submitted on: 3/28/2012

Comments:

I am in support of this bill. Our children deserve to be tested in their first language. Hawaiian is the language of this state and should be treated as such. My son goes to Punana Leo o Moloka'i Hawaiian immersion preschool and we have invested in our child's cultivation of Hawaiian culture through not only language but life lessons as well as cultural ideals. By 5th grade he will be fluent in Hawaiian and should be tested in the language that he has spent his curriculum in. Please support this bill and allow our children not only a fair chance at success but as a precedent to show that Hawaii acknowledges the importance of our Hawaiian immersion children as well as respects our Hawaiian culture. Mahalo.