

**Date:** 02/29/2012

**Committee:** House Finance

**Department:** Education

**Person Testifying:** Kathryn S. Matayoshi, Superintendent of Education

**Title of Bill:** HB 2875(hscr250-12) RELATING TO THE HAWAIIAN LANGUAGE  
IMMERSION PROGRAM

**Purpose of Bill:** Requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the Board of Education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; requires status reports to the 2013 and 2014 legislatures.

**Department's Position:**

The Department of Education (Department) takes no position on H.B. No. 2875, as long as its implementation does not impact or replace the priorities set forth in the Executive Supplemental Budget of Fiscal Year 2012-2013, and offers the following comments.

Under the No Child Left Behind Act of 2001, each state is required to annually administer valid and reliable assessments in grades 3 through 8 and one grade in high school (grades 10-12) in mathematics and reading or language arts and one grade in elementary, middle school, and high school for science. The assessments must be aligned to the State's adopted academic content standards and are consistent with relevant nationally recognized professional and technical standards. The Department's large scale assessments are aligned to the Hawaii Content and Performance Standards III to measure students' progress on these standards. Further, the assessments are developed, administered, and scored following these technical standards.

The Department fully supports Hawaiian Language Immersion Program students' attainment of the current Hawaii Content and Performance Standards III and the Common Core State Standards that will be fully implemented in School Year 2014-2015.

In order to develop and administer standards-based reading, mathematics, and science assessments in Hawaiian for **grades three through six**, the Department of Education has researched two options:

- (1) The first option is estimated at approximately \$3,100,000\* for the first year pursuant to existing procurement laws relating to competitive bids. This option is an online adaptive version that provides students with up to three opportunities to demonstrate their knowledge and understanding of the academic content standards. All students in the grade level would answer a variety of test questions from an item bank. Very few students would see the same test questions. This cost would decrease each year as the test delivery system and the scoring and reporting process would be modified as needed. Further, the need to develop new test items would also be reduced; or
- (2) The second option is estimated at approximately \$1,600,000\* for the first year pursuant to procurement laws relating to competitive bids. This option is a paper/pencil test that provides students with one opportunity to demonstrate their knowledge and understanding of the academic content standards. All students in the grade level would answer the same set of test questions. Under this option, the decrease in cost each year would be minimal since additional new items and a test form would need to be created each year.

Thank you for the opportunity to provide comments for this measure.

\*The estimated costs are higher than presented in testimony for H.B. No. 1986, since this measure requires the development of assessments in Hawaiian for grades 3, 4, 5 and 6. H.B. No. 1986 requires the development of assessments for grades 3 and 4 only.



Attachment 1\_Online Adaptive Hawaiian original..pdf



Attachment 2\_Paper-Pencil Test Hawaiian original#1.pdf



**HB2875**  
**RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM**  
House Committee on Finance

February 29, 2012

3:30 p.m.

Room: 308

The Office of Hawaiian Affairs (OHA) strongly **SUPPORTS** HB2875, which would require that assessments for students grades three through six in the Department of Education's Hawaiian Language Immersion Program (HLIP) be developed originally in the Hawaiian language, and that the Hawaiian language community be involved in the development of the assessments. HB2875 goes beyond what OHA is proposing in our two bills on the same issue (HB1986 and SB2177) by including two additional grades (fifth and sixth grades).

The federal No Child Left Behind Act of 2001 mandates that states implement statewide assessments to measure the ability of the states and their schools to enable students to meet academic achievement standards. This assessment requirement is highly problematic for the Hawaiian Language Immersion Program, which seeks to perpetuate the once-dying native language of the Hawaiian people.

Even though English is not formally introduced into Hawaiian Language Immersion Program classrooms until the fifth grade, fifth and sixth grade immersion students are still required to take the assessment in English, despite their limited exposure to formal English. Third and fourth grade immersion students are similarly disadvantaged by the assessment system, as they are required to take a translated version of the assessment, rather than an assessment created originally in the Hawaiian language to ensure accurate testing.

In the school years 2004 and 2005, third and fourth grade Hawaiian language immersion students took a translated version of the Hawaii State Assessment. Due to a number of translation problems with the test, as well as community concerns, a new assessment, called the Hawaiian Aligned Portfolio Assessment (HAPA), was developed originally in the Hawaiian language and administered to immersion students from the school years 2005-2006 through 2010-2011.

Last school year, the DOE decided to stop using the HAPA and tried once again to administer a Hawaiian translation of the Hawaii State Assessment. After immersion school officials identified a host of translation and technical issues with the translated test, the third and fourth grade immersion students were allowed to take the HAPA in

lieu of the translated assessment. Despite lingering concerns about the validity and accuracy of the translated assessment, the DOE is once again administering the translated assessment instead of an assessment developed originally in the Hawaiian language. The concerns surrounding the translated assessment have become even more pressing in light of the fact that the Board of Education recently adopted the Common Core Standards, and new assessments that align with these standards are expected to be implemented in the 2014-2015 school year.

OHA strongly advocates for the use of assessments created originally in the Hawaiian language. There are a number of inherent problems associated with translating assessments, including, but not limited to, changing the overall construct of the examination and creating inequitable challenges for students taking the translated tests. For example, an English reading test translated into Hawaiian does not necessarily measure reading proficiency in either English or Hawaiian and, therefore, does not accurately measure student achievement.

The inability of these translated assessments to accurately measure student achievement not only impacts Hawaiian language immersion students and their schools. It also works to the detriment of the state school system, which could suffer as a result of what might appear to be poor student performance on these highly questionable tests.

To address this assessment issue at the national level, Senator Daniel Akaka recently introduced the Native Culture, Language, and Access for Success in Schools Act (S.1262), which would, among other things, amend the Elementary and Secondary Education Act to require states to develop standards-based assessments to accommodate "diverse learning styles," which could be used in lieu of the general state assessments.

Ideally, assessments created originally in the Hawaiian language should be used not only for the third and fourth grade students who are currently being forced to take the translated assessment, they should also be used for the fifth and sixth grade immersion students who are being forced to take the assessment in English, despite their limited exposure to formal English at the time of testing. Preserving the status quo would perpetuate the marginalization and disparate treatment of our immersion students by the assessment process.

The cost to develop and implement a test originally created in the Hawaiian language has become a major issue. In its February 8, 2012 testimony on HB2875, the DOE indicated that the type of test required by HB2875 would cost \$4.7 million over two years (\$2.8 million in the first year; \$1.9 million in the second year). We find this estimated cost to be highly curious because it is our understanding that the HAPA test cost the state less than \$300,000 to develop and administer for five years.

We urge the committee to press the DOE to explain this cost discrepancy and to provide additional information on the cost to develop and administer the current Hawaiian language translation of the HSA and the estimated cost to develop and administer the Hawaiian translation of the Smarter Balanced Assessment that will align with Common Core Standards.

We firmly believe that an assessment can be developed and implemented for far less than what the DOE estimates, either through the use of another company to develop the assessment or better utilizing the expertise of the Hawaiian language community, or both.

These assessment problems, if not resolved, could have irreparable impacts on the Department of Education, immersion students, immersion schools, the entire Hawaiian Language Immersion Program and, ultimately, the revitalization of the Hawaiian language.

Therefore, OHA urges the committee to PASS HB2875. Mahalo for the opportunity to testify on this important measure.



## **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 mauili ola o kākou mai kēlā hanauna a i kēia hanauna

### **HB2875 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM**

#### **COMMITTEE ON FINANCE**

**Chair Representative Marcus Oshiro**

**Vice Chair Representative Marilyn B. Lee**

**Members of the Committee on Finance**

**February 29, 2012 3:30pm Conference Room 308**

The Local School Board of Ke Kula 'o Samuel M. Kamakau, K-12 Laboratory Public Charter School **strongly supports** HB2875. 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. ỹ, 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.

- **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. 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-

1. Continue to administer the HAPA (Hawaiian Aligned Portfolio Assessment) until a valid and reliable assessment can be developed in the Hawaiian Language by the Hawaiian speaking community.

We, therefore, urge the committee to pass HB2875.

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



## **Association of Hawaiian Civic Clubs**

P. O. Box 1135  
Honolulu, Hawai'i 96807

**HOUSE BILL 2875 (HSCR250-12)  
RELATING TO THE HAWAIIAN  
LANGUAGE IMMERSION PROGRAM**

**HOUSE COMMITTEE ON FINANCE  
Wednesday, February 29, 2012; Rm. 308**

Aloha Chairman Oshiro, Vice Chair Lee and members of the Committee. The Association of Hawaiian Civic Clubs wishes to strongly support this bill that will help to level the playing field for students in the Hawaiian language immersion program.

Perpetuation of the Hawaiian language has long been a passion of the Hawaiian Civic Clubs, from the very early days when our meetings were conducted in Hawaiian, to more recent times when we were among those assisting to revive the language.

A generation after the introduction of the Punana Leo program, those early students are now themselves teaching the language to the next generations eager to learn. We support this bill that will provide methods of assessment that can accurately measure academic achievement.

Thank you for the opportunity to testify.

Contact: [jalna.keala2@hawaiiantel.net](mailto:jalna.keala2@hawaiiantel.net)



**Ke'alohe Graycochea  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku, HI 96731**

**Pepeluali 29, 2012**

**Representative Marcus R. Oshiro, Chairperson, & Committee Members  
House Committee on Finance  
State House of Representatives  
Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813**

**Aloha e Rep. Marcus R. Oshiro & Committee Members,**

**'O ko'u inoa 'o Ke'alohe Graycochea. Aia au ma ka papa 8 i loko o ke Kula  
Kaiapuni Hawai'i 'o Kahuku Academy. Kāko'o au i ka H.B. No. 2875.**

**Kāko'o au i kēia pila no ka me inā aia ka hō'ike HSA i loko o ka 'ōlelo  
Pelekāne no nā papa 3, 4 a me 5 e pa'akikī ana no lākou no ka mea 'a'ole hiki iā  
lākou ke heluhelu i ka 'ōlelo Pelekāne.**

**Mahalo iā 'oukou no ka heluhelu 'ana i ko'u hō'ikeana kāko'o.**

**E OLA KA 'ŌLELO HAWAI'I!!!**

**Mahalo,**

**Ke'alohe Graycochea**

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Kealohi Graycochea  
Organization: Individual  
E-mail: [Punaluusproat@aol.com](mailto:Punaluusproat@aol.com)  
Submitted on: 2/29/2012

Comments:

La'akea Graycochea  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-490 Kamehameha Highway

Pepeluali 28, 2012

Representative Marcus R. Oshiro, Chairperson & Committee Members  
House Committee on Finance  
State House of Representatives  
Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Aloha e Representative Marcus R. Oshiro & Committee Members

Aloha. 'O au 'o La'akea Kamehanaokalā Graycochea. He haumāna au i ke Kula Kaiapuni Hawai'i 'O Kahuku Academy. Aia au ma ka papa 9.

Kāko'o au i keia pili 'o HB2875 no ka mea, ua a'o au ma ka 'ōlelo Hawai'i mai ka manawa au ma ka pūnanaleo a i ke kula ha'aha'a. 'A'ole au i a'o i ka 'ōlelo Pelekāne a hiki i ka papa 5. No laila, inā aia ka hō'ike i ka 'ōlelo Hawai'i, he mea maika'i no nā papa 3, 4 a me 6 e hana ai.

'A'ole lākou nā keiki e hā'ule 'ana i ka hō'ike inā hana lākou i kā hō'ike ma ka 'ōlelo Hawai'i.

Pili kēia ia'u no ka mea, makemake au i ka'u mau keiki a komo i ka papahana kaiapuni e like me ia'u. Inā pēlā, hiki iā lākou ke 'ōlelo a maopopo i ka 'ōlelo o ko mākou mau kūpuna.

Kāko'o au i kēia pila.

Mahalo,

La'akea Graycochea

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Laakea Graycochea  
Organization: Individual  
E-mail: [Punaluusproat@aol.com](mailto:Punaluusproat@aol.com)

Kalola Moriwaki  
Kula Kaiapuni Hawaii 'o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku, HI 96731

Pepeluai 28, 2012

Representative Marcus R. Oshiro, Chairperson And Committee Members  
House Committee on Finance  
State House of Representatives  
Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Greetings to all,

I support this bill because it makes sense to give students that speak Hawaiian an assessment in the language they are familiar with. English is introduced in the fifth grade for an hour. So, of course its not going to be up to par with the people that speak english for the entire school day.

I support this HB 2875

Thank You,

Alyson Moriwaki

Shanel Kealoha-Hanohano  
Kula Kaiapuni Hawai'i o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku, Hi 96731

February 28,2012

Chairperson Marcus R. Oshiro  
And Committee Members  
House Committee On Finance  
State House of Representative  
Hawaii State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Aloha,

My name is Shanel Kealoha-Hanohano. I am a junior at Kahuku High and Intermediate and also a student in the Kula Kaiapuni Hawai'i 'o Kahuku Academy.

I support HB No. 2875 which states that an assessment in Hawaiian for third graders to six graders will be developed in Hawaiian. This will be appropriate for them especially when they are only taught English in the fifth grade and only take an hour to learn English in school. Their first Language is Hawaiian and they're more familiar with the Hawaiian Language.

I also support this HB 2875 because I struggled in my days in elementary. It was hard and challenging for me to answer the questions on the assessment in English. I knew the correct answers in Hawaiian but didn't understand what was being asked of me in English.

Therefore I strongly support this House Bill 2875.

Mahalo,

Shanel Kealoha-Hanohano

Joaquin Lessary  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku, HI 96731

February 28, 2012

Chairperson Marcus R. Oshiro & Committee Members  
House Committee on Finance  
State House of Representatives  
Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Welina mai,

My name is Joaquin Kahiliaulani Kamakanaiho'unamaikalaniakeakua kekoa hiwahiwaokamalu Lessary. I am a senior at Kahuku High & Intermediate in Ke Kula Kaiapuni Hawai'i 'o Kahuku Academy.

I support this H.B. NO. 2875. The reason why I support this bill is because the third and fourth graders in the Hawaiian Immersion Program are not formally introduced to the English language until the fifth grade. The haumāna of the Hawaiian immersion program do not get as much English studies as the mainstream English classes. I believe having an assessment in the Native Hawaiian Language will be appropriate for the third to six graders especially if they're mostly taught in Hawaiian. I, too, had to go through this when I was in the third and fourth grades. I had a tough time taking the assessment because we were not taught many things in English as much as the mainstream English classes were. I'm really glad that they're finally trying to make a statement to make the assessment in Hawaiian because it will benefit the haumāna of Hawaiian immersion.

Therefore, I STRONGLY SUPPORT this H.B. NO. 2875.

Mahalo nui loa for taking the time to read my letter.

Mahalo Nui,

Joaquin K. Lessary

February 28, 2012

Aloha kakou,

My name is Momi Kaikala and I'm a parent of a student enrolled in the Kula Kaiapuni program on Maui. My daughter has been in the program from 3 years old and is one of 9 students who will be graduating this summer from King Kekaulike High School. Although she has passed the grades affected by this bill, I'm in support of it as it puts our Hawaiian language taught children on a level playing field with the other English language taught students. Having our children graded on a test created in a language other than they're used to puts them at a disadvantage and their chances of being successful will be lowered. Utilizing an English assessment tool on a Hawaiian language student is unfair and not only hurts the student's morale, but the school's overall score as well.

Please ensure that our Hawaiian immersion keiki get a chance at being FAIRLY assessed by passing HB 2875.

Mahalo no,

*Momi Kaikala*

To: Representative Marcus Oshiro, Chair  
Committee Members  
House Finance Committee

From: Ryan H. K. Hampe  
91-1049 Keawanui Street  
Kapolei, HI 96707

RE: Supporting Testimony for HB 2875

My name is Ryan Hampe. I am in the third grade at Ke Kula Kaiapuni 'o Anuenue. Who makes us take this test? The State of Hawai'i makes us take the test. They have to deal with the consequences since they make us take the test. They should pay for the test.

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** **Regina K. Hilo**  
**Archaeologist, Hawaiian language speaker, and Parent of a student in a Hawaiian language immersion preschool**

**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.



**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** Anuenue Punua (Hawaiian Language Immersion Parent)

**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.

“E OLA KE ‘ŌLELO HAWAI’I, KA LEO NO IA ĀINA ALOHA”

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** Pohai Kukea-Shultz  
Parent, Ke Kula Kaiapuni 'o Ānuenue



**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.

I have two children enrolled in the program and have been utterly disgusted by the DOE's complete lack of understanding of the inherent problems with translating one language into another and total disregard for my children's well-being. Instead, the department has spent hundreds of thousands of dollars paying a consulting company to do a terrible job of translating the English version of the HSA, never once consulted with the Hawaiian immersion community, and continues to force this flawed test down the throats of our children. It seems to me that they are more concerned with sticking to their own poor decisions, rather than admitting to their mistakes, creating a more inclusive process, and being pono moving forward. I am not asking for my children to be excluded from being assessed, but I do expect the playing field to be level at the start. Nothing about what the department has done thus far has been equitable to our children.

Last year the DOE attempted to force this flawed test on our children. A number of members of the Hawaiian immersion community, including teachers, parents (including myself), and university faculty testified at a Board of Education meeting against this action. I heard a number of things that day that were appalling to me as a parent, including the fact that the DOE advertised for test translators on Craigslist, that because the English version of the test had been field-tested that the Hawaiian version of the test did not need to be, and putting unrealistic expectations on the Hawaiian language community to fix the mistakes that another company (that got paid quite a bit of money) made. In these meetings that I attended last year, I saw the DOE acknowledge that the test was flawed and decide not to use the test on our children. And yet, here we are, a year later, having to again argue for equitable treatment for our children, despite what was acknowledged and decided on last year. This decision making process is like a roller coaster ride that I do not want to be on! And the worse part about it is that our children are the casualties of this process.

When the DOE presents inflated costs of creating these assessments in the language of instruction and argues that this is simply too expensive to do, I wonder if they have ever considered the cost of forcing our children to take a flawed test? Have they considered the cost

of students crying during the test because the translation provided does not make sense? Have they considered the cost of our children being labeled failing, not because they are, but because the system has failed them? Have they considered the cost of not supporting our constitutional right to raise and evaluate our children in Hawaiian, an official language of this state? I would argue that the answer to all of these questions is a resounding no. If we make decisions about the educational opportunities we provide our children based only on money, then we have truly lost sight of what is important. Our children deserve much more than that.

We cannot expect our children to embrace the values of equality and justice and grow up to be productive (not to mention bilingual) citizens, if we do not model these values ourselves. This bill will ensure that the next generation of Hawaiian language speakers, with the heavy kuleana of perpetuating our native language, are treated fairly. Mahalo.

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** **Laiana Kanoa-Wong**

**Date:** February 29, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

Eia no ka leo mai na oha o Haloa. He leo keia e kakoo ai i keia pila HB 2875. He mea nui ka haku ana i na hoike ma ka olelo Hawaii, aole maikai ke unuhi ia. No ka mea ke unuhi ia kekahi mea mai ka olelo kolea a i ka olelo Hawaii lilo ia i mea okoa, he mea e hoohemahema ai i na haumana. Maikai ke haku ia ka hoike ma ka olelo Hawaii mai na kanaka olelo Hawaii.

Ua nui na hana hewa i keia mau la ma muli o ke aupuni Amelika. A oiai he aupuni hoomeamea ke aupuni "state of Hawaii" ma lalo o Amelika, he mea pono ko oukou hoolohe ana mai i na leo o na poe oiwi. No laila e na luna koho o ke aupuni e holomua oukou me ke kakoo ana i keia pila i mea e pono ai no na haumana.

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.

Aloha Aina,  
Laiana Kanoa-Wong

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** Genny Waialae Kelley

**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.

Seems like a simple request, to be able to take a test in our own native language. Yet, why such opposition? Having the proper tests available to the Hawaiian speaking students is fair and just. How can we continue to educate our children without the proper assessments? I support House Bill 2875.

Mahalo.

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** Lu'ukia Archer

**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures. This measure is an important one for my family, as I am the parent of immersion school students.

**To:** Representative Marcus Oshiro, Chair, Committee on Finance  
Representative Marilyn Lee, Vice-Chair, Committee on Finance

**Fr:** C. Baba Yim, Mākuā, Ka Papahana Kaiapuni

**Date:** February 29, 2012

**Subject:** Testimony in Strong Support of HB2875  
Relating to the Hawaiian Language Immersion Program

Aloha Kākou. My name is Christopher Yim. I have been working in Hawaiian Immersion education for almost 15 years. I have taught both elementary and middle school for Ka Papahana Kaiapuni, the Hawaiian Language Immersion Program, and am currently a faculty member of the University of Hawaii at Mānoa preparing teachers to teach in Hawaiian Immersion classrooms through graduate level courses that are taught through the Hawaiian language.

But my most important teaching position is as a father of two students of Ke Kula Kaiapuni 'O Ānuenuē, Hawaiian Language Immersion School. One is a senior in high school preparing to graduate, and the other a third grader. My wife is also a teacher at Ānuenuē who has been teaching for over 15 years. We are a family committed to the Hawaiian Language and Ka Papahana Kaiapuni.

I submit this testimony in support of HB2875 as it is a step in the right direction towards educational equity for families who choose the right to educate their children in the native language of these islands.

One of the biggest challenges facing Ka Papahana Kaiapuni (Hawaiian Language Immersion Program) is that the assessments do not match the language of instruction (instruction-Hawaiian, assessments-English). Since funding and other supports are directly tied to the results of these assessments it causes problematic shifts in curriculum and instruction away from the original vision, mission and programmatic goals of Ka Papahana Kaiapuni.

As a band-aid type of remedy to this situation, the Hawai'i State DOE tried on its own to translate the English assessments and pass them off as valid. Expert testimony at Board of Education meetings at that time established that the use of any assessment that has been translated from the language that it was originally created in invalidates its results. Also at this time, while questions of validity lingered in the air, we asked the DOE about how the test would be piloted, and received two different, and problematic answers:

1) There was no need to do pilot testing since it had already been done for the English version of the test and,

2) The version the students would be given after the DOE's translations were "fixed" would serve as a pilot and scores received from that very same test would count towards the Adequate Yearly Progress score of their schools.

HB1986 calls for assessments for HLIP 3<sup>rd</sup> and 4<sup>th</sup> graders to be created in Hawaiian, the language of instruction. This is something that Ka Papahana Kaiapuni families have been trying to get the DOE to do for years, with no success. It is also important that members of various role groups who may have necessary language and cultural expertise be allowed to participate in the creation of these assessments where they have not in the past.

In closing, I would like to thank you for your time and reiterate my support for HB2875. Hopefully this will be the beginning of a movement to more equitable and genuine assessments for all grades within Ka Papahana Kaiapuni, which truly seeks to inform classroom instruction, thereby increasing student success and not just carelessly chasing federal dollars as the DOE aimlessly races to the top continually keeping Hawaii's native children left behind.

C. Babā Yim,  
Makua (Parent), Ka Papahana Kaiapuni



**To:** Representative Marcus Oshiro, Chair, Committee on Finance  
Representative Marilyn Lee, Vice-Chair, Committee on Finance

**Fr:** Roblyn Kehau Camara, Mākua, Ka Papahana Kaiapuni

**Date:** February 29, 2012

**Subject:** Testimony in Strong Support of HB2875  
Relating to the Hawaiian Language Immersion Program

Aloha Kākou. My name is Kehau Camara. I have been working in Hawaiian Immersion education for more than 15 years. I have taught both elementary and middle school for Ka Papahana Kaiapuni, the Hawaiian Language Immersion Program.

But my most important teaching position is as a mother of two students of Ke Kula Kaiapuni 'O Anuenue, Hawaiian Language Immersion School. One is a senior in high school preparing to graduate, and the other a third grader. My husband is also an educator in the College of Education at the University of Hawai'i at Mānoa. We are a family committed to the Hawaiian Language and Ka Papahana Kaiapuni.

I submit this testimony in support of HB2875 as it is a step in the right direction towards educational equity for families who choose the right to educate their children in the native language of these islands.

One of the biggest challenges facing Ka Papahana Kaiapuni (Hawaiian Language Immersion Program) is that the assessments do not match the language of instruction (instruction-Hawaiian, assessments-English). Since funding and other supports are directly tied to the results of these assessments it causes problematic shifts in curriculum and instruction away from the original vision, mission and programmatic goals of Ka Papahana Kaiapuni.

As a band-aid type of remedy to this situation, the Hawai'i State DOE tried on its own to translate the English assessments and pass them off as valid. Expert testimony at Board of Education meetings at that time established that the use of any assessment that has been translated from the language that it was originally created in invalidates its results. Also at this time, while questions of validity lingered in the air, we asked the DOE about how the test would be piloted, and received two different, and problematic answers:

- 1) There was no need to do pilot testing since it had already been done for the English version of the test and,

- 2) The version the students would be given after the DOE's translations were "fixed" would serve as a pilot and scores received from that very same test would count towards the Adequate Yearly Progress score of their schools.

HB1986 calls for assessments for HLIP 3<sup>rd</sup> and 4<sup>th</sup> graders to be created in Hawaiian, the language of instruction. This is something that Ka Papahana Kaiapuni families have been trying to get the DOE to do for years, with no success. It is also important that members

of various role groups who may have necessary language and cultural expertise be allowed to participate in the creation of these assessments where they have not in the past.

In closing, I would like to thank you for your time and reiterate my support for HB2875. Hopefully this will be the beginning of a movement to more equitable and genuine assessments for all grades within Ka Papahana Kaiapuni, which truly seeks to inform classroom instruction, thereby increasing student success and not just carelessly chasing federal dollars as the DOE aimlessly races to the top continually keeping Hawaii's native children left behind.

Roblyn Kehau Camara,  
Makua (Parent), Ka Papahana Kaiapuni

**To:** COMMITTEE ON FINANCE  
Representative Marcus Oshiro, Chair  
Representative Marilyn Lee, Vice-Chair

**Fr:** M. Kihapai Krug

**Date:** Wednesday, February 29, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

Aloha mai kakou,

I am a parent of keiki currently enrolled in the Hawaiian Language Immersion Program and strongly support HB 2875. I have been homeschooling my children in the official language of Hawaiian for the past 9 years. While most keiki converse with their families in English, my keiki converse with our family in our native language of Hawaiian. Every task, every lesson is through our language and they are now sent to Ke Kula Kaiapuni o Anuenue to support this. I firmly believe that if every subject, every function can be taught in our official language of Hawaiian then assessment too can be constructed through this same language. Our keiki believe in our native language and the ways of our kupuna, our kupuna were educated and successful through this same language. We need to support every step and process of education through both official languages of this state and pass HB 2875.

Me ka haahaa,

M. Kihapai Krug

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:** Nā Leo Kāko‘o Executive Board  
Parent Group of Ke Kula Kaiapuni ‘o Ānuenuē

**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

On behalf of the Executive Board of Nā Leo Kāko‘o, the parent group of Ke Kula Kaiapuni ‘o Ānuenuē, we stand in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.

Nā Leo Kako‘o has been involved in ensuring that our children are not subjected to unfair, untested, and flawed translated standardized assessment tests since last year when the Department of Education forced these translated tests on the Hawaiian immersion program. That decision by the DOE was met with strong opposition from our Hawaiian immersion community, and we stood in opposition to that decision and provided testimony to the Board of Education last year. Despite this opposition, the DOE continues to use these tests on our children this school year.

All we are asking for is that the assessments used to measure our childrens' achievement are fair and that the process the DOE goes through to administer and create these tests is equitable. This bill will ensure that this fairness and equity is present for our children, who are the future of the perpetuation of our native language. Mahalo for your consideration.

**To:** Representative Marcus Oshiro, Chair, Committee on Finance  
Representative Marilyn Lee, Vice-Chair, Committee on Finance

**From:** G. Kalehua Krug  
University of Hawai'i at Mānoa  
College of Education

**Date:** February 29, 2012

**Subject:** Testimony in Strong Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou e nā Luna o Ke Kōmike Pili Kālā,

I am writing in strong support of HB 2875. I believe that the Hawaiian Language Immersion Program (HLIP) has grown strong over the last three decades and has increased its expertise to world famous proportions. This expertise has made this program an international innovator for all forms of native language revitalization movements. The State of Hawai'i Legislature must also recognize these impressive strides of its native educators and legislatively progress this program to the next level. The HLIP has developed curriculum, drafted policy and has engaged the education community at the federal level. The final frontier is educational assessment.

The United States Department of Education (USDOE) federally mandates standardized assessments. The form of these assessments, however, have not been dictated or prescribed. As a result, the Hawai'i State Department of Education (HIDOE) has taken this upon them and attempted to translate their chosen assessment for all English-medium educational programs, the Hawai'i State Assessment (HSA), into the Hawaiian language. This action is founded upon the belief that English language education is the standard. As a former HLIP teacher and now a HLI teacher educator at the University of Hawai'i at Mānoa's College of Education, this action is disgraceful. It lends me to believe that the HIDOE does not understand the intricacies of assessment. Assessment must match curriculum and the curriculum is conceptualized, developed and implemented through the Hawaiian language. As one of this State's official languages, the Hawaiian language must be utilized at all levels of educational implementation. If we are allowed to speak to our children, develop curriculum for our children, educate our children and love our children through this language, then we must assess them through it too. We must not translate our Hawaiian ways of knowing into another language. It must be created and implemented, start to finish, through the Hawaiian language.

On January 8, 2009, Kerri Briggs Ph.D., the Assistant Secretary of Education of for the USDOE drafted a compliance report to Superintendent Patricia Hamamoto. Within this report Briggs states this about the HIDOE Assessment System;

*"Your assessment system is Approval Pending as of 2007-08. This means standards and assessment system does not meet all statutory and regulatory requirements. Specifically, while the Hawaii State Assessment (HSA), and Hawaii's native language assessment, the Hawaii Aligned Portfolio Assessment (HAPA), for students in grades 3 and 4 in the Hawaiian Language*

*Immersion Program, have met most of the ESEA requirements, we continue to have concerns regarding the alternate assessment based on alternate academic achievement standards (HSAA). As a result, Hawaii entered into a compliance agreement with the Department."*

The HAPA was developed and implemented completely through the Hawaiian language. In this report, the HAPA was described as meeting similar compliance levels to that of the HSA, which is the current assessment of the HDOE. This report was the impetus for implementing the HAPA from 2007 to 2011. This assessment was the first of its kind and was not a problem for the USDOE as you can see. In this report, improvements needed for all of the assessments of the state were shown. Whether or not the state followed up with these improvements is not known. However, the HAPA was implemented in Hawai'i based upon previous federal approval by the USDOE as shown. This will not be a problem now based upon this precedence.

The company charged with developing the HAPA was PREL (Pacific Resources for Education and Learning) and we currently researching the total cost of assessment development. The first number sent by PREL as an unofficial amount is \$293,460. The assessment costs for the HSA as purported by the DOE is around \$6 million. If this is correct, the cost of HAPA is much, much less and was initially worked on for two years with no compensation. When the official report of PREL is released we will see the difference between the costs of the two assessments. Theoretically, there should be no difference in cost if the only difference in policy and procedure is language. And, this cost should be even less with the commitment of the 'Aha Kauleo Hawai'i Kaiapuni, the BOE established advisory board for all HLIP matters, to work without compensation with the DOE to complete all Hawaiian language work on this assessment. Unfortunately, the DOE's report seems extremely inflated. Please look in to this budgetary matter.

Please allow this testimony in strong support for HB 2875 in its entirety and focus on the commitment of the HLIP teachers and the members of the 'Aha Kauleo to work without compensation on this assessment. All stakeholders, except for the DOE, support this initiative. Money cannot always be the reason why we don't do the right thing for our children.

'O ia ihola nō me ke aloha.

February 28, 2012

Rep. Marcus Oshiro, Chair  
Committee Members  
House of Representatives, Finance Committee  
Hawai'i State Legislature  
Hawai'i State Capitol  
Honolulu, HI 96813

**RE: Supporting Testimony for HB 2875**

I am writing in support of HB 2875 and I am asking this committee to critically analyze all the events surrounding State testing for Hawaiian Language Immersion Program (HLIP) students. You will find that the State and the Department of Education has been irresponsible in their double standard decision making regarding the Program at the expense of the same students they are suppose to be serving. Do not look at the HLIP as something separate from the HI DOE because it is not separate. It is part of the HI DOE and to a certain extent has thrived because of it. Since the HLIP is part of the HI DOE, the Department is required to educate students in the program with the same amount of commitment and rigor as they do for all public school children, regardless of cost or hardship. If the Department moves forward with the same disregard for HLIP students, the chances of that cost and hardship rising could quickly escalate.

Most test developers will tell you that translated tests are considered to be of poor quality unless validity and reliability studies are done on the item once they have been translated because the rigor of an item will change when the language of that same item changes. Knowing this, why would the Department choose to translate into Hawaiian the English Hawaii State Assessment, purposely developed for student achievement of Hawaiian Content and Performance Standards III in English? If you carefully review the testimony submitted by the Hawai'i Department of Education on February 2, 2012, I am guessing that the bottom line is money. In their testimony previously submitted to the House Committee on Hawaiian Affairs on February 2, 2012, the HI DOE put a price tag of \$4,700,000 over two years to produce an online test written in Hawaiian language for Hawaiian language immersion students in Grade 3 and Grade 4. Their testimony further outlines the per pupil cost and makes a comparison between a per student cost for the English version of the test and a per student cost to develop a test with similar design but written in Hawaiian for HLIP students that would send most taxpayers flying out of their chairs. I believe that making such a comparison is of poor taste and is merely an attempt to use an inflated scare tactic. If we start to define equity and fairness by the almighty dollar, especially for high stakes testing where the outcome could potentially impact every aspect of a student's future, then we will have failed every public education student in Hawai'i.

I do have to admit though that even as a staunch supporter and believer of the sound educational foundation of the HLIP, a test costing \$4,700,000 is ridiculous. And if this were the only option available, I would wonder about the feasibility of developing a test written in Hawaiian. But this is not the only option available; it is the only option the HI DOE is considering.

Are there other more feasible options? The answer is a resounding 'YES.' The first example can be found in a letter written by the HI DOE to HLIP HI DOE principals<sup>1</sup>. The Department of Education states in this letter that it would take 5 days for 25 Hawaiian language participants to produce 40 reading passages in Hawaiian for a Hawaiian language test. This would equal to 1,000 man-hours and at the normal contract rate of \$25 per hour, the cost to produce 40 reading passages would equate to \$25,000. In the same letter, the Department of Education concludes that it would take an additional 1,600 man-hours to produce 1,000 test items. At the same \$25 rate, the price tag for writing 1,000 test items in Hawaiian would equal \$40,000. The grand total for 40 passages and 1,000 test items written in Hawaiian would be \$65,000 and a

---

1

far cry from the \$4,700,000 price tag of an online assessment. While I understand that there are additional costs attached to test development besides item and passage writing, I couldn't begin to imagine what the difference of \$4,635,000 would be spent on.

A second option is found in the HI DOE's Hawaii Aligned Portfolio Assessment, also known as HAPA. From SY 2005-06 to SY 2010-11, the HI DOE was successful in finding the middle road for testing of HLIP 3rd and 4th graders. The key to all of it was that the items and passages were all written in the language of instruction, Hawaiian. What does that mean? It simply means that the unique context of learning Hawaiian as a second language in an immersion classroom should and must be considered. The late Dr. Sarah Gronna, head psychometrician for the HAPA and HI DOE employee, did her job well and should be credited by the HI DOE for her willingness to chart new territory in the field of indigenous language assessments. As a former employee for the Student Assessment Section, Dr. Gronna worked in partnership with HLIP stakeholders and staff of Pacific Resources for Education and Learning on all aspects of HAPA development and administration. Because of this kind of partnership, she was not only able to move the HI DOE to the forefront of indigenous language immersion education worldwide by developing HAPA and getting federal recognition for HAPA, she was also able to bring peaceful, meaningful, collaborative resolve to a very contentious situation. The price tag for HAPA is still unclear although the Department has testified and it is documented in the February 16, 2011 minutes of a Board of Education meeting on that the cost for HAPA was approximately \$800,000,<sup>2</sup> a difference to the current test development proposal made by the HI DOE of \$3,900,000.

If you read further, a third less costly option for testing HLIP students is provided by Dr. John Cohen, Vice President of Assessments for American Institute for Research (AIR). AIR is the current testing contractor for the HI DOE. In his testimony, Dr. Cohen suggests a price tag of \$500,000 in an initial year and an additional \$75,000 per year there after for an online test translated in Hawaiian. Simple math calculations show that it would take 57 years to spend \$4,700,000 on a test like this.

As you can clearly see, there are other viable options available to the Department. So, why not choose an option that is more affordable and agreeable to all parties involved? I could probably list a thousand reasons like Race to the Top commitments, poor staffing, or simple lack of acceptable knowledge. Whatever it may be, it does not give us a free get out of jail card. We are still required as citizens of this State to be accountable for our actions and to use good common sense, especially in the education of our keiki. Please don't let cost be a valid argument for not providing a fair and equitable testing to all Hawai'i's public education students.

Mahalo for your time and careful consideration of my testimony. I implore you to investigate all the facts surrounding this very heated but very important issue and choose to pass HB 2875 as written.

Sincerely,  
Dawn Sang  
91-1049 Keawanui Street  
Kapolei, HI 96707  
(808) 398-3726



Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Amber Dennis  
Organization: Individual  
E-mail: [ambler02@yahoo.com](mailto:ambler02@yahoo.com)  
Submitted on: 2/29/2012

Comments:

Testing the Hawaiian emersion children in English does not make any sense. Their instruction is in Hawaiian – why force them to take tests in English. The test will fail to give any measure of the children's or teacher's abilities. Please use funds for programs that would help the kids and not hurt them.

Mahalo for your care and concern,

Amber

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Tara McCraw  
Organization: Individual  
E-mail: [suiemc@yahoo.com](mailto:suiemc@yahoo.com)  
Submitted on: 2/28/2012

As a teacher, I know that the only true assessment is one in which children are tested in what they have been exposed to throughout the school year. As is true with any language, when instruction and curriculum are delivered in the home language, then assessment should be followed in suit. Otherwise, certain nuances, and sometimes entire test questions, lose something in the translation. I have seen this first hand when looking at some of the "translated" test questions. Many have lost the related meaning because of a translatable error. Or, the students are not used to the "translate" language, as it is not in the same language within which they were instructed. Therefore, I 100% support bill number=2875.

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: Yes  
Submitted by: moses K Kaapana  
Organization: Individual  
E-mail: [koolaupoi@live.com](mailto:koolaupoi@live.com)  
Submitted on: 2/29/2012

Comments:

Aloha mai e ke po'o o ia komike ho'i.

He mana'o ko'u e paepae i ia pila HB2875, no ka mea ua maika'i ka mana'o ma laila. Ina ua a'o na haumana i ka 'olelo Hawai'i me ka mana'o a me ka 'ikena Hawai'i, pono ka ho'ike e hanalike me ka a'o 'ana no ho'i.

This is an important bill that supports the students learning because the testing will reflect the classroom teaching. SO much is lost in translation and a failure to support this bill could result in the loss of votes at election time. The way is clear, creating the test from the beginning in the Hawaiian language rather than translating the test from English is the Pono (right) thing to do. Please vote in support of this measure and call on your fellow Representatives to do the same.

There will be others who can explain more clearly what is important, what is at stake and the history behind this effort; at this time I would like to echo what they have to say. As a native speaker I can understand the need for this legislation and am faithful that you will be able to understand this as well after listening to their testimony.

Mahalo for your time and attention to this matter.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 1:46 PM  
**To:** FINTestimony  
**Cc:** samsung\_rocker@live.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Hekili Graycochea  
Organization: Individual  
E-mail: [samsung\\_rocker@live.com](mailto:samsung_rocker@live.com)  
Submitted on: 2/28/2012

### Comments:

Hekili Graycochea  
Kula Kaiapuni Hawaii 'o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku, HI 96731

Pepeluali 28, 2012

Representative Marcus R. Oshiro, Chairperson And Committee Members House Committee on Finance  
State House of Representatives Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Aloha e Representative Marcus R. Oshiro & Committee Members

I support HB2875. It is easier for a child to be assessed in a language that he or she is familiar with. It is obvious that a 3rd grade Hawaiian immersion student that had been taught to speak and read in Hawaiian since preschool would most likely not have a higher passing percentage than a child in the English classroom if he would take a test in English. As the same goes for a Hawaiian child who had not learned his own culture or language and he had been taught to speak and read in English. Most likely, the Hawaiian child that was not taught in Hawaiian would probably fail a test written in Hawaiian. I believe a child should learn his ancestors' language, their way of communication, and after learning the native tongue later as he/she is maturing, will be able to learn English.

I support this bill, HB2875.

Mahalo,

Hekili Graycochea

## FINTestimony

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 3:44 PM  
**To:** FINTestimony  
**Cc:** halaniboshard@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Halani Boshard  
Organization: ke kula 'o 'Ehunuikaimalino  
E-mail: [halaniboshard@gmail.com](mailto:halaniboshard@gmail.com)  
Submitted on: 2/28/2012

### Comments:

Aloha nō kākou!

My name is Hālani 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 flabberghasted 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"... NOOOOOO!!!!!!!!!! This can't be happening to our keiki! INVALID! I tell YOU what I told them... SOMETHING IS VERY WRONG WITH THIS TEST, NOT WITH YOU!! AKAMAI 'OUKOU! (All of you are smart!) Kūpono kēia mau mo'olelo no ka'ū mau haumāna papa 5 ho'i! (these stories are appropriate for my fifth graders!) All of you have the mana, the power, to do what is right, just, and equitable for our 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.

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

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 10:31 PM  
**To:** FINTestimony  
**Cc:** Alexis\_Kane@notes.k12.hi.us  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Alexis Kane  
Organization: Individual  
E-mail: [Alexis\\_Kane@notes.k12.hi.us](mailto:Alexis_Kane@notes.k12.hi.us)  
Submitted on: 2/28/2012

**Comments:**

Aloha. I am Alexis Kane, Principal of Pu'ohala Elementary School in Kaneohe, Hi. I have been Principal of this English and Hawaiian Immersion school since 2003. I supported the creation of the HAPA because it was consistent with the philosophy of Hawaiian language instruction. I supported improving the HAPA and raising it to the rigor that would be commensurate with the rigor required for a state assessment. I DO NOT SUPPORT A TRANSLATED VERSION OF THE PRESENT HSA. It is not consistent with HLIP guidelines nor honors the manner in which HLIP students are taught or evaluated in their native language. It is disrespectful to the kumu who have labored to appropriately set language standards that are consistent with time-honored oral tradition. A translated version of the current state assessment is a step backwards. Please heed the recommendations of the educators who are far more informed about the language and about how our keiki should learn it.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Wednesday, February 29, 2012 12:07 PM  
**To:** FINTestimony  
**Cc:** khylee.morgan@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Khylee  
Organization: Individual  
E-mail: [khylee.morgan@gmail.com](mailto:khylee.morgan@gmail.com)  
Submitted on: 2/29/2012

Comments:  
Khylee Kāhealani Kauanoeanuhea Morgan  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-490 Knehemehe Highway  
Kahuku, HI 96731

Pepeluali 29, 2012

Representative Marcus R. Oshiro, Chairperson, & Committee Members House Committee on Finance State House of Representatives Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Aloha e Rep. Marcus R. Oshiro & Committee Members,

My name is Khylee Kāhealani Kauanoeanuhea Morgan. I am an 8th grader in the Hawaiian Language Academy of Kahuku. I support this bill, HB No. 2875.

I support this bill because in the Hawaiian Immersion Program the students are taught English in school only beginning in the 5th grade. This means that 3rd and 4th graders are taking a test in a language they have not been learning. A Hawaiian test made for the 3rd-6th grade Hwaiian Immersion students will show the knowledge that the students have that is in Hawaiian.

Mahalo,

Kāhealani Morgan

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
: Wednesday, February 29, 2012 12:49 PM  
FINTestimony  
**Cc:** aokeawest@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Aokeaokalani West  
Organization: Kula Kaiapuni Hawai'i 'o Kahuku Academy  
E-mail: [aokeawest@gmail.com](mailto:aokeawest@gmail.com)  
Submitted on: 2/29/2012

### Comments:

Aokeaokalani West  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-940 Kamehameha Highway  
Kahuku, HI 96731

Pepeluali 29, 2012

Representative Marcus R. Oshiro and Committee Members House Committee on Finance Hawaii State  
Legislature

South Beretania Street  
Honolulu, HI 96813

Aloha e Representative Marcus R. Oshiro and Committee Members,

My name is Aokeaokalani West. I am a freshman in Ke Kula Kaiapuni Hawaii 'o Kahuku Academy. I support the House Bill 2875.

I support this bill because, it is important to us Hawaiian Immersion students to be able to understand the tests in Hawaiian. HSA used to translate their tests from English to Hawaiian, so the tests were a little hard to understand.

I know from experience that when I was in 3rd and 4th grade it was hard to understand tests because it did not make any sense.

I support this bill because our students deserve to have tests that are easy to understand and possible to do.

Mahalo,

Aokeaokalani West



## FINTestimony

---

**m:** mailinglist@capitol.hawaii.gov  
**t:** Wednesday, February 29, 2012 12:15 PM  
**To:** FINTestimony  
**Cc:** kuulania@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Ku'ulanikahakuolaikahano Charel Ahloy  
Organization: Individual  
E-mail: [kuulania@gmail.com](mailto:kuulania@gmail.com)  
Submitted on: 2/29/2012

### Comments:

Ku'ulanikahakuolaikahano Charel Ahloy  
Kula Kaiapuni Hawai'i 'o Kahuku Academy 56-490 Kamehameha Highway Kahuku, HI 96731

Pepeluali 28, 2012

Representative Marcus R. Oshiro, Chairperson, & Committee Members Committee on Finance  
State House of Representatives Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Aloha e Representative Marcus R. Oshiro & Committee members,

My name is Ku'ulanikahakuolaikahano Charel Ahloy, I am a sophomore at Kula Kaiapuni Hawai'i 'o Kahuku Academy. I am writing this letter because I approve of this House Bill number 2875.

I approve of this bill because I think it would help the Hawaiian Immersion students in the 3rd, 4th, and 6th grades to improve their scores on the Hawai'i State Assessment. By having the test in Hawaiian the students of Kaiapuni will understand it better.

I was speaking Hawaiian ever since I was little and attended pre-school at Punana Leo 'o Honolulu then later went on to Anuenue school, but left during my kindergarten year to Fern Elementary to learn English. I had the opportunity to get back into Hawaiian Immersion for seventh grade and have been here ever since. I love the Hawaiian Language because it was once spoke by my ancestors. Creating the HSA test in Hawaiian will help the students in immersion and it'll help with their speaking skills also. It will also help keep the language alive.

This is why I approve of this bill. Thank you for taking your time to read my letter.

Mahalo,

Mahalo,

Guipo Hanohano

## FINTestimony

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 11:34 AM  
**To:** FINTestimony  
**Cc:** moronisaau@yahoo.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: moroni Kalani Sa'au  
Organization: kela Kaiapuni Hawai'i 'O Kahuku  
E-mail: [moronisaau@yahoo.com](mailto:moronisaau@yahoo.com)  
Submitted on: 2/29/2012

**Comments:**

Moroni Kalani Sa'au  
Kula Kaiapuni Hawai'i 'O Kahuku Academy 56-490 Kamehameha Highway Kahuku, Hi 96731

Pepeluali 28, 2012

Representative Marcus R. Oshiro and Chairperson & Committee Members House Committee on Finance State House of Representative Hawaii Stake Legislature  
415 South Beretania Street  
Honolulu, Hi 96831

Welina mai kākou. 'O au 'o Moroni Kalani Sa'au. He haumāna au ma ke Kula Kaiapuni Hawai'i 'o Kahuku Academy. Aia au ma ka papa 9. Aia au ma ke kula kaiapuni mai ka papa 1 a hiki i kēia manawa. Ua hele au i ke Kula Kaiapuni 'o Waiau a i ka papa 4, a laila, ua hele au i ke Kula Kaiapuni 'o Hau'ula.

Kāko'o au i kēia pila 'o HB 2875 no ka mea, inā aia ka hō'ike ma ka 'ōlelo Pelekāne e no'ono'ono ana nā kānaka, hūpō nā keiki Hawai'i, no ka mea a'ole hiki iā lākou ke hana i ka hō'ike me ka maika'i loa. A'ole kūpono no nā keiki Kaiapuni, no ka mea a'ole lākou maopopo loa i ka 'ōlelo Pelekāne. He mana'o o nā kānaka he nui, a'ole pono ka 'ōlelo Hawai'i. Pololei 'ole lākou, a e hō'ike ana au iā lākou i ka hewa o kēlā mana'o.

Pili kēia ia'u, no ka mea a'ole makemake au i ka'u mau keiki e hele i nā papa 'ōlelo Pelekane. E hele ana lākou i ke kula kaiapuni e a'o i ka 'ōlelo o ko mākou mau kūpuna a e make 'ole ana ka 'ōlelo Hawai'i.

E Ola Ka 'ōlelo Hawai'i!

Moroni Kalani Sa'au

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 9:57 AM  
**To:** FINTestimony  
**Cc:** Charles\_Naumu@notes.k12.hi.us  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Charles Naumu  
Organization: Anuenue School  
E-mail: [Charles\\_Naumu@notes.k12.hi.us](mailto:Charles_Naumu@notes.k12.hi.us)  
Submitted on: 2/29/2012

**Comments:**

Aloha Chair Oshiro and Committee Members: My name is Charles "Kale" Naumu. I am the po`okumu or principal of Ke Kula Kaiapuni `o Anuenue or Anuenue School. I am testifying on HB2875, for Hawaiian language testing. I am strongly in favor of this bill for the following reasons: a Hawaiian translation of English tests have proven to be flawed, the translated tests are not in the language of instruction, it is unfair to the Hawaiian Language Immersion Program students, the results are not reliable and the consequences are harmful to the students and the Hawaiian immersion programs. Mahalo!

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 7:57 AM  
**To:** FINTestimony  
**Cc:** hspoehr@papaolalokahi.org  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Hardy Spoehr  
Organization: Papa Ola Lokahi  
E-mail: [hspoehr@papaolalokahi.org](mailto:hspoehr@papaolalokahi.org)  
Submitted on: 2/29/2012

**Comments:**

Aloha. Papa Ola Lokahi strongly supports this legislation. It has been clearly demonstrated that healthy and well cultures have their languages intact. It only makes sense that if the Hawaiian language is the language of instruction, then the testing should also be in that language. Thank you for the opportunity to testify on this measure.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 11:13 PM  
**To:** FINTestimony  
**Cc:** pililua@yahoo.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Pili Keala-Quinabo  
Organization: Individual  
E-mail: [pililua@yahoo.com](mailto:pililua@yahoo.com)  
Submitted on: 2/28/2012

**Comments:**

As a teacher at Ke Kula Kaiapuni 'o Anuenue, I have seen first hand the confusion and negative impact the English assessments have on our students as well as assessments that are created in English and then translated into Hawaiian. The translated assessments still carry the English connotations which tend to clash with Hawaiian language and thinking. All assessments for Hawaiian Immersion should be created in Hawaiian language in order to accurately assess and reinforce the Hawaiian language.

I strongly support HB 2875.

Mahalo, Pililuaikaiohilo M. Keala-Quinabo

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 2:18 PM  
**To:** FINTestimony  
**Cc:** hanawasson@aol.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Hana k. Perez-Wasson  
Organization: Kula Kaiapuni Hawai'i 'o Kahuku Academy  
E-mail: [hanawasson@aol.com](mailto:hanawasson@aol.com)  
Submitted on: 2/28/2012

### Comments:

Hana K. Perez - Wasson  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku, HI 96731

Pepeluali 28, 2012

Chairperson Marcus R. Oshiro & Committee Members House Committee on Finance State  
House of Representatives Hawai'i State Legislature  
415 South Beretania Street  
Honolulu, HI 96813

Welina mai Kākou,

ʻO wau no ʻo Hana K. Perez - Wasson, No ka ʻāina o Lāʻie mai au. Hele au i ke  
Kula Kaiapuni Hawai'i 'o Kahuku Academy. Ua hoʻomaka au ma kuʻu wā Pūnana Leo  
e ʻōlelo Hawai'i a i kēia lā ke hoʻomau nei au e ʻōlelo i ka ʻōlelo makuahine. Kākoʻo au i  
kēia pila no ka mea i kuʻu manaʻo he mea ʻē kōkua ʻai iā mākou no na hānauna e hiki mai  
ana no ka ʻōlelo makuahine. I koʻu maopopo ma kekahi ʻano ʻo ka ʻunuhiʻana mai ka  
Pelekāne a i ka Hawai'i e ʻōkoʻa ana ka manaʻo nui no ka nīnau. Akā he hehi me ka  
wāwae kūpono no ka hoʻoikaika ʻana i ka ʻōlelo makuahine no kākou nā kānaka maoli o  
ia ʻāina o Hawai'i nei. Mahalo no kou hoʻolohe ʻana i ko mākou manaʻo.

Mahalo,

Hana K. Perez-Wasson

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 1:02 PM  
**To:** FINTestimony  
**Cc:** chrishampe@aol.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Christopher Hampe  
Organization: Individual  
E-mail: [chrishampe@aol.com](mailto:chrishampe@aol.com)  
Submitted on: 2/28/2012

**Comments:**

My children attend Ke Kula Kaiapuni 'o Anuenue. I live in Kapolei. I support this bill in its entirety and beg the finance committee to move this bill forward to give my children and all children a fair and equitable opportunity to public education. It is more important for us as citizens of Hawaii to acknowledge good practice and bad practice. I believe that there are more cost efficient alternatives to high stakes testing and ask that this committee require the Department of Education to revisit test development for immersion students in order to come up with a more affordable and agreeable option to testing. Mahalo for your time and considerations.

Christopher R. Hampe  
91-1049 Keawanui Street  
Kapolei, HI 96707  
(808) 398-3718



## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 1:18 PM  
**To:** FINTestimony  
**Cc:** clarepili@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Clare Pili  
Organization: Individual  
E-mail: [clarepili@gmail.com](mailto:clarepili@gmail.com)  
Submitted on: 2/28/2012

**Comments:**

**To:** Representative Marcus R. Oshiro, Chair, Committee on Finance  
Representative Marilyn B. Lee, Vice-Chair, Committee on Finance

**Fr:**

**Date:** February 28, 2012

**Subject:** Testimony in Support of House Bill 2875: Relating to the Hawaiian Language Immersion Program

I would like to testify in support of HB 2875 that requires reading, math, science, and other assessments administered to students in grades three through six of the department of education's Hawaiian language immersion program to be developed originally in the Hawaiian language; requires the board of education to adopt rules establishing procedures for the development of these assessments in collaboration with the Hawaiian language community; and requires status reports to the 2013 and 2014 legislatures.

## FINTestimony

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Tuesday, February 28, 2012 10:40 AM  
**To:** FINTestimony  
**Cc:** timwengler@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Timothy Wengler  
Organization: Individual  
E-mail: [timwengler@gmail.com](mailto:timwengler@gmail.com)  
Submitted on: 2/28/2012

### Comments:

Aloha kakou,

I am a parent of four Hawaiian immersion students who have been unfairly tested in English when their language of instruction has been in Hawaiian ever since birth through grade school. I know it to be our right as native Hawaiians to teach and preserve the language and culture of our ancestors. The current testing in English and the previous translated versions do not represent the abilities of our Hawaiian immersion students. Our children are afforded the right to learn Hawaiian as one of the two official languages of this state. They should be provided a fair assessment that measures their abilities in the language of their instruction as do the English speaking students.

In the past results of these unfair assessments were published in newspapers, magazines and elsewhere indicating that our children were not learning as well academically as those at English schools. The results made my children feel less than those at English speaking students even though they have to work much harder to learn the Hawaiian language with limited resources. As a Hawaiian speaking parent and an educator myself, I can see the academic growth of my children and consider it to be much more rich than if he were to only be learning only English. Please provide a fair Hawaiian assessment for our keiki and not just a translated version of the English test. With an appropriate assessment, we can further standardize the learning at our Hawaiian immersion programs and adequately assess academic progress. Mahalo for your time.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Tuesday, February 28, 2012 10:25 AM  
**To:** FINTestimony  
**Cc:** kiope@hawaii.edu  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Kiope Raymond  
Organization: Individual  
E-mail: [kiope@hawaii.edu](mailto:kiope@hawaii.edu)  
Submitted on: 2/28/2012

Comments:

## FINTestimony

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Tuesday, February 28, 2012 9:31 AM  
**To:** FINTestimony  
**Cc:** deshaulii@ymail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Desha Ulii  
Organization: Individual  
E-mail: [deshaulii@ymail.com](mailto:deshaulii@ymail.com)  
Submitted on: 2/28/2012

Comments:  
Desha Uluwehi Uli'i  
Kula Kaiapuni Hawai'i 'o Kahuku Academy  
56-490 Kamehameha Highway  
Kahuku , HI 96731

Pepeluali 28, 2012

Chairperson Marcus R. Oshiro & Committee Members House Committee On Finance State House of Representatives Hawai'i State Legislature  
415 South Beretania Street  
Honolulu , HI 96813

Aloha e Representative Marcus R. Oshiro & Committee Members,

My name is Desha Uluwehi Uli'i. I am currently a Senior in the Hawaiian Language Immersion Academy of Kahuku. I support this bill, House Bill Number 2875. I support this bill because we, Hawaiian Immersion students have learned so much and having this test written in Hawaiian will help show what we learned. Our future children will know that the language still lives.

All my life I have been told that the Hawaiian Language program will get me no where so its my job to prove them wrong. Having this test in Hawaiian will make it more suitable to the children. I've been in the Hawaiian Language program for 13 years. Most of the things we learned were in Hawaiian but taking the test in 3rd and 6th grade was always in English which was difficult for us since we didn't use it in the classroom.

So I support this bill because I believe it will be better for the students.

Thank you for taking the time to read my letter.

Mahalo,

Desha Uluwehi Uli'i

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Tuesday, February 28, 2012 6:14 AM  
**To:** FINTestimony  
**Cc:** pauahi.hookano@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Lisa Ann Pauahi Hookano  
Organization: Individual  
E-mail: [pauahi.hookano@gmail.com](mailto:pauahi.hookano@gmail.com)  
Submitted on: 2/28/2012

**Comments:**

I am writing in strong support for this bill. The Hawaiian Language Immersion Program has been implemented successfully in Hawai'i for more than 20 years. The graduates of the Kula Kaiapuni program have matured to be strong, confident and an asset to their communities.

The Kula Kaiapuni program deserves to be given the opportunity to reach its full potential and be able to asses its students on its own terms, rather than be a translation of the English test. Everyone who has a background in another language knows that concepts, ideas and world views do not translate well.

Let the Kaiapuni Program have the ability to fairly assess their students, without the stumbling block of dealing with a poorly written and executed translation.

mahalo  
Pauahi

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Tuesday, February 28, 2012 10:40 AM  
**To:** FINTestimony  
**Cc:** timwengler@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Timothy Wengler  
Organization: Individual  
E-mail: [timwengler@gmail.com](mailto:timwengler@gmail.com)  
Submitted on: 2/28/2012

**Comments:**

Aloha kakou,

I am a parent of four Hawaiian immersion students who have been unfairly tested in English when their language of instruction has been in Hawaiian ever since birth through grade school. I know it to be our right as native Hawaiians to teach and preserve the language and culture of our ancestors. The current testing in English and the previous translated versions do not represent the abilities of our Hawaiian immersion students. Our children are afforded the right to learn Hawaiian as one of the two official languages of this state. They should be provided a fair assessment that measures their abilities in the language of their instruction as do the English speaking students.

In the past results of these unfair assessments were published in newspapers, magazines and elsewhere indicating that our children were not learning as well academically as those at English schools. The results made my children feel less than those at English speaking students even though they have to work much harder to learn the Hawaiian language with limited resources. As a Hawaiian speaking parent and an educator myself, I can see the academic growth of my children and consider it to be much more rich than if he were to only be learning only English. Please provide a fair Hawaiian assessment for our keiki and not just a translated version of the English test. With an appropriate assessment, we can further standardize the learning at our Hawaiian immersion programs and adequately assess academic progress. Mahalo for your time.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 2:02 PM  
**To:** FINTestimony  
**Cc:** gkama@hawaii.edu  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Gwen Morinaga-Kama  
Organization: Individual  
E-mail: [gkama@hawaii.edu](mailto:gkama@hawaii.edu)  
Submitted on: 2/28/2012

Comments:

Aloha Sen. Kyle Yamashita and members of the Finance Committee - As a parent of 3 graduates of Kula Kaiapuni o Maui who have gone on to University of Hawai'i- Manoa, I support HB2875 advocating that the Reading, Math, Science and other assessments be administered to keiki in Gr/ 3 -6 in the Hawaiian Language. My experience with the English assessment and non-assessment of Immersion students was perplexing. Wanting to know how my children were fairing in the program was futile as they weren't assessed or they were given an English Standardized test which was useless. Please support the bill and give help to Immersion students and families as well as the program by granting approval to assessments being conducted in `Olelo Hawai`i.  
Mahalo pihapiha for your attention given this matter.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 4:29 PM  
**To:** FINTestimony  
**Cc:** kaheleon@hawaii.edu  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Kahele Dukelow  
Organization: Individual  
E-mail: [kaheleon@hawaii.edu](mailto:kaheleon@hawaii.edu)  
Submitted on: 2/28/2012

### Comments:

TESTIMONY IN SUPPORT OF HB 2875

Aloha. My name is Kahele Dukelow and I am a parent of three children that attend Kula Kaiapuni o Maui ma Pā'ia and Kekaulike. I also have nine years of teaching experience in immersion and presently teach Hawaiian language at the University of Hawai'i Maui College.

Presently I have a child in third grade taking the HSA test that was translated into Hawaiian from the test developed for English immersion students. I also have a child in the fifth grade taking the HSA in English. HB 2875 would require that both my children take a test developed originally in Hawaiian.

The first issue is using a translated test. As a Hawaiian language educator my experience is that translations from English into Hawaiian are problematic due to the following issues: context, vocabulary, validity and translation.

The first three points are issues in all assessments whether or not they are translated. However, the negative impacts are compounded when a test is translated. The general issue with translations is that they are unable to effectively and comprehensively communicate meaning. Something is always lost and or misinterpreted. Adding to this already immense issue is that the skill and experience of the translator has phenomenal affect on the outcome. For instance, if the translator has limited or no experience communicating subject specific concepts and vocabulary. Just imagine a person who has little or no experience in science writing a science exam. Overall, requiring our Hawaiian language immersion students to take a translated test sets our students up for failure.

Addressing the present practice of testing our Hawaiian language immersion students in English in elementary grades. I do not oppose this practice because I think our students will not be successful. In fact, my fifth grade daughter just scored at the "exceeds proficiency" level on the HSA reading exam in English. Instead, requiring that they take the English tests ignores, devalues and discriminates against education in Hawaiian language. More specifically, the Department of Education is intentionally positioning the success of English immersion students above that of Hawaiian immersion students by requiring a test the is innappropriate. In fact, they are promoting the success of English immersion students at the expense of Hawaiian language immersion students.

For these reasons mentioned above, I urge you to support HB 2875. Our students have the right to be tested in a manner that affords them success equal to that of English immersion students.



## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**ent:** Tuesday, February 28, 2012 10:01 AM  
**To:** FINTestimony  
**Cc:** tikiman@hawaii.rr.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Joel Liu  
Organization: Individual  
E-mail: [tikiman@hawaii.rr.com](mailto:tikiman@hawaii.rr.com)  
Submitted on: 2/28/2012

**Comments:**

As a parent of 2 keiki in the Hawaiian Immersion program on Maui. I support HB 2875 and hope that you will do your part to perpetuate the Hawaiian Language in our schools.  
Mahalo,  
Joel

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 8:03 AM  
**To:** FINTestimony  
**Cc:** kaulanad@ymail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Kaulana Dameg  
Organization: Individual  
E-mail: [kaulanad@ymail.com](mailto:kaulanad@ymail.com)  
Submitted on: 2/28/2012

Comments:  
I strongly support this measure.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 8:32 AM  
**To:** FINTestimony  
**Cc:** ambler02@yahoo.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Amber Dennis  
Organization: Individual  
E-mail: [ambler02@yahoo.com](mailto:ambler02@yahoo.com)  
Submitted on: 2/29/2012

Comments:

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 2:17 PM  
**To:** FINTestimony  
**Cc:** nmeg73@yahoo.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM  
**Attachments:** uilanis\_testimony\_HB2875

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Megan Nelson  
Organization: Individual  
E-mail: [nmeg73@yahoo.com](mailto:nmeg73@yahoo.com)  
Submitted on: 2/28/2012

Comments:

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 2:29 PM  
**To:** FINTestimony  
**Cc:** peepuhala@hotmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Iolani Kuoha  
Organization: Individual  
E-mail: [peepuhala@hotmail.com](mailto:peepuhala@hotmail.com)  
Submitted on: 2/29/2012

Comments:  
I support HB2875.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 2:32 PM  
**To:** FINTestimony  
**Cc:** tau4350@hawaiiantel.net  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Kaulana Smith  
Organization:  
E-mail: [tau4350@hawaiiantel.net](mailto:tau4350@hawaiiantel.net)  
Submitted on: 2/29/2012

**Comments:**

Aloha, I am in support of HB2875, translated English assessments to Hawaiian sets the child up for failure.

## FINTestimony

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 8:47 PM  
**To:** FINTestimony  
**Cc:** nlkanuenu@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Na Leo Kakoo Executive Board  
Organization: Na Leo Kakoo Executive Board  
E-mail: [nlkanuenu@gmail.com](mailto:nlkanuenu@gmail.com)  
Submitted on: 2/28/2012

Comments:

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 7:34 AM  
**To:** FINTestimony  
**Cc:** liko1969@gmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: Liko Rogers  
Organization: Individual  
E-mail: [liko1969@gmail.com](mailto:liko1969@gmail.com)  
Submitted on: 2/29/2012

Comments:



## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 6:48 AM  
**To:** FINTestimony  
**Cc:** hinasurfing@hotmail.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: No  
Submitted by: suzie Kauhane  
Organization: Individual  
E-mail: [hinasurfing@hotmail.com](mailto:hinasurfing@hotmail.com)  
Submitted on: 2/29/2012

Comments:

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, February 29, 2012 12:34 AM  
**To:** FINTestimony  
**Cc:** keakakealoha@yahoo.com  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Support  
Testifier will be present: Yes  
Submitted by: Keaka Kealoha  
Organization: Individual  
E-mail: [keakakealoha@yahoo.com](mailto:keakakealoha@yahoo.com)  
Submitted on: 2/29/2012

**Comments:**

My name is Keaka Kealoha and I am a former Hawaiian language immersion student. I strongly support this bill. As a former student, I can testify to the early struggles that Hawaiian Language Immersion Program faced and am shocked that after 24 years of existence, students in the program are still being treated unequitably. Today, I find myself in a very good place. I am an employee at the Disney Aulani Resort in Ko Olina and proudly utilize my Hawaiian language skills to promote the culture and heritage of Hawai'i's host culture everyday.

Is HLIP a good program? Yes. Should we all do our best to provide for fairness and equity in all aspects of K-12 education? Yes. Please support the passage of HB 2875 in its entirety. Mahalo for your time and favorable consideration.

## **FINTestimony**

---

**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, February 28, 2012 4:48 PM  
**To:** FINTestimony  
**Cc:** Kalena\_Basug@notes.k12.hi.us  
**Subject:** Testimony for HB2875 on 2/29/2012 3:30:00 PM  
**Attachments:** HB2875(hscr250-12)\_EDN\_02-29-12\_FIN.PDF

Testimony for FIN 2/29/2012 3:30:00 PM HB2875

Conference room: 308  
Testifier position: Comments Only  
Testifier will be present: Yes  
Submitted by: Kalena Basug  
Organization: Department of Education  
E-mail: [Kalena\\_Basug@notes.k12.hi.us](mailto:Kalena_Basug@notes.k12.hi.us)  
Submitted on: 2/28/2012

Comments:  
Submitting testimony for HB2875(HSCR250-12)