

The Twenty-Sixth Legislature, State of Hawaii
Hawaii State Senate
Senate Committee on Ways and Means
Testimony by
Early Learning Council
March 1, 2011
S.B. 1384 – Relating to Education

LATE

Chair Ige and Committee Members:

The Early Learning Council (“ELC”) offers the following comments on S.B. 1384, which proposes to amend chapter 302A, Hawaii Revised Statutes to add a new section to require that all children entering public school will be screened as part of an assessment process to inform instructional planning.

The ELC would like to stress that such a screening should be aligned with standards and developmental expectations as defined by early learning experts. Furthermore, the ELC would like to emphasize that the data gained should not be used for placement purposes but to ensure that children’s needs are being met through the design of an appropriate curriculum, differentiated instruction and attention to individual needs.

Established under Act 14, First Special Session 2008, the Early Learning Council is entrusted with the development and implementation of the state’s early learning system. The ELC was chartered to establish a cohesive, comprehensive, and sustainable early learning system that ensures a spectrum of quality early learning opportunities for young children from their prenatal period until the time they enter kindergarten.

Thank you for the opportunity to testify.

Respectfully Submitted,

Dr. Robert Peters
Chair, Early Learning Council

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 28, 2011 10:43 PM
To: WAM Testimony
Cc: yasukoduck@hotmail.com
Subject: Testimony for SB1384 on 3/1/2011 9:20:00 AM

LATE

Testimony for WAM 3/1/2011 9:20:00 AM SB1384

Conference room: 211
Testifier position: oppose
Testifier will be present: No
Submitted by: Carolyn Duckworth
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Submitted on: 2/28/2011

Comments:

Inappropriate assessments by unqualified teachers who may be incorrectly placed in early childhood education classrooms, may lead to tracking, retention and other forms of perceived failure.

Section 3(2): formative-assessments are a process, not a tool. Thus, they should be conducted in many ways, over time, by qualified teachers who know how to use appropriate procedures and how to make appropriate judgments. Formative-assessments should lead to adjustments in teaching.