

LATE

Date: 02/25/2013

Committee: House Finance

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0224,HD2(hscr534) RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

Purpose of Bill: Requires the DOE to develop annual assessments in the Hawaiian language in language arts and mathematics to be administered to students in grades three through six of the DOE's Hawaiian language immersion program and in science to be administered to students in grade four of the DOE's Hawaiian language immersion program. Requires the DOE, with the Hawaiian language community, to establish procedures for the development of the assessments. Report to the 2014 legislature.

Department's Position:

Supports

The Department of Education (Department) is in support of H.B. No. 224, H.D. 2, but requests the following amendments:

- (1) Section 1, page 3, lines 10-14 should read: "The purpose of this Act is to require the department of education to develop annual **federal accountability** assessments in the Hawaiian language in **English language arts/literacy**, mathematics, and science to be administered to students in grades three through six of the department of education's Hawaiian language immersion program."
- (2) Section 2, page 4, lines 8-9 should read: "The assessments shall be administered annually commencing with the **2014-15 school year**."

Hawai'i is a governing state in the Smarter Balanced Assessment Consortium (Smarter Balanced). Smarter Balanced is one of two multi-state consortia that was awarded funding from the United States Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.

The Smarter Balanced summative assessments in English language arts/literacy and mathematics for grades 3 – 8 and 11 will use computer adaptive technologies and will be administered in the last 12 weeks of the school year. All public and public charter schools must administer the English language arts/literacy and mathematics CCSS

assessments in the 2014-15 school year.

- (3) Section 2, page 4, lines 12 and 13 should be **deleted** because this is not relevant to educational accountability requirements for statewide assessments under ESEA/NCLB. Federal law requires that all states are required to implement a set of high-quality, yearly, student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining yearly performance of the state and schools in enabling children to meet the state's challenging student academic achievement standards.
- (4) Section 2, page 4, lines 14 and 15 should be revised by deleting: "aligned with applicable state academic content standards" and replacing it with the following language: "**aligned with the common core state standards**" so the reference to the standards is consistent with line 8 on page 5.
- (5) The bill should include **two appropriation sections** for FY 2013-14 and FY 2014-15 for the:
 - a. Development of ancillary materials and tools in the Hawaiian language for the 2014-2015 ELA/Literacy and Mathematics Common Core State Standards;
and
 - b. Development of assessments pursuant to this new chapter.

Thank you for the opportunity to provide testimony in support of H.B. No. 224, H.D. 2.

LATE



Association of Hawaiian Civic Clubs

P. O. Box 1135

Honolulu, Hawai`i 96807

Testimony of President Soulee Stroud

HOUSE COMMITTEE ON FINANCE

HB 224HD2(HSCR534) RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

Monday, February 25, 2013; 1:30pm; Room 308

Aloha Madam Chair Luke and Vice Chairs Nishimoto and Johanson. I am Soulee Stroud president of the Association of Hawaiian Civic Clubs (AHCC) testifying in support of House bill 224House Draft2 Relating to the Hawaiian Language Immersion Program.

The prior committees have amended the bill taking into consideration the recommendations made in testimonies by concerned parties, including the AHCC. One of the AHCC's major concerns has always been the preservation and rejuvenation of the Hawaiian language. While the language has made a remarkable comeback, the transition for Hawaii's educational system is still evolving and this bill would help to alleviate negative impacts.

These requirements of the Department of Education are needed to provide independent reading, math and science assessments in the Hawaiian language for immersion students in grades three through six.

We urge your support of this bill and thank you for the opportunity to testify.

Contact: jalna.keala2@hawaiiantel.net

LATE



Ke Kula 'o Samuel M. Kamakau

Laboratory Public Charter School

46-500 Kūneki Street

Kāne'ohe, 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.

HB 224 HD2 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

House of Representatives COMMITTEE ON FINANCE

Rep. Sylvia Luke, Chair

Rep. Scott Y. Nishimoto, Vice Chair

Rep. Aaron Ling Johanson, Vice Chair

Members of the committee

February 25, 2013 1:30pm Conference Room 308

The Governing Board and the administration team of Ke Kula 'o Samuel M. Kamakau, K-12 Laboratory Public Charter School **strongly supports HB 224 HD2.**

This bill requires the Department of Education (DOE), with the Hawaiian language community, to establish procedures for the development of annual assessments in the Hawaiian language in language arts and math, to be administered to students in grades three through six of the DOE's Hawaiian language immersion program, and in science to be administered to students in grade four of the DOE's Hawaiian language immersion program. This bill is especially important to us because the added requirement of working together with the Hawaiian language community will ensure validity and reliability for these necessary assessments that not only reflect upon the success of our schools, (a school's NCLB status in meeting AYP), but also impact our students.

We believe the current assessment lacks the requisite literary and lingual foundation to adequately measure any Hawaiian Language Immersion student's knowledge and we do not believe it is fair to the students or the schools, to administer incomprehensible assessments. Positive results on these assessments are not reasonably achievable. Additionally, as an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.

Louisa Lee
President

Pualani Erhorn
Treasurer

Ka'aka Swain
Secretary

Kuha'o Zane
Member

HOUSE COMMITTEE ON FINANCE

TO: HONORABLE REP. SYLVIA LUKE, CHAIR

FROM: Olani Lilly, Executive Director

RE: HB 224 HD2

HEARING: 2/25/2013, 1:30 PM, 308

POSITION: SUPPORT



LATE

I am submitting testimony in STRONG SUPPORT of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Kama'aha Education Initiative is the nonprofit organization that partners with Ka 'Umeke Kā'eo a Hawaiian immersion K-12 charter school to provide an academically challenging curriculum is aligned with common core standards and centered on a culture of Native Hawaiian language, knowledge, and the Papakū Makawalu methodology. Teachers work collaboratively to ensure a school wide curriculum that promotes an environment of inquiry, communication, collaboration, sustainable innovation, and advances in individual and collective learning.

Currently, Hawaiian immersion students at Ka 'Umeke Kā'eo are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

Because Ka 'Umeke Kā'eo utilizes student achievement data to make decisions regarding individual student assistance as well as overall program decisions the development of an assessment originally in the Hawaiian language for third through sixth grade students is critical. This assessment would prevent irreparable impacts on the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure.

Mahalo

A handwritten signature in black ink that reads "Olani Lilly". The signature is written in a cursive, flowing style.

Olani Lilly

Executive Director

LATE

HB224

Submitted on: 2/24/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kalehua Krug	Aha Kauleo Executive Council	Support	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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HB 224 HD2
Relating to the Hawaiian Language Immersion Program
February 25, 2013
1:30 PM

To: House Committee on Finance

From: The Executive Board of the
 AHA KAULEO KAIAPUNI HAWAI **I**
Hawaiian Language Immersion Advisory Council

Subject: Testimony in **STRONG SUPPORT** of House Bill 224 Draft 2: Relating to the Hawaiian Language Immersion Program

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

The Aha Kauleo Kaiapuni Hawai i: Hawaiian Language Immersion Advisory Council was established in 1990 by the Board of education to advise the Hawai i Department of Education (HDOE) on all matters dealing with the Hawaiian Language Immersion Program. Through this testimony in strong support of HB 224, we assert this responsibility and advise that HDOE support this legislation. The Hawaiian Language Immersion Program, or Ka Papahana Kaiapuni (KPK), has grown over the last three decades and has increased its expertise in the field of native language revitalization. This expertise has made KPK, and the HDOE, an international spearhead for all forms of native language revitalization movements. The State of Hawai i Legislature must also recognize these impressive strides and legislatively continue the innovative

LATE

HOUSE COMMITTEE ON FINANCE

TO: HONORABLE REP. SYLVIA LUKE, CHAIR

FROM: Wendy S. K. Akioka

RE: HB 224 HD2

HEARING: 2/25/2013, 1:30 PM, 308

POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. I have first-hand knowledge of the detrimental effects of administering a translated test to students, because I am a teacher in the third grade who gave the test for the past 2 years.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. PREL has done research on this phenomenon; therefore we do not base our argument on opinion alone. Furthermore, students taking the test have made comments such as, "Why are we taking this stupid test that asks me haole questions in Hawaiian?" The discrepancy was blaring enough for 8 and 9-year-olds to pick up. This was an unfair distraction and hindrance which occurred as a result of the translated test. Also, please do not think that one failed attempt is all the DOE is responsible for, because this is their **SECOND** failed translation fiasco, however since new department directors were in place between the two, they neglected to learn from past mistakes. They have wasted the monies for this due to a lack of respect for teacher, because we told them that this happened before, however they turned deaf ears to us.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

LATE

HOUSE COMMITTEE ON FINANCE
TO: HONORABLE REP. SYLVIA LUKE, CHAIR
FROM: C. Baba Yim
RE: HB 224 HD2
HEARING: 2/25/2013, 1:30 PM, 308
POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

LATE

HOUSE COMMITTEE ON FINANCE
TO: HONORABLE REP. SYLVIA LUKE, CHAIR
FROM: MS. KEHAULANI LUM
RE: HB 224 HD2
HEARING: 2/25/2013, 1:30 PM, 308
POSITION: SUPPORT

Aloha and mahalo for this opportunity to submit testimony in **STRONG SUPPORT** of HB224 HD2, which requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

Mahalo nui loa for your serious consideration and kokua.

Kehaulani Lum

LATE

HB 224 HD2
Relating to the Hawaiian Language Immersion Program
February 25, 2013
1:30 PM

To: House Committee on Finance

From: Kīhāpaiokalani Krug

Subject: Testimony in **STRONG SUPPORT** of House Bill 224 Draft 2: Relating to the Hawaiian Language Immersion Program

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

The Aha Kauleo Kaiapuni Hawai'i: Hawaiian Language Immersion Advisory Council was established in 1990 by the Board of education to advise the Hawai'i Department of Education (HDOE) on all matters dealing with the Hawaiian Language Immersion Program. Through this testimony in strong support of HB 224, we assert this responsibility and advise that HDOE support this legislation. The Hawaiian Language Immersion Program, or Ka Papahana Kaiapuni (KPK), has grown over the last three decades and has increased its expertise in the field of native language revitalization. This expertise has made KPK, and the HDOE, an international spearhead for all forms of native language revitalization movements. The State of Hawai'i Legislature must also recognize these impressive strides and legislatively continue the innovative work of this program. KPK has developed curriculum, rediscovered native strategies of teaching and learning, drafted policy and has engaged the education community at the federal and international level. The next juncture is language immersion educational assessments developed and implemented solely in the language of instruction, Ka Ōlelo Hawai'i

The Aha Kauleo Kaiapuni Hawai'i represents that vast majority of all KPK schools. From one of our first Aha Kauleo meetings on Saturday January 21, 2012, 19 of the 21 state KPK schools were in attendance, until now the resounding voice of the Aha Kauleo unanimously supports the message of this legislation. The Aha Kauleo, along with the KPK, values valid and reliable assessment strategies. The Aha Kauleo states the following as the main justification for the need of this legislation.

- (1) Historically, KPK stakeholders have not held any assessment positions of legitimate decision-making subsequent to the development of the Hawaiian Aligned Portfolio Assessment (HAPA). The HAPA was an innovation known worldwide that had the beginnings of a bright new path for native language assessments. However, the HDOE has since branded the HAPA as invalid and unreliable and has started translating the Hawai'i State Assessment (HSA). We believe this decision to be strictly related to politics and funding and NOT related to best educational practice with our children's well being at its core. The Aha Kauleo recommends that the process from which HAPA was developed be explored further and rebirthed. This process, an in depth partnership between Hawaiian language educators of KPK and psychometricians, was one that gained national recognition and was the basis for many significant educational decisions

worldwide. The Aha Kauleo supports this legislation because it returns power to the experts of this field and demands that the HDOE make well-researched decisions. These decisions cannot be made without consulting and empowering those KPK stakeholders who possess the expertise in the field of language immersion education. We also charge the HDOE with disempowering the HDOE staff of the Hawaiian Language Immersion Section and constraining their innovation and administration. Therefore, we implore the HDOE to empower their own staff members, along with all of the other KPK stakeholders, and rely on their guidance and leadership for all decisions relating to KPK.

- (2) The majority of Aha Kauleo members are speakers of the Hawaiian language. Ōlelo Hawaiʻi is the life force of our students, our schools and our families. With this language being an official language of the state, we believe that all processes that English medium education is entitled to should so be the entitlement of our Hawaiian language. This includes all aspects of education from curriculum development and professional development to all forms of assessment. If the HSA is conceptualized, developed and implemented through the English language for English language speakers then all KPK assessments should be created in the Hawaiian language. The Aha Kauleo looks to move closer to educational equality through both official languages of this state.

Please allow this testimony in strong support for HB 224 HD2 in its entirety. The unity of the Aha Kauleo symbolizes a remarkable and inspiring collaboration of KPK stakeholders. This is a new time with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

O ia ihola nō me ke aloha.

LATE

HB 224
Relating to the Hawaiian Language Immersion Program
House Committee on Finance
February 25, 2013
1:30 PM

To: Representative Sylvia Luke, Chair, Committee on Finance
Representative Scott Y. Nishimoto, Vice-Chair, Committee on Finance
Representative Aaron Ling Johanson, Vice-Chair, Committee on Finance

From: Kanoë Kimura

Date: February 25, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i,
3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal
4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

Alignment of Curriculum, Instruction and Assessment to Program Goals

1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created).

2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies.
3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience).
4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language)

The Right of ʻŌhāna (to educate their keiki in both official languages of the State)

1. Hawaiʻi is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

ʻŌ ia ihola nō me ke aloha.
Kanoë Kimura

LATE

**HB 224 HD2
Relating to the Hawaiian Language Immersion Program
February 25, 2013
1:30 PM**

To: House Committee on Finance

From: G. Kalehua Krug

Subject: Testimony in **STRONG SUPPORT** of House Bill 224 Draft 2: Relating to the Hawaiian Language Immersion Program

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

The Aha Kauleo Kaiapuni Hawai'i: Hawaiian Language Immersion Advisory Council was established in 1990 by the Board of education to advise the Hawai'i Department of Education (HDOE) on all matters dealing with the Hawaiian Language Immersion Program. Through this testimony in strong support of HB 224, we assert this responsibility and advise that HDOE support this legislation. The Hawaiian Language Immersion Program, or Ka Papahana Kaiapuni (KPK), has grown over the last three decades and has increased its expertise in the field of native language revitalization. This expertise has made KPK, and the HDOE, an international spearhead for all forms of native language revitalization movements. The State of Hawai'i Legislature must also recognize these impressive strides and legislatively continue the innovative work of this program. KPK has developed curriculum, rediscovered native strategies of teaching and learning, drafted policy and has engaged the education community at the federal and international level. The next juncture is language immersion educational assessments developed and implemented solely in the language of instruction, Ka ʻŌlelo Hawai'i.

The Aha Kauleo Kaiapuni Hawai'i represents that vast majority of all KPK schools. From one of our first Aha Kauleo meetings on Saturday January 21, 2012, 19 of the 21 state KPK schools were in attendance, until now the resounding voice of the Aha Kauleo unanimously supports the message of this legislation. The Aha Kauleo, along with the KPK, values valid and reliable assessment strategies. The Aha Kauleo states the following as the main justification for the need of this legislation.

- (1) Historically, KPK stakeholders have not held any assessment positions of legitimate decision-making subsequent to the development of the Hawaiian Aligned Portfolio Assessment (HAPA). The HAPA was an innovation known worldwide that had the beginnings of a bright new path for native language assessments. However, the HDOE has since branded the HAPA as invalid and unreliable and has started translating the Hawai'i State Assessment (HSA). We believe this decision to be strictly related to politics and funding and NOT related to best educational practice with our children's well being at its core. The Aha Kauleo recommends that the process from which HAPA was developed be explored further and rebirthed. This process, an in depth partnership between Hawaiian language educators of KPK and psychometricians, was one that gained national recognition and was the basis for many significant educational decisions

worldwide. The Aha Kauleo supports this legislation because it returns power to the experts of this field and demands that the HDOE make well-researched decisions. These decisions cannot be made without consulting and empowering those KPK stakeholders who possess the expertise in the field of language immersion education. We also charge the HDOE with disempowering the HDOE staff of the Hawaiian Language Immersion Section and constraining their innovation and administration. Therefore, we implore the HDOE to empower their own staff members, along with all of the other KPK stakeholders, and rely on their guidance and leadership for all decisions relating to KPK.

- (2) The majority of Aha Kauleo members are speakers of the Hawaiian language. Ōlelo Hawaiʻi is the life force of our students, our schools and our families. With this language being an official language of the state, we believe that all processes that English medium education is entitled to should so be the entitlement of our Hawaiian language. This includes all aspects of education from curriculum development and professional development to all forms of assessment. If the HSA is conceptualized, developed and implemented through the English language for English language speakers then all KPK assessments should be created in the Hawaiian language. The Aha Kauleo looks to move closer to educational equality through both official languages of this state.

Please allow this testimony in strong support for HB 224 HD2 in its entirety. The unity of the Aha Kauleo symbolizes a remarkable and inspiring collaboration of KPK stakeholders. This is a new time with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

O ia ihola nō me ke aloha.

*Because of the aforementioned concerns regarding current assessments, we are asking for this additional amendment to be included in **HB224 HD2-***

- A waiver for HLIP grades 3 & 4, to be excused from the current test requirements until a fair assessment can be developed originally in the Hawaiian language.
- A waiver for HLIP grades 3 & 4 excluding their test scores from the 2012-2013 AYP counts.

The 'ohana of Ke Kula 'o Samuel M. Kamakau look forward to working towards a strong, valid, fair and reliable set of assessments for all of Hawai'i's students.

We therefore urge the committee to pass HB224 HD2.

Me ka ha'aha'a,

I. K. Meahilahila Kelling, Ed.D.
Kahu, Director
Ke Kula 'o Samuel M Kamakau, LPCS

P. Kameha'ililani Waiau, M.Ed.
Hope Kahu, Principal
Ke Kula 'o Samuel M Kamakau, LPCS

work of this program. KPK has developed curriculum, rediscovered native strategies of teaching and learning, drafted policy and has engaged the education community at the federal and international level. The next juncture is language immersion educational assessments developed and implemented solely in the language of instruction, Ka ʻŌlelo Hawaiʻi.

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- (1) Historically, KPK stakeholders have not held any assessment positions of legitimate decision-making subsequent to the development of the Hawaiian Aligned Portfolio Assessment (HAPA). The HAPA was an innovation known worldwide that had the beginnings of a bright new path for native language assessments. However, the HDOE has since branded the HAPA as invalid and unreliable and has started translating the Hawaiʻi State Assessment (HSA). We believe this decision to be strictly related to politics and funding and NOT related to best educational practice with our children's well being at its core. The ʻAha Kauleo recommends that the process from which HAPA was developed be explored further and rebirthed. This process, an in depth partnership between Hawaiian language educators of KPK and psychometricians, was one that gained national recognition and was the basis for many significant educational decisions worldwide. The ʻAha Kauleo supports this legislation because it returns power to the experts of this field and demands that the HDOE make well-researched decisions. These decisions cannot be made without consulting and empowering those KPK stakeholders who possess the expertise in the field of language immersion education. We also charge the HDOE with disempowering the HDOE staff of the Hawaiian Language Immersion Section and constraining their innovation and administration. Therefore, we implore the HDOE to empower their own staff members, along with all of the other KPK stakeholders, and rely on their guidance and leadership for all decisions relating to KPK.
- (2) The majority of ʻAha Kauleo members are speakers of the Hawaiian language. ʻŌlelo Hawaiʻi is the life force of our students, our schools and our families. With this language being an official language of the state, we believe that all processes that English medium education is entitled to should so be the entitlement of our Hawaiian language. This includes all aspects of education from curriculum development and professional development to all forms of assessment. If the HSA is conceptualized, developed and implemented through the English language for English language speakers then all KPK assessments should be created in the Hawaiian language. The ʻAha Kauleo looks to move closer to educational equality through both official languages of this state.

Please allow this testimony in strong support for HB 224 HD2 in its entirety. The unity of the ʻAha Kauleo symbolizes a remarkable and inspiring collaboration of KPK stakeholders. This is a new time with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

O ia ihola nō me ke aloha.

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, February 24, 2013 3:50 PM
To: FINTestimony
Cc: lmhubbard@hawaiiantel.net
Subject: Submitted testimony for HB224 on Feb 25, 2013 13:30PM

HB224

Submitted on: 2/24/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Lela M. Hubbard	Na Koa Ikaika	Support	Yes

Comments: Rep. Sylvia Luke, Chair House Committee on Finance Support for HB224, HD2 Hearing on Feb.25, 2013, 1:30 PM, Rm 308 Na Koa Ikaika strongly supports HB224 which will reinforce the true learnings of our Hawaiian Immersion students with assessments based on the language patterns, vocabulary and idioms that are part of their curriculum. The current assessment based on an English to Hawaiian translation is replete with glaring errors and does not show the real language skills practiced by our students nor the skills of our kumu. The Hawaiian Immersion Program has grown positively over the years. We strongly support HB 224, HD 2, whereby exams written in the Hawaiian language by true native speakers and thinkers will reinforce the benefit of this program for our students. Mahalo for your consideration, Lela M. Hubbard Na Koa Ikaika lmhubbard@hawaiiantel.net

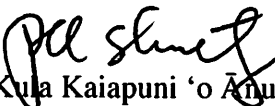
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LATE

HB 224
Relating to the Hawaiian Language Immersion Program
House Committee on Finance
February 25, 2013
1:30 PM

To: Representative Sylvia Luke, Chair, Committee on Finance
Representative Scott Y. Nishimoto, Vice-Chair, Committee on Finance
Representative Aaron Ling Johanson, Vice-Chair, Committee on Finance

From: Pohai Kukea Shultz 
Parent of children at Ke Kula Kaiapuni 'o Ānuenue

Date: February 25, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou e nā Luna o Ke Kōmike Pili Ho'ona'auao,

I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i,
3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal
4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

Alignment of Curriculum, Instruction and Assessment to Program Goals

1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created).
2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies.
3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience).
4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language)

The Right of ‘Ohana (to educate their keiki in both official languages of the State)

1. Hawai‘i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

‘O ia ihola nō me ke aloha.

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, February 24, 2013 4:06 PM
To: FINTestimony
Cc: farmfreshhawaii@gmail.com
Subject: Submitted testimony for HB224 on Feb 25, 2013 13:30PM

HB224

Submitted on: 2/24/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Juanita Brown Kawamoto	Individual	Support	Yes

Comments: As a native Hawaiian Citizen advocate, makua and kupuna, I know the importance of proper education. The current assessment of Hawaiian immersion testing in the DOE is lacking the appropriate mana`o of qualified test interpretation that is sensitive and thoughtful for Hawaii students who practice Hawaiian culture through education and olelo. I believe the partial funding of this program is supported by the Hawaiian community and other Hawaiian organizations that want to assure the right standards for Hawaii's keikis are being provided. We require matching support from the State of Hawaii through our benevolent legislature and the tax paying people of Hawaii who want good education for all keiki. Please support this bill. Mahalo for the opportunity to testify.

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FINTestimony



From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 25, 2013 7:21 AM
To: FINTestimony
Cc: hkperreira@gmail.com
Subject: *Submitted testimony for HB224 on Feb 25, 2013 13:30PM*

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Hiapo K. Perreira	Individual	Support	No

Comments:

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LATE

HOUSE COMMITTEE ON FINANCE

TO: HONORABLE REP. SYLVIA LUKE, CHAIR

FROM: S. Kaleimakamae Kaaui

RE: HB 224 HD2

HEARING: 2/25/2013, 1:30 PM, 308

POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

LATE

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Linda Henohea Linker	Individual	Support	No

Comments: I am submitting testimony in STRONG SUPPORT of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language. This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure.

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LATE

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kale Smith	Individual	Support	No

Comments: A more accurate way to assess learning in Hawaiian language immersion schools is necessary. Currently, the testing process puts immersion schools at a disadvantage because there are not always appropriate translations between English and Hawaiian.

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LATE

HOUSE COMMITTEE ON FINANCE
TO: HONORABLE REP. SYLVIA LUKE, CHAIR
FROM: Caroline R.P. Montague-Mullins
RE: HB 224 HD2
HEARING: 2/25/2013, 1:30 PM, 308
POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

LATE

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kapua Silva	Individual	Support	No

Comments: HOUSE COMMITTEE ON FINANCE TO: HONORABLE REP. SYLVIA LUKE, CHAIR FROM: KAPUA SILVA RE: HB 224 HD2 HEARING: 2/25/2013, 1:30 PM, 308 POSITION: SUPPORT I am submitting testimony in STRONG SUPPORT of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language. This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure.

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LATE

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Lyle Silva	Individual	Support	No

Comments: HOUSE COMMITTEE ON FINANCE TO: HONORABLE REP. SYLVIA LUKE, CHAIR FROM: LYLE SILVA RE: HB 224 HD2 HEARING: 2/25/2013, 1:30 PM, 308 POSITION: SUPPORT I am submitting testimony in STRONG SUPPORT of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language. This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure.

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LATE

HOUSE COMMITTEE ON FINANCE
TO: HONORABLE REP. SYLVIA LUKE, CHAIR
FROM: (INSERT YOUR NAME)
RE: HB 224 HD2
HEARING: 2/25/2013, 1:30 PM, 308
POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure.

Antoinette K. Kealoha
41-167 Nalu St. Waimanalo, HI 96795
808-259-7602
akkealoh@hotmail.com

LATE

HB 224
Relating to the Hawaiian Language Immersion Program
House Committee on Finance
February 25, 2013
1:30 PM

To: Representative Sylvia Luke, Chair, Committee on Finance
Representative Scott Y. Nishimoto, Vice-Chair, Committee on Finance
Representative Aaron Ling Johanson, Vice-Chair, Committee on Finance

From: Nā Leo Kāko o
The Parent Board for Ke Kula Kaiapuni o Ānuenue

Date: February 25, 2013

Subject: Testimony in **STRONG SUPPORT** of House Bill 224: Relating to the Hawaiian Language Immersion Program

Aloha mai kākou,

We are submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below we have listed some important reasons for supporting this bill.

Fair Assessment

1. As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers.
2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i,
3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal
4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

Alignment of Curriculum, Instruction and Assessment to Program Goals

1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created).
2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies.
3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience).
4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language)

The Right of Ohana (to educate their keiki in both official languages of the State)

1. Hawai'i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other.
2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial.

Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

Mahalo.

LATE

HOUSE COMMITTEE ON FINANCE
TO: HONORABLE REP. SYLVIA LUKE, CHAIR
FROM: IWALANI KAAUWAI-HERROD

RE: HB 224 HD2

HEARING: 2/25/2013, 1:30 PM, 308

POSITION: SUPPORT

I am submitting testimony in **STRONG SUPPORT** of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades.

Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions.

The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language.

This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee **PASS** this measure and support our keiki.

FINTestimony

LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 25, 2013 9:25 AM
To: FINTestimony
Cc: keolanakanishi@yahoo.com
Subject: Submitted testimony for HB224 on Feb 25, 2013 13:30PM

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Keola Nakanishi	Individual	Support	No

Comments: Aloha Chair Sylvia Luke, Vice Chairs Scott Y. Nishimoto and Aaron Ling Johanson, and the House Finance Committee, I am submitting this testimony in strong support of House Bill 224. I ask that we honor both official language of the State equally, and that the wording of the bill be reflective of the needs and input of those most impacted by it. You are likely already familiar with the language that represents the consensus of those leading the effort to represent such need and input of those impacted. I cut/paste that below to echo that call. Mahalo nui for your time and consideration. Keola Nakanishi 295-6262 ===== Fair Assessment 1. As an official language of the State of Hawaii, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers. 2. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawaii, 3. The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal 4. requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide. Alignment of Curriculum, Instruction and Assessment to Program Goals 1. Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created). 2. Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies. 3. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience). 4. True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language) The Right of Ohana (to

educate their keiki in both official languages of the State) 1. Hawaii is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other. 2. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial. Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni.

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LATE

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 25, 2013 9:23 AM
To: FINTestimony
Cc: babahoiwaa@yahoo.com
Subject: Submitted testimony for HB224 on Feb 25, 2013 13:30PM

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
La'akea Muhlestein	Individual	Support	No

Comments: Aloha, He haumana au i ka papa umikumalua ma Kula Kaiapuni o Anuenue. He mau pilikia me ka Hawaii State Assessment test. O na ninau i ha'awi 'ia 'oukou, 'a'ole moakaka i na haumana. No laila, e ho'opololei i ka Hawai'i State Assessment test. I am a senior at Anuenue school. There are many problems with this Hawaii State Assessment test. For example, the questions that you give are not intelligible to the Kula Kaiapuni students. This test should be corrected. Mahalo

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From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 25, 2013 11:17 AM
To: FINTestimony
Cc: akau2u@gmail.com
Subject: Submitted testimony for HB224 on Feb 25, 2013 13:30PM

HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Erin	Individual	Support	No

Comments: HOUSE COMMITTEE ON FINANCE TO: HONORABLE REP. SYLVIA LUKE, CHAIR FROM: Erin Akau RE: HB 224 HD2 HEARING: 2/25/2013, 1:30 PM, 308 POSITION: SUPPORT I am submitting testimony in STRONG SUPPORT of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language. This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure. Mahalo, Erin Akau

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HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Teri Heede	Individual	Support	No

Comments: HOUSE COMMITTEE ON FINANCE TO: HONORABLE REP. SYLVIA LUKE, CHAIR FROM: Teri Heede RE: HB 224 HD2 HEARING: 2/25/2013, 1:30 PM, 308 POSITION: SUPPORT I am submitting testimony in STRONG SUPPORT of HB224 HD2 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. Currently, Hawaiian immersion students are given an English-to-Hawaiian translated version of the test. This is problematic for a number of reasons. The translated tests contain many translation errors including grammatical and vocabulary errors as well as inconsistent terminology. Translated assessments also fail to consider cultural frames of reference, resulting in confusing test questions. The development of an assessment originally in the Hawaiian language for third through sixth grade students would prevent irreparable impacts on the DOE, immersion schools, the students, and ultimately, the revitalization of the Hawaiian language. This bill would further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure.

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HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Kapua Keliikoa-Kamai	Individual	Support	No

Comments: Aloha Finance Committee Chair Luke, Vice Chair Nishimoto and Committee Members HB 224, HD2 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM. I am submitting testimony in STRONG SUPPORT of HB224 that requires the Department of Education to partner with the Hawaiian language community to develop assessments originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program students in the third through sixth grades. The current method of Hawaiian language immersion assessment is an unfair, biased, and error laden measurement that should be replaced. This bill will allow for a fair, adequate and appropriate measurement of their academic success. It would also further the process to remedy the numerous flaws that are currently found in the administration and delivery of the assessment exams. For these reasons I strongly urge this committee PASS this measure. Mahalo nui, Kapua Keliikoa-Kamai

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HB224

Submitted on: 2/25/2013

Testimony for FIN on Feb 25, 2013 13:30PM in Conference Room 308

Submitted By	Organization	Testifier Position	Present at Hearing
Ivy McIntosh	Individual	Support	No

Comments: HB 224 Relating to the Hawaiian Language Immersion Program House Committee on Finance February 25, 2013 1:30 PM [OB] To: Representative Sylvia Luke, Chair, Committee on Finance Representative Scott Y. Nishimoto, Vice-Chair, Committee on Finance Representative Aaron Ling Johanson, Vice-Chair, Committee on Finance From: Ivy C McIntosh Date: February 25, 2013 Subject: Testimony in STRONG SUPPORT of House Bill 224: Relating to the Hawaiian Language Immersion Program Aloha mai kākou, I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. Below I have listed some important reasons for supporting this bill. Fair Assessment As an official language of the State of Hawai'i, Hawaiian language should be afforded the same accommodations as English. As the English language based assessment (HSA) is not translated from any other language and is created in English by English language speakers, the Hawaiian language assessment should be created in Hawaiian by Hawaiian language speakers. A fair assessment would represent the worldview and perspective of the language of instruction. On the HSA, the worldviews of the English language and American culture are represented. A fair assessment in the Hawaiian language would represent its worldview and culture. This should be treated equally for both official languages of the State of Hawai'i, The Papahana Kaiapuni has definite goals that are above and beyond the State and Federal requirements. These goals are linguistically based and culturally based on Hawaiian language and culture. A fair assessment would reflect all of these specific programmatic goals along with any and all general State and Federal requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide. Alignment of Curriculum, Instruction and Assessment to Program Goals Ka Papahana Kaiapuni program goals are intrinsically linked to the worldview and perspective of the Hawaiian language and subsequently the Hawaiian culture (the culture from which the language was created). Hawaiian language is the language of instruction of the Papahana Kaiapuni. Currently, the Hawaiian language is viewed as a specific content area for all programs dealing with Hawaiian language and culture (i.e. Hawaiian Language and Culture courses at the Secondary level, Kupuna Program). For the Papahana Kaiapuni, clearly defining and understanding the key differences between Hawaiian language as the language of instruction of all subject matter versus instruction to learn Hawaiian as a second language are very important and two significantly different ideologies and pedagogies. Hawaiian language as the language of instruction aligns all curriculum and instruction to the perspectives and worldview of the language (when Hawaiian language is consistently used for all aspects of the educational experience). True assessment focuses on the curriculum as the assessable material. Assessments cannot be fairly

used to measure skills and content material that is not covered in the curriculum. Nor can it ignore key elements of the educational experience (i.e. Hawaiian cultural perspective as embodied in the Hawaiian language) The Right of ō Ohana (to educate their keiki in both official languages of the State) Hawaiō i is a unique situation as it has two official languages. As such, all educational experiences granted one language of instruction should be granted the other. To treat each language differently would open the door to the legal interpretation of governmental policy as racist and colonial. Please allow this testimony in strong support for HB 224 in its entirety. This is a new time for education through the medium of the Hawaiian language with a renewed sense of urgency. Let this legislation be the foundation for a fresh and exciting era for the Hawaiian people and Ka Papahana Kaiapuni. ō O ia ihola nō me ke aloha. Ivy C McIntosh

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LATE

House Committee On Finance

To: Honorable Rep. Sylvia Luke, Chair

From: Kamalani Kealoha-Hanohano

RE: HB 224 HD 2

Hearing: 2/25/2013, 1:30 PM, 308

Position: SUPPORT!

I strongly support HB 224 HD 2 that the DOE is required to partern with HLIP to develop assessments in the Hawaiian Language for students in third through six grade that attend in HLIP.

I am currently a Hawaiian Immersion student at Kahuku High and Intermediate School and was also a student that was given the HSA in English. I write this testimony for all the future keiki that will attend in HLIP, because i did not have the oppurtunity to take the HSA in Hawaiian. I am now graduating and hoping that the next generations of keiki's may have the oppurtunities that i did not have when i was in elementary or middle school.

Kakolo iau i keia pila HB 224 HD 2. 'Olelo ia pono ka DOE e hui me HLIP e ho'omohala i na ho'ike ma ka 'Olelo Hawai'i no na haumana ma na papa 'ekolu a hiki i 'eono.

He haumana ia'u ma ke kula Kaiapuni o Kahuku a ua ha'awi ia'u i na ho'ike HSA ia'u ma ka 'Olelo Pelekane. Ke kakau nei au i keia 'olelo ho'ike no na keiki ma ka wa mahope o makou e ukali ma HLIP, no ka mea 'a'ole au i loa'a i ke kahi manawa kupono e hana i ka HSA ma ka 'olelo Hawai'i. I keia manawa e puka kula ana au a mana'olana hiki keia mau keiki e loa'a i ke kahi manawa kupono e hana i ka HSA ma ka 'Olelo Hawai'i no ka mea 'a'ole au i loa'a i kela manawa kupono i ka'u manawa kula ha'aha'a ai 'ole kula waena.

LATE

HOUSE COMMITTEE ON FINANCE

TO:HONORABLE REP. SYLVIA LUKE, CHAIR

FROM: KAUA POUHA

RE:HB 224 HD2

HEARING: 2/25/2013 1:30 PM, 308

POSITION:SUPPORT

TESTIMONY

Kako ʻo au i ka HB224 HD2, he pila e hana i ka Department of Education e hana i kekahi hoʻiʻike holo oko ʻa no na haumana ma ke Kula Kaiapuni(HLIP) mai ka papa 3 a i ka papa 6, me ke kokua o nā kanaka ʻi ʻālo Hawaii.

He hoʻiʻike i keia manawa, mai ka ʻi ʻālo haole a i ka ʻi ʻālo Hawaii. Aka he mau hewa, e like me ka unuhi ana a me ke ano o ke kakau ana. Aia au ma ka papa 12, no laila aʻole ia he hopena noʻu, aka he hopena ia no nā haumana e hele mai ana mahope o makou, a he ʻohana makou. Aʻole keia pila loli ka hoʻiʻike wale no aka e kokua ana e hoʻiʻoulu ana i ka ʻi ʻālo Hawaii.

No laila mai kekahi haumana kula kaiapuni, konokono iaʻu e hoʻiʻoko i kēia pila. Aʻole no na haumana wale no, aka no na ola mau ana o ko makou ʻi ʻālo mokuʻāina.

Translation: I am in strong support of HB224 HD2, a bill that will have the Department of Education to provide a whole new test for the Hawaiian language immersion(HLIP) students from 3rd-6th grade. With help by the hawaiian language community.

Even though there is a test translated from English to Hawaiian there are numerous errors. Such as translation and grammar errors. As a senior in the HLIP it does not effect me. But it effects the students who come after us, and we are as a family. Not only will the bill change the test completely, but it will help to revitalize the Hawaiian Language.

So I as a HLIP student, strongly require to pass this bill. Not only for the students but for the survival of our state language.

LATE

House Committee on Finance

To: Honorable Rep. Sylvia Luke, Chair

From: Kuuipo Hanohano

RE: HB224 HD2

Hearing: 2/25/2013 1:30 PM 308

Position: SUPPORT!

Ke ho'ouana nei au i kekahi ʻōlelo hōʻike e kākoʻo ana i ka pila HB224 HD2 nō ka mea, makemake nā haumana Kula Kaiapuni i kekahi hōʻike maikaʻi. Haʻawi ke Aupuni i kekahi hōʻike ma ka ʻōlelo pelekane, i nā haumana ʻōlelo, heluhelu, a aʻo ma ka ʻōlelo Hawaiʻi. Inā hoʻokumu ia he hōʻike nō nā haumana kaiapuni, e maʻalahi ana ka hōʻike a hiki lākou ke loaʻa i nā kaha maikaʻi. Pili kēia pila iāʻu nō ka mea, ma koʻu wā papa 3 ua paʻakīkī loa ka HSA nō ka mea ʻaʻole au i au i maopopo i kekahi mea ma ka hōʻike. Ke ʻoluʻolu e ʻāpono i kēia pila nō nā haumana kaiapuni maka papa 3-6 e hana nai i kekahi hōʻike maikaʻi ʻole.

I am submitting a testimony to support this bill HB224 HD2 because, the students of the Hawaiian Immersion Programs want a fair test. The state DOE gives an English written assessment to students who only speak, read, and learn in Hawaiian. If the test is written in Hawaiian instead of translated, it will be equitable for Hawaiian Immersion students to take and they can get better and fair scores. This bill relates to me because, when I was in the 3rd grade, the HSA was really hard for me. Please pass this bill for the Immersion students in 3rd-6 grade who have to take an unfair test. MAHALO.

LATE

House Committee On Finance

To: Honorable Rep. Sylvia Luke, Chair

From: Kawehena Johnson

RE: HB 224 HD 2

Hearing: 2/25/2013, 1:30 PM, 308

Position: SUPPORT!

Aloha I am Kawehena Johnson. I am currently a student at Ke Kula Kaiapuni Hawai'i ʻō Kahuku. I strongly support this bill. I write this testimony in support of all the future keiki that have to take the test. I believe that if these keiki have a test that they understand and that is not bias to them they will have a good score on the test.