

Written Comments

NEIL ABERCROMBIE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 03/22/2013

Committee: Senate Ways and Means

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: HB 0224,HD3,SD1(sscr915) 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:

The Department of Education (Department) supports H.B. No. 224, H.D. 3, S.D. 1 and educational instruction and experiences of the standards through the use of Hawaiian as the language of instruction.

Thank you for the opportunity to present testimony in support of H.B. No. 224, H.D. 3, S.D. 1.



HB224 HD3 SD1
RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM
Senate Committee on Ways & Means

March 22, 2013

9:05 a.m.

Room 211

The Office of Hawaiian Affairs (OHA) strongly **SUPPORTS WITH AMENDMENTS** HB224 HD3 SD1, which is a bill in OHA's 2013 Legislative Package. There have been numerous problems—cultural and translation biases, translation inaccuracies, and terminology inconsistencies—reportedly found in the translated Hawai'i State Assessment for Hawaiian language immersion students. This bill would address these issues by requiring the Department of Education (DOE) to partner with the Hawaiian language community to develop an assessment originally in the Hawaiian language to be administered to Hawaiian Language Immersion Program (HLIP) students in the third through sixth grades.

PROPOSED AMENDMENT

OHA brings to the committee's attention a typo that appears on page 4, line 11. In this sentence, the word "commending" should appear as "commencing."

BACKGROUND

HB224 would assist the State in furthering its **commitment to revitalize 'Ōlelo Hawai'i, the language of the first people of Hawai'i**. 'Ōlelo Hawai'i was once a thriving language used by Native Hawaiians and foreigners alike. However, by the late twentieth century, it was pushed to the brink of extinction. Fortunately, several historic initiatives, including the DOE's HLIP, have ensured that the Hawaiian language is not only preserved but also thrives. Today, the HLIP is offered at 21 public schools and educates more than 2,000 students in kindergarten through the twelfth grade.

Under the federal No Child Left Behind Act of 2001, states must implement statewide assessments to measure the ability of the states and their schools to enable students to meet academic achievement standards. Currently, immersion school students in Hawai'i are offered a direct English-to-Hawaiian translated version of the test, as they are not formally introduced to the English language until the 5th grade. However, the translated tests have raised serious concerns in the immersion school and Hawaiian language community. Notable concerns include the following:

- Translated assessments are replete with technical translation errors, including grammatical errors, vocabulary errors, and inconsistent terminology;
- Translated assessments fail to consider cultural frames of reference and popular understandings, resulting in confusion and nonsensical problem statements.

These issues place immersion school students at a severe disadvantage in the state assessment process and the results inaccurately portray poor student performance. This negatively penalizes schools and their students, and substantially inhibits their underlying efforts for cultural perpetuation.

There is, however, a solution to these problems. 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.**

With our proposed amendment, OHA urges the committee to **PASS** HB224 HD3 SD1. Mahalo for the opportunity to testify on this important measure.



From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: ahakauleo@gmail.com
Subject: Submitted testimony for HB224 on Mar 22, 2013 09:05AM
Date: Thursday, March 21, 2013 9:55:43 PM

HB224

Submitted on: 3/21/2013

Testimony for WAM on Mar 22, 2013 09:05AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Aha Kauleo Executive Board	Aha Kauleo Hawaiian Immersion Advisory Council	Support	No

Comments: This bill has had numerous testimony in support. This is the second consecutive year that this has been discussed at the Legislative level. If this bill does not pass, it will show a lack of equal support by the State Legislature for both official languages of Hawai'i. This will be perceived as racist and discriminatory. Equality for both official languages!

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

LATE



Ke Kula 'o Samuel M. Kamakau

Laboratory Public Charter School

46-500 Kūneki Street

Kāne'ōhe, Hawai'i 96744

Kelepona: 808.235.9175 • Kelepa'i: 808.235.9173

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

HB 224 HD3, SD1 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

COMMITTEE ON WAYS AND MEANS

Senator David Y. Ige, Chair

Senator Michelle N. Kidani, Vice Chair

Members of the Committee

March 22, 2013 9:05am Conference Room 211

The Governing Board and the administration team of Ke Kula 'o Samuel M. Kamakau, Laboratory Public Charter School **strongly supports HB 224 HD3 SD1 with amendments.**

HB 224 HD3, SD1 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 will also impact our students.

Ke Kula 'o Samuel M. Kamakau, LPCS implores the committees to add the amendments stated below as the existing draft will have negative implications for the future of Hawaiian immersion charter schools. With the new implementation of Act 130, Regarding Charter Schools, the success of the Hawaiian immersion charters cannot continue to be measured by any single state assessment. Hawaiian immersion charter schools will be faced with school closures if we cannot measure the growth of our students through this poorly translated HSA test, which is currently unfair and invalid. For this reason, it is imperative to address these issues immediately.

*We are asking for these additional amendments to be included in **HB224 HD3 SD1-***

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

Furthermore, 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.

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 tudents.

We, therefore, strongly urge the committee to pass HB224 HD3 SD1 with the amendments stated above.

Me ka ha‘aha‘a,

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

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



HB 224, HD3, SD1
Relating to the Hawaiian Language Immersion Program
Senate Committee on Ways and Means
March 22, 2013
9:05am

To: Senator David Y. Ige, Chair
Senator Michelle N. Kidani, Vice Chair

From: Nā Leo Kāko‘o
Parent Group for Ke Kula Kaiapuni ‘o Ānuenue

Date: March 22, 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.

‘O ia ihola nō me ke aloha.



From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: launahale@yahoo.com
Subject: Submitted testimony for HB224 on Mar 22, 2013 09:05AM
Date: Friday, March 22, 2013 9:25:33 AM

HB224

Submitted on: 3/22/2013

Testimony for WAM on Mar 22, 2013 09:05AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Benton Pang	Individual	Support	No

Comments: HB 224, HD3, SD1 Relating to the Hawaiian Language Immersion Program Senate Committee on Ways and Means March 22, 2013 9:05am To: Senator David Y. Ige, Chair Senator Michelle N. Kidani, Vice Chair From: Benton Kealii Pang, Ph.D. Date: March 22, 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. Benton Kealii Pang, Ph.D.

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov



From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: brycegroff@gmail.com
Subject: *Submitted testimony for HB224 on Mar 22, 2013 09:05AM*
Date: Thursday, March 21, 2013 11:46:41 AM

HB224

Submitted on: 3/21/2013

Testimony for WAM on Mar 22, 2013 09:05AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Bryce Groff	Individual	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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

LATE

HB 224, HD3, SD1
Relating to the Hawaiian Language Immersion Program
Senate Committee on Ways and Means
March 22, 2013
9:05am

To: Senator David Y. Ige, Chair
Senator Michelle N. Kidani, Vice Chair

From: Dawn Crabbe

Date: March 22, 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.

LATE

HB 224, HD3, SD1
Relating to the Hawaiian Language Immersion Program
Senate Committee on Ways and Means
March 22, 2013
9:05am

To: Senator David Y. Ige, Chair
Senator Michelle N. Kidani, Vice Chair

From: Kaipo & Lisa Pavao

Date: March 22, 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.



From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: kalehuakrug@gmail.com
Subject: Submitted testimony for HB224 on Mar 22, 2013 09:05AM
Date: Thursday, March 21, 2013 9:54:34 PM

HB224

Submitted on: 3/21/2013

Testimony for WAM on Mar 22, 2013 09:05AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Kalehua Krug	Individual	Support	No

Comments: This bill has had numerous testimony in support. This is the second consecutive year that this has been discussed at the Legislative level. If this bill does not pass, it will show a lack of equal support by the State Legislature for both official languages of Hawai'i. This will be perceived as racist and discriminatory. Equality for both official languages!

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov



From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: merriekrug@gmail.com
Subject: Submitted testimony for HB224 on Mar 22, 2013 09:05AM
Date: Thursday, March 21, 2013 9:56:34 PM

HB224

Submitted on: 3/21/2013

Testimony for WAM on Mar 22, 2013 09:05AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Kihapai Krug	Individual	Support	No

Comments: This bill has had numerous testimony in support. This is the second consecutive year that this has been discussed at the Legislative level. If this bill does not pass, it will show a lack of equal support by the State Legislature for both official languages of Hawai'i. This will be perceived as racist and discriminatory. Equality for both official languages!

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov



From: mailinglist@capitol.hawaii.gov
To: [WAM Testimony](#)
Cc: Mana@ibehawaiian.com
Subject: Submitted testimony for HB224 on Mar 22, 2013 09:05AM
Date: Thursday, March 21, 2013 9:12:10 AM

HB224
Submitted on: 3/21/2013
Testimony for WAM on Mar 22, 2013 09:05AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Mana Kaleilani Caceres	Individual	Support	No

Comments: I am a parent of 3 Hawaiian speaking children and 'olelo Hawai'i is the primary language spoken in our household. Since Hawaiian language is an officially taught language in the public school system it is only fair that the keiki be properly tested in 'olelo Hawai'i. I support HB 224

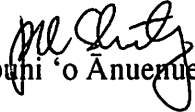
Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

LATE

**HB 224, HD3, SD1
Relating to the Hawaiian Language Immersion Program
Senate Committee on Ways and Means
March 22, 2013
9:05am**

To: Senator David Y. Ige, Chair
Senator Michelle N. Kidani, Vice Chair

From: Pōhai Kukea Shultz 
Parent, Ke Kula Kaiapuni 'o Ānuenuē

Date: March 22, 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. I am a parent of two children at Ke Kula Kaiapuni 'o Ānuenuē, one of which is in 4th grade and is supposed to take the HSA. However, our 'ohana decided to exercise our right to opt out of the test until the DOE creates a test that is fair, collaborative, and utilizes the expertise of Hawaiian language speakers from our immersion community. 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.

LATE

I am testifying in regards to the Keiki Hawaiian Language Assessment bill. I am graduate student at the University of Hawaii at Manoa, and I have spent the last three years conducting research on the effects of federal and state policies on the Hawaiian Language Immersion Program. After conducting a series of interviews with HLI teachers and administrators, one of the prevailing themes was the need for assessment reform. That is, the need for a fair assessment to be developed in Hawaiian specifically for the students in the HLI Program. Many of the teachers I spoke with do not reject the idea of standards or assessments; rather they just want their students to be fairly assessed in a Hawaiian context.

The students in the HLI Program are taught, academically speaking, in Hawaiian. This does not simply mean Hawaiian words, but also means Hawaiian culture and epistemology. A mere English translation test therefore cannot capture all that is being taught to the HLI students. If we want to accurately assess the progress and ability of these students, the assessment needs to be designed in a way specific to the goals and purpose of the program itself.

When I first moved to Hawaii, I remember thinking to myself that Hawaii is such a special place. A huge part of what makes Hawaii's educational system so special is the Hawaiian Language Immersion Program. The HLI Program is so special and unique not only in its existence, but in its mission and purpose. And as such, requires a unique assessment specific to Hawaiian Language Immersion.

Thank you for listening.