

**Date:** 01/30/2013

**Committee:** House Education

**Department:** Education

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

**Title of Bill:** HB 0224 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:**

Support

**The Department of Education is in support of H.B. No. 0224, with some technical revisions as follows:**

Page 2, line 2:

Change the words "Since the 2005 - 2006 school year" to read "During the 2005 - 2006 through the 2010 - 2011 school years."

Page 3, line 20:

The bill should reference the No Child Left Behind Act of 2001. The reference to the Elementary and Secondary Education Act of 1964 should be corrected since that Act was reauthorized in 2001.

Page 4, lines 6 - 7:

"The assessments shall be administered annually commencing in school year 2015 - 2016." The reference to school year 2015-16 is incorrect.

This should be revised to reflect school year **2014-15**.

All states in the Smarter Balanced Assessment Consortium will be required to administer the English Language Arts/Literacy and Mathematics Common Core State Standards assessments in school year 2014-15. All Hawai'i public and public charter school students enrolled in grades 3-8 and 11 will take the new Common Core State Standards assessments for the first time

during 2014 - 2015.

Page 4, lines 15 - 16:

Again, the reference to the federal law should be revised to include the reference to the NCLB Act of 2001.

Page 4, lines 17 – 22 regarding all ancillary assessment materials and tools:

The Department of Education will work with the Hawaiian language community stakeholders and the testing contractor that is selected via the Department's procurement process to develop ancillary assessment materials and tools that are comparable to the Common Core State Standards materials and tools developed for the Smarter Balanced Assessment Consortium assessments.

Page 5, lines 1 – 9 regarding procedures for the development of the new Common Core State Standards assessments in the Hawaiian language:

The Department of Education's Systems Accountability Office worked collaboratively with the Hawaiian language community stakeholders to discuss the procedures for the development of the new Common Core State Standards assessments in the Hawaiian language during April through November 2012.

As agreed upon by the stakeholders and principals at meetings in April and May 2012, the Department of Education will continue to work collaboratively with the Hawaiian language community stakeholders to develop the new Common Core State Standards assessments in the Hawaiian language for the students in grades 3-6 during spring 2013 through spring 2014. The Department of Education will also work collaboratively with the Hawaiian language community stakeholders to develop a new Hawai'i Content and Performance Standards, Third Edition (HCPS III) Science assessment for grade 4.

The Department also requests that the Legislature include two appropriations for this measure. First of all, sufficient funds should be committed to develop curriculum materials and professional development for teachers that will place the Hawaiian Language Immersion Program schools on a level that equals the instruction and training provided in English in public schools. Secondly, an appropriation should be included to develop the various assessments specified in subsection (a) of this measure.

Thank you for the opportunity to present testimony In support of H.B. No. 0224.



**HB224**  
**RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM**  
House Committee on Education

January 30, 2013

2:00 p.m.

Room 309

The Office of Hawaiian Affairs (OHA) strongly **SUPPORTS** HB224, 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 Hawaii 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.

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.**

Therefore, OHA urges the committee to **PASS** HB224. Mahalo for the opportunity to testify on this important measure.



1200 Ala Kapuna Street • Honolulu, Hawaii 96819  
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

## TESTIMONY BEFORE THE HOUSE COMMITTEE ON EDUCATION

**Wil Okabe**  
President

**Karolyn Mossman**  
Vice President

**Joan Kamila Lewis**  
Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

RE: HB 224 -- RELATING TO HAWAIIAN LANGUAGE IMMERSION PROGRAM

WEDNESDAY, JANUARY 30, 2013

Person Testifying: WIL OKABE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Takumi and Members of the Committee:

The Hawaii State Teachers Association (HSTA) **supports H.B. 224 with amendments** to include the Hawaiian Language Community as well as Hawaiian Language School educators to establish procedures for the development of the Hawaiian Language Test and a requirement by the Department of Education (Department) to report its finding promptly to the Legislature in 2014.

HSTA is the exclusive representative of more than 13,500+ public and charter school teachers statewide. As the state affiliate of the 2.2 million member National Education Association, the HSTA believes that the DOE should be required with the Hawaiian Language Community, to establish procedures for the development of assessments and to report its findings promptly to the Legislature in 2014. Further, the HSTA believes that the Hawaiian Language community will need to be speakers of native Hawaiian and also know education in order to address the multiple translations as subject to Federal and State standards.

On February 16, 2011, the Hawaii State Board of Education called for a meeting due to teachers, principals, and community concern that the testing contractor American Research Institute (AIR) advertised on Craigslist an ad to hire interpreters of the Native Hawaiian Language to help translate an English Language test. In conclusion, based on concerns raised by teachers, parents, principals and the community, the Board of Education recognized the flaws and inequalities faced between speakers of Native Hawaiian language to their English speaking counterparts. As such, the Board of Education (BOE) passed a motion to suspend the Hawaiian version of the Hawaii State Assessment.

It was at this historical BOE meeting that clearly exemplified validity concerns relating to language problems, technical problems, reliability problems, validity problems, as well as other problems brought to our attention by teacher's who administer the HSA and witnessed students, mostly of Hawaiian ancestry, failing the HSA due to a flawed test.

HSTA supports the Hawaiian Language Program teachers who possess demonstrable competency in language and cultural and understanding as they best serve the needs of the Hawaiian Language students.

As such, HSTA **supports H.B. 224 with amendments** to include the Hawaiian Language Community and Hawaiian Language School educators to establish procedures for the development of the Hawaiian Language Test and a requirement by the DOE to report its finding promptly to the Legislature in 2014.

Thank you for the opportunity to testify.



KAMEHAMEHA SCHOOLS®

The Senate  
Twenty-Seventh Legislature, 2013  
State of Hawai'i

January 30, 2013

TO: Honorable Roy Takumi, Chair  
Honorable Takashi Ohno, Vice Chair  
Members of the House Education Committee

DATE: Wednesday, January 30, 2013

TIME: 2:00 PM

PLACE: Conference Room 309  
Hawai'i State Capitol  
415 South Beretania Street  
Honolulu, Hawai'i 96813

FROM: Kamehameha Schools

**RE: HB 224, RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM**

Chair Takumi, Vice Chair Ohno and members of the Committee,

Thank you for this opportunity to testify on HB 224, relating to the Hawaiian Language Immersion Program. Kamehameha Schools supports the intent of this measure because we support a strong and vibrant Hawaiian language and fair, equitable and appropriate testing for students.

Founded in 1887, Kamehameha Schools is a statewide educational system supported by a trust endowed by Princess Bernice Pauahi Bishop, whose mission is to improve the capability and well-being of Native Hawaiian children through education. We serve K-12 students through campus programs on O'ahu, Hawai'i and Maui, and three-and-four-year-olds at preschool sites statewide.



## **Association of Hawaiian Civic Clubs**

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

Testimony of President Soulee Stroud

HOUSE COMMITTEE ON EDUCATION

HOUSE BILL 224 RE: TO THE HAWAIIAN  
LANGUAGE IMMERSION PROGRAM

Wednesday; January 30, 2013; 2:00pm; Room 329

Aloha Chairman Takumi, Vice chair Ohno and members of the House Education committee. I am Soulee Stroud, president of the Association of Hawaiian Civic Clubs testifying in support of HB224 Relating to the Hawaiian Language Immersion Program.

The Association of Hawaiian Civic Clubs (AHCC) is currently comprised of sixty nine component member clubs in Hawaii and fifteen states on the continent. The first civic club was organized in 1918 by Prince Kuhio and a group of prominent Hawaiian men when Kuhio was a Delegate to the US Congress. Kuhio recognized the need for Native Hawaiians to become more involved in the passage of the Hawaiian Homes Act then before the Congress, and to further become engaged in the intricacies of federal and local government.

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 perceived negative impacts.

AHCC supports this bill that requires the Department of Education to provide independent reading, math and science assessments in the Hawaiian language for immersion students in grades three through six.

Thank you for the opportunity to testify.

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



**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Monday, January 28, 2013 9:21 AM  
**To:** EDNtestimony  
**Cc:** mikihala@kaumeke.net  
**Subject:** \*Submitted testimony for HB224 on Jan 30, 2013 14:00PM\*

**HB224**

Submitted on: 1/28/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Mikihala Mahi	Individual	Support	No

Comments:

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**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Monday, January 28, 2013 9:01 AM  
**To:** EDNtestimony  
**Cc:** wai@kaumeke.net  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/28/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Waiyanuhea Paleka	Individual	Support	No

Comments: I support the fact that the DOE will/shall/must consult with the Hawaiian language educators/community to provide input and guidance in the appropriate translation of the assessments used for our children. It needs to be relative and language appropriate for the grade levels being tested.

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Haunani Seward/Director of Ke Kula Niihau O Kekaha Charter School

**Date:** January 28, 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 Hoonaaauao,

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 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.

O ia ihola nō me ke aloha.

Aloha,

I am testifying in support of HB 224. I am a teacher at a Hawaiian Immersion school and I see the detrimental affects the current State Assessments have on the students. As a teacher I strive to build an environment that nurtures the development of the Hawaiian language and culture so that it may be perpetuated through the generations. In doing so, I have arrived at the realization that for perpetuation to occur, my students must find value in what is being presented to them. Part of this is providing the students with opportunities to trust that having Hawaiian Language and culture at their foundation is beneficial and is helping them to succeed. In a world that is dominated by a fickle popular culture, I believe that it is of the utmost importance for my students to possess a foundation that is rooted in this land.

The exact opposite is occurring in our public school system. My students, who are taught and think through the Hawaiian language and culture, are assessed through a test that is written or has a foundation in the English language. I have analyzed this many times and have discussed this with colleagues, and the outcome is consistent, the assessment in no way a true reflection of the manner in which my students learn. Furthermore, if the assessment does not match the instruction then the assessment is not only unfair and inaccurate, but should also be considered absolutely irrelevant. I compare my students being assessed in English to students who are taught in English being assessed in Hawaiian, it just does not make sense. Why would anyone pay millions of dollars to develop an assessment that cannot truly reflect the learning of students? It seems obvious to me that a new assessment must be developed on the simple fact that the current assessment cannot accurately assess my students. Providing the students with the current assessment also serves to demean and devalue the Hawaiian culture and language in the minds of the students. This in turn demeans, devalues, and confuses these students who are holding fast to the Hawaiian language and culture at their foundations. To unfairly give these students the current assessment, tears at the very essence of who these students are as people. Students should not be placed in a learning environment where they are consciously given an assessment that they are not prepared for, and expected to succeed. Continued failure of the students and the labeling the labeling that follows, negatively affects the self-perception of the students and the community.

It is essential that people realize that students need to be assessed and the assessment should match the way in which the students are taught. I as a teacher support assessment, but it must be a fair and accurate assessment. I am devastated when I see my students engaging in the current assessment and realizing that as their score shows on the screen they are labeling themselves as failures. Then students question their very core Hawaiian value system. This is unacceptable and oppressive. Even though it may be obvious that students should not be assessed in a language that is not the language of instruction, many have accepted the current assessment as accurate. Not all students and not all parents realize that the assessment, which is given by the trusted State of Hawaii, is flawed. The State of Hawaii has a responsibility to the children of its education system. The State of Hawaii must provide all students with fair assessments, not just the ones who speak the English language. Should it really take this much effort to give our students an assessment developed for them in the language that matches the one taught in the classroom? I ask those which children or teachers of students who are taught in English, if they would assess their students in any other language than English? Currently the State and its people are consciously setting these students up to fail, how can this be allowed and why is this injustice so widely accepted? We deserve a fair assessment.

Mahalo

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Monday, January 28, 2013 7:59 PM  
**To:** EDNtestimony  
**Cc:** manukhanano@aol.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/28/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Manu Hanano	Individual	Support	No

Comments: Please support HB224. As we continue to strive to restore the Hawaiian language to the island which enhances, preserve its people, culture and keeps hawaii unique to visitors all over the world. Our children should not be exempt in the usage of our language and should encompass every area of their learning education, tests and interaction within our community. PLEASE SUPPORT HB224.

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**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 29, 2013 9:08 AM  
**To:** EDNtestimony  
**Cc:** lalaauiwohi@yahoo.com  
**Subject:** \*Submitted testimony for HB224 on Jan 30, 2013 14:00PM\*

**HB224**

Submitted on: 1/29/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kainea Aiwohi	Individual	Support	No

Comments:

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Briann J Starkey, Teacher, Kualapuu School

**Date:** January 28, 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 kelki 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.



**Ka'Umeke Kā'eo**

Hawaiian Immersion Public Charter School

I N K E A U K A H A

Roxane K. Stewart  
Kumu Waiwai Papakū Makawalu / Epekema

January 29, 2013

RE: HB224 – Relating to Hawaiian Language Immersion Program  
Hearing Date: Jan. 30, 2013

Aloha e nā po'e kau kānāwai,

I am a curriculum and science resource teacher for Ka Umeke Kā'eo Hawaiian Immersion Public Charter School that services students from Kindergarten to 11<sup>th</sup> grade. I was a regular D.O.E. teacher before moving to charter schools. I submit to you this testimony in **support of HB224**.

Like many other Hawaiian Immersion schools, we firmly believe that a large part of our mission as a school is to perpetuate the Hawaiian language and culture in its pure form. Parents choose immersion education to ensure their children are able to not only speak and understand the language, but will be immersed in an education rooted in cultural practices and rearing. Assessments are a part of the traditional Hawaiian learning and teaching process but the assessments need to be appropriate, effective and valid.

The current assessment does not truly assess students in the context of ʻōlelo Hawaii. You cannot merely translate Hawaiian words to English and have the resulting text make sense in a true ʻōlelo Hawaii context. If you are unfamiliar with Hawaiian Language, you may not know that there are many different translations for one word and many different ways to say a specific word. You must thoroughly understand the language in order to select the appropriate word, sentence structure and visual imagery. An immersion student taking a Hawaiian language-based assessment that was created by mere translation of words is very much like a non-immersion student in the D.O.E. taking the HSA in Old English; technically it would be in English but it would not be in the appropriate context. Therefore you are not assessing the students level of learning, you are assessing their ability to interpret Shakespearean language. How is that appropriate, effective or valid?

**I Ulu i ke Kuamo'o ♦ I Mana i ka 'Oiwī ♦ I Kā'eo no ka Hanauna Hou!**

*Inspired by Our Past ~ Empowered by Our Identity ~ Prepared for Our Future!*



**Ka'Umeke Kā'eo**

Hawaiian Immersion Public Charter School

I N K E A U K A H A

I support what this bill attempts to do in terms of fixing a broken assessment, however I would submit the following amendments:

1. The directives for the D.O.E. to establish procedures with the assistance of the Hawaiian language community is vague. How can we be ensured that the D.O.E. will follow the highly qualified guidance of these Hawaiian language experts and educators?

(d) **The department of education, with the assistance of** the Hawaiian language community, including the 'Aha Kauleo Kaiapuni Hawai'i, members of the Hawaiian language immersion program schools, the Hawaiian language programs at the University of Hawai'i at Hilo and the University of Hawai'i at Mānoa, the office of Hawaiian affairs, and other Hawaiian language community organizations, shall establish procedures for the development of the assessments specified in subsection (a)."

2. The newly developed procedures and the resulting assessments should be piloted in all Hawaiian Immersion schools where teachers are given the opportunity to provide feedback and suggestions that would improve the assessment. All students should be allowed to take the assessment three times every year, providing opportunity for teachers to identify potential issues with various questions. The extent of this pilot period should be for three years, the first year being the roll out of the new assessment (that has been developed by the Hawaiian Language community) with teacher feedback, year two utilizing the revised assessment with continued teacher input, and year three being the implementation of the final, effective, appropriate and valid assessment.

As a tenured D.O.E. teacher, a Hawaiian language speaker, a cultural practitioner and a Hawaiian Language Immersion teacher I submit this testimony in **support of HB224 with amendments**. I also extend an invitation to members of the committee to come and visit Ka Umeke K

**I Ulu i ke Kuamo'o ♦ I Mana i ka 'Oiwī ♦ I Kā'eo no ka Hanauna Hou!**

*Inspired by Our Past ~ Empowered by Our Identity ~ Prepared for Our Future!*

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 29, 2013 2:49 PM  
**To:** EDNtestimony  
**Cc:** uilani\_r@yahoo.com  
**Subject:** \*Submitted testimony for HB224 on Jan 30, 2013 14:00PM\*

**HB224**

Submitted on: 1/29/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
CherylLynne U Ramos	Individual	Support	No

Comments:

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Heitiare “Kawehi” Kammerer

**Date:** January 28, 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,

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**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, Kūpuna 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.

As a Hawaiian Immersion student myself I advocate for fair testing and ask that the DOE and the state of Hawai‘i be mindful that it is not just the Hawaiian Language Immersions Programs kuleana to preserve and perpetuate the ‘Ōlelo Hawai‘i but it is the KULEANA of all those who choose to make Hawai‘i their home. It has been said that stripping the native language of a people is the best way to destroy them, since words/speaking has power. Please help in the efforts to make Hawaiians a living people, not a forgotten people. Until the state takes on the Hawaiian Language as it’s official language in ACTION and not just words, it will always just be an official language on paper and nothing more. Do your kuleana! Because I’m counting on you to uphold the words of our state motto: “Ua mau ke ‘ea o ka ‘āina i ka pono” or *the life of the land is perpetuated in righteousness*. Do what is PONO and don’t let me down. The future of the Hawaiian language and people depends on all of you who stand in power/position to make the necessary movements towards reviving and doing what is right for our language. “I ka ‘ōlelo no ke ola, i ka ‘ōlelo no ka make”....in language there is life and in language there is death/destruction.

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.

Heitiare Kawehikulanii kamaluolokalia Bow Yuk Wallace Kammerer  
*Kumu and Makua of Kaiapuni o Hau‘ula*

Aloha mai, Kakou,

My name is Karen Kamalu Poepoe. I wish to speak out in support of HB224. I have been a teacher in the Hawaiian Language Immersion Kula Kaiapuni 'o Kualapu'u for 18 years. I believe I can speak as one who has a kuleana in this important matter of educating Hawai'i's native children in their native language.

I believe everyone should support HB 224. The kuleana and obligation of Hawai'i's education system is to see to the proper education of the children of this State's host culture in the official language. It is articulated forthrightly in HB 224, a bill for an act of pono.

What I need to speak to is the way we feel at my school, as we witness the unprecedented inequality in these high stakes assessments, between the English and Hawaiian versions given to the students. Here are some examples:

1. No practice test materials available for Hawaiian. Considerable practice tests are routinely given to students for English- both in hard copy as well as online. There are so many sources of these practice test resources that have been designed to imitate both state and common core national question formats. They make a huge difference in outcomes.
2. Lack of equal opportunity in the provision of test taking equipment, such as the Text-to-Speech capability, in which questions are read aloud into a headphone speaker, with inflection and fluency for comprehension. A great advantage for those who are slower readers! This feature is available for math problems for all English students. It is not available for the Hawaiian version of the assessment.
3. This year, the decision was made that students could have up to 3 attempts to take and pass the HSA reading and math English versions. The Hawaiian students would only have one chance.
4. Hawaiian version of the HSA translated assessment not field tested. How can a high stakes test- one that can affect the outcome of an entire school- not be field tested, like all of the English tests have been, so that it offers appropriate and effective material for assessment?

I, and my colleagues at Kualapu'u School, both English and Hawaiian sides, took issue with these inequalities. It was bad enough that the DOE did not find these inequities, along with an extremely flawed test, sufficient to address, finding instead the easier road of claiming compliance with the general testing conditions and expectations of NCLB. After all, these inequities seem minor.

But again, when laid out against the backdrop of:

- wrongly labeling the Hawaiian students in our school as a typically "failing" population;
- our whole school's drop in AYP numbers,
- teacher accountability to students, school, and community-

These have great impact on our school, our community and mostly, our keiki. It is hard to see them do so well in so many areas, including academics using our other measuring devices- and consistently fail the state assessment through circumstances that are unfair and immovable.

Please support the HB 224 which would give the kuleana of creating an appropriate testing measure for the Hawaiian children.

Kamalu Poepoe



**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 6:48 AM  
**To:** EDNtestimony  
**Cc:** ka\_anela@yahoo.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Anela Iwane	Individual	Support	No

Comments: Kakoo piha au i keia pila.

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HB 224

Relating to the Hawaiian Language Immersion Program

House Committee on Education

January 30, 2013

2:00 PM

To: Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs

Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

From: Deanna M. Kawehionalani Napeahi

Date: January 28, 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 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 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.

O ia ihola nō me ke aloha.

Deanna M. Kawehionalani Napeahi

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 7:58 AM  
**To:** EDNtestimony  
**Cc:** henoheal@yahoo.com  
**Subject:** \*Submitted testimony for HB224 on Jan 30, 2013 14:00PM\*

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
L. Henohea Linker	Individual	Support	No

Comments:

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## ohno2-Jun

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 29, 2013 9:36 PM  
**To:** EDNtestimony  
**Cc:** ivy@chococat.us  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

### HB224

Submitted on: 1/29/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

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

Comments: Date: January 28, 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.

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To: Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

From: Kamakana M. Aquino

Date: January 30, 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.
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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 requirements.
4. 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.

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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.



**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 29, 2013 10:02 PM  
**To:** EDNtestimony  
**Cc:** kamuelaleoki@gmail.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/29/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
S. Kamuela Yim	Individual	Support	No

Comments: Aole au kakoo iki i ka ana ia ana o ka'u keiki ma o ke kuanaike o ke kolonaio. Eia au ke waiho ae nei i kuu kakoo paulele no ka haku hou ia ana o kekahi hoike ku i ka hawaii e like me ka mea e pono ai. O au keia o Kamuela. Makua o Hoakalei. Please support fairness for all children, Parent of a Hawaiian Immersion student.

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COMMITTEE ON EDUCATION

Rep. Roy M. Takumi, Chair

Rep. Takashi Ohno, Vice Chair

DATE: Wednesday, January 30, 2013

TIME: 2:00 p.m.

PLACE: Conference Room 309

HB 224 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM

Description: 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.

Aloha committee chairs and members,

We are in STRONG SUPPORT OF HB 224 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM and request passage of this measure.

We are the makua of a 5<sup>th</sup> grade Hawaiian language immersion student attending Ke Kula Kaiapuni o Waiiau at Waiiau Elementary. My husband and I decided to OPT-OUT of this year's HSA testing in opposition of the translated test that is administered to our immersion students. The translated test has significant flaws ranging from spelling to formatting errors. These test errors basically predetermined poor results and were having negative effects on my children. We also have a 7<sup>th</sup> grade immersion child that transferred to Halau Ku Mana, where our language is used but is not the sole language of instruction.

Yes, we want our child, and all the immersion students, to be tested to measure their level of learning. However, we refuse to continue to participate in a process that predetermines failure that causes negative effects on student self esteem, false appearances of inadequate education from our kumu, and poor overall results to our Hawaiian Language Immersion Program schools. Yes, we are also concerned about the consequences to Waiiau Elementary as it may prevent Waiiau from meeting Adequate Yearly Progress (AYP). However, the need for a students fair and adequate test is much more important than meeting a schools AYP.

Mahalo for your time and consideration of our mana'o. Please pass HB 224 RELATING TO THE HAWAIIAN LANGUAGE IMMERSION PROGRAM.

Me ka ha'aha'a,

  
Larry K. Kamai

  
Kapua Keliikoa-Kamai

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 8:38 AM  
**To:** EDNtestimony  
**Cc:** kuuleikihe@aol.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kuuleialoha Kihe	Individual	Comments Only	No

Comments: I am in support of the Hawaiian Immersion Programs and believe that the HSA testing should be done by Hawaiian language speakers, and not translated by English speakers. Mahalo for your time..

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Mālia Melemai

**Date:** January 28, 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 Hoonaaauao,

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.
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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.
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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.

O ia ihola nō me ke aloha.

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Tuesday, January 29, 2013 8:43 PM  
**To:** EDNtestimony  
**Cc:** pililua@yahoo.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/29/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Pililuaikekaiohilo Keala-Quinabo	Individual	Support	No

Comments: I am in support of HB 224 to create fair assessments for Hawaiian Immersion schools. As a teacher and a former student of the kaiapuni program, I have seen first hand how the HSA has affected the students. Students feel inadequate when they don't do well on the test, when in fact the test is an inadequate measurement of the students actual intellectual ability. To make our keiki feel inadequate is a detriment to the future of Hawaii. As a teacher it is my job to instill confident and reassure the future of Hawaii that they will be able to take us forward and make a better world. The current testing situation is actually doing the opposite of this, the students feel unintelligent, leading to poor self confidence and poor self esteem. As teachers we feel that the results of the students poorly represent what we do in the classroom. Our students are not being assessed on what is actually being taught in our classrooms. Our kaiapuni schools face going through restructuring if we do not make AYP due to a faulty test. When the schools go through restructuring, the students, families and staff lose confidence in the school, eventually leading to low enrollment and poor self esteem within the school. Please support the future of Hawaii by creating an assessment that will fairly assess the actual knowledge of our kaiapuni students. Mahalo.

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

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

**Date:** January 28, 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 Hoonaaauao,

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 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.

O ia ihola nō me ke aloha.



January 30, 2013

Wendy Kalaekea Akioka

To Whom It May Concern:

I write this letter in total support of HB224.

Although I do not have the authority to represent my entire school on this issue, I can offer a personal experience based on my classroom teaching. I have taught the third grade in Hawaiian Immersion for the past 3 years, as well as the fourth grade for the past two years. Both grade levels have taken both the HAPA test and the translated HSA test.

Over the past 3 years, there have been many problems with the translated HSA test. The first time it was administered, the DOE testing office refused to allow the immersion classroom teachers to have any input in the test. Those people selected to translate the test were what they deemed competent in the Hawaiian language, but those same people had little to no experience working with elementary classroom students. Shockingly, these "competent" translators produced a test which countless grammatical and vocabulary blunders. I was outraged, because this test is incredibly important to our tiny school. Our immersion population at Pū'ōhala makes up at least one third of our student body. The dismal scores the students received were unfair and inaccurate. In response, we voiced strong opposition and the DOE allowed us to return to the HAPA test for one year.

As a side note, I would like to briefly speak upon the HAPA test. I have taught in the immersion program for roughly 15 years, although I have not taught in this grade level for that entire time. During my teaching career, we had a previous translated test in the very beginning of the NCLB law, or maybe even prior to the law. That test was translated by an UH lecturer in the Hawaiian Language department with impeccable Hawaiian language ability, however the resulting test was far above the language level of the students. At that time we protested once again about an unfair test. In response, the DOE testing office worked with a group of teachers under the guidance of Dr. Sarah Gronna to produce an assessment measure we could all live with. I participated in the creation of that assessment as well as another meeting to do a level-set for passing scores. Although I am no psychometrician and could not understand the process, I was assured by Dr. Selvin Chin-Chance, the then head of the DOE testing office, that the federal government had put forth guidelines on doing a level-set and that we were indeed required to follow the process the DOE was leading us through. However, there was a mismatch with the type of test the HAPA was and the level-set process, wherein we arrived at a much lower level for passing than looked plausible. When I voiced my concern over this issue, I was told that the process was followed to the T and we could not go back and randomly set the level higher because we felt it came out too low. I also raised the concern that on-lookers would consider our test fallible, because too many student would pass. Again, I was told that we followed the correct process under federal guidelines and not worry about it.

Fast-forward to present day. Imagine my chagrin when the very same DOE testing office, now filled with new employees who apparently had no idea of these meetings I had invested so much personal time into, accused the test of the very thing I had voiced my concern over! And imagine my chagrin once again, when they threw out the HAPA test we had all worked so hard on and shoved an inferior test, one that had some of the very same problems as that first test we protested, upon our students roughly 10 years later!

This bill, in requiring the testing office to work with those of us in the community who may not have Ph.D.'s in education or psychometrics, have many years of experience in immersion education, something most of the DOE personnel have little to no knowledge about. If you ask anyone across the country about teaching in immersion education, they will tell you that it is a very unique experience and that you will never know the nuances and demands of the job unless you have tried it out yourself. All the people who are tasked with creating tests like the HSA must demonstrate a high degree of competence in the English language as well as some kind of background knowledge for the content area in question. All we want is the same requirements for the people who work on our test. Is this so much to ask?

As a parent, I have my child in the program. Last year, as a third grader, he took the test. I did this because I wanted him to see for himself. I was not at all pleased with the results of his test. He did not relish taking the test as well. This year, I have already written a letter informing my school that my son will not be taking the test again. I wrote this letter even AFTER I had participated in a meeting held over the summer to "fix" the problems on the test. In fact, I may have written the letter BECAUSE of the problems I had seen during that meeting. We were held to many rules and time constraints which made us incapable of providing satisfactory "fixes" to the test. The reason? One, we had to make the test EXACTLY like the English test. Anyone who speaks two languages can tell you that you can't translate every thought word for word. Also, the time and money allotted were limited and we couldn't spend any more time than we did, 2 weeks. Is that the amount of time they spent editing and fixing the HSA? I am tired of "settling" for my child and all the children in the immersion program, because of time and money. How many years of "settling" are we expected to take before we say enough of enough?

This bill will help us make sure this history does not keep repeating itself. I am tired of this same scenario played out over and over again due to a lack of knowledge about previous history. If the DOE had been required to work with the community, we would have told them not to spend their monies upon this faulty venture. The problem was, nobody asked us.

Mahalo,

Kalaekea Akioka

**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Lisa L. Kaanoi

**Date:** January 28, 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.
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**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.



KING KEKAULIKE HIGH SCHOOL  
 121 KULA HIGHWAY  
 PUKALANI, HI 96768  
 PHONE: (808) 573-8710 FAX: (808) 573-2231

### FAX COVER SHEET

Attn: \_\_\_\_\_

From: Susan Scofield

Fax: 800 535-3859

Date: 01/30/2013

Urgent  Reply  Review  ASAP

Total Pages: 3

Comments

HB 224 Testimony

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Susan Scofield, Principal   
King Kekaulike High School

**Date:** January 29, 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,

At King Kekaulike High School in Pukalani, Maui, we have a Hawaiian Language Immersion Program for grades 9-12. It is amazing to see how this program uses the Hawaiian language to prepare our HLIP students for college and career readiness through the language, protocols, values and perspectives of the Hawaiian culture. If you have not observed a Hawaiian Language Immersion Program class, I urge you to do so.

I am submitting this testimony in strong support of House Bill 224: Relating to the Hawaiian Language Immersion Program. As with other supporters of House Bill 224, 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.
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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

requirements. This is similar to #2 focusing on worldview and perspective of Hawaiian language as reflected in the Papahana Kaiapuni program guide.

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

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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.

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 9:18 AM  
**To:** EDNtestimony  
**Cc:** keolanakanishi@yahoo.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Keola Nakanishi	Individual	Support	No

Comments: Aloha to the Education Committee, Please support HB224. Besides honoring the language of the host culture and an official language of the State, the current assessment is not an effective or fair assessment for Hawaiian immersion students. I can elaborate further on request. Mahalo nui for your time and open mind in reading and hearing all who submit testimony. Aloha nui, Keola Nakanishi

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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**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 10:12 AM  
**To:** EDNtestimony  
**Cc:** misshau76@gmail.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
henanihau sayles	Individual	Support	No

Comments: Hawaiian language tests need to be fair. Some Hawaiian immersion students rarely speak English and without accurate translation, they cannot perform to the best of their abilities.

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January 30, 2013

Committee on Education  
State Capitol

RE: HB 224 Relating to the Hawaiian Language Immersion Program

Aloha Mr. Souki and Education Committee Members,

My name is L. Ka'oi Nu'uuanu and I have lived in Nānākuli on Hawaiian homestead land for seventeen years. I am teacher at Ke Kula Kaiapuni o Ānuenuenu and have taught in the immersion program for 21 years.

I am in strong support of HB 224. I believe it is important to preserve the dignity and authenticity of students' learning experiences in the immersion program through the creation of appropriate annual assessments in the Hawaiian language. The passage of these bills would create an even playing field and allow the students to truly demonstrate what they know. The status quo is a disservice to the students and a poor substitute for the "authentic assessment tool" that is developed for ALL other students in the state. Everyone deserves fair treatment!

I would like to thank for your time and for your serious consideration of my testimony. I humbly ask that you vote to support this bill and any other like it for the best interest of all keiki of Hawai'i.

Sincerely,

L. Ka'oi Nu'uuanu  
87-238 La'ikipu St.  
Wai'anae, HI 96792

Aloha Kaua

O George Bully Alameda ke kāne a o Janet Rose Lonokaiolohia Mehau ka wahine  
noho pū lāua a hanau ia o Tina Marie Alameda he wahine

O Nathan Pūkui Kaleiwahea ke kāne a o Tina Marie Alameda ka wahine  
noho pū lāua a hanau ia o Darcy Malani Alameda

O wau o Darcy Malani Alameda.

Noho au me kau ohana ma ka āina ho opulapula ma

Keaukaha, Hawaii, Moku o Keawe

My Ohana and I are a living testimony of the Hawaiian language and how it strengthened our lives. 5 years ago my wahine, Kayle Alameda made the decision to support my choice to raise our kids thru the teaching and education of The Hawaiian Immersion Program. My passion for our native language began in High School 20 years ago when I noticed the obvious difference between Hawaiian Educators and State of Hawaii Public School Educators. The difference; attitude and passion. I was 15 years of age then and my Hawaiian Language teacher at Hilo High School reminded me of the teachers I saw teach at Ke Kula Kaiapuni o Keaukaha. They were full of life, and radiance, they were confident and bold and it made them so interesting and admirable. It made me hungry for the language spoken by my kupuna and so I continued my education at University of Hawaii at Hilo where became fluent in my mother tongue.

Today I practice and teach Mahi ai or farming in traditional ways of my kupuna which helps me uphold a really nice yard around our hale where me and my wahine raise and feed our children from the land using no pesticides and or herbicides. Without my education in Hawaiian Language I would not have been able to live close to our āina and teach the values that have been so important in the survival and revitalization of our culture and language from near extinction.

On behalf of my family, my community and my kupuna I ask you to uphold equally supportive assessments for the future of Hawaii, in order for them to strive and be successful in the modern world WE have built for them.

“if, you do not know and live your own culture and speak the language of your home land then you will be suffocating in this society of mankind”

Me ke Aloha pau ole  
Darcy Malani Alameda

30 Ianuali 2013

To: Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

I write in very **VERY STRONG SUPPORT** of HB224 Relating to the Hawaiian Language Immersion Program.

In 1999 I was accepted into the College of Education as a student seeking to become a Hawaiian language immersion teacher. I later taught for five years at Ke Kula Kaiapuni o Waiau, the first immersion school here on Oahu. As a fourth grade teacher I had the unfortunate task of test administration for this grade level. Often times the translated versions of these tests became a stumbling block for students not because of their intellectual incompetence but because of the inability of the test to be coherent in its translated version. As Hawaiian immersion students, parents, and teachers we must speak out for the fair assessment our students as they take on the heavy kuleana of language revitalization.

I've been involved in Hawaiian education formally for a little more than 10 years, both as a teacher and a parent. As my son begins in kindergarten at Ke Kula Kaiapuni 'o Ānuenuenu in the fall, shall I fear that NCLB mandates and unfair testing practices will take precedence over his rights to learn through the official language of Hawai'i, and be assessed accordingly? You need to act now.

As Hawaiians we are not looking for the easy way out, we want educational opportunities for our children that focus energies and resources on guiding and supporting them as they journey towards success in life. We want to ensure that Hawaiian children receive rich educational opportunities that prepare them for good jobs, to be good people who live healthy lives and who raise healthy families, to be good citizens, and to have passions for learning beyond their formal educations. Most importantly we want to be self-determining in this process. I leave you with this ending thought, ma hea hou a'e e ola ai ka 'ōlelo makuahine a kākou? Where else will our mother tongue thrive if not in Hawaii?

Name: Eōmailani Kukahiko 

Address: 2640 Dole St. E356 Honolulu, HI 96822

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 11:06 AM  
**To:** EDNtestimony  
**Cc:** kealiig@hotmail.com  
**Subject:** Submitted testimony for HB224 on Jan 30, 2013 14:00PM

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Keali'i Gora		Support	No

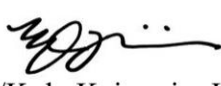
Comments: Ka Lei Papahi 'o Kakuhihewa, an O'ahu-based Native Hawaiian education organization consisting of kupuna and makua who presently teach or have taught in the DOE Hawaiian Studies program, unequivocally supports HB 224, requiring the DOE to develop annual assessments in the Hawaiian language in the areas of language arts, math and science and establishing procedures for the development of these assessments. If there are two official languages in the State of Hawai 'i, now is the time for the DOE to assume the mantle of leadership and take care of this matter immediately! E ola mau ka 'olelo Hawai'i (long live the Hawaiian language)! Keali 'i'olu'olu Gora

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Lydia Trinidad   
Principal  
Kualapu'u School/Kula Kaipuni o Kualapu'u

**Date:** January 29, 2013

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

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 and Valid 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.
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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).
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5. 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.

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.

**ohno2-Jun**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Wednesday, January 30, 2013 11:36 AM  
**To:** EDNtestimony  
**Cc:** sandy@bazuzi.com  
**Subject:** \*Submitted testimony for HB224 on Jan 30, 2013 14:00PM\*

**HB224**

Submitted on: 1/30/2013

Testimony for EDN on Jan 30, 2013 14:00PM in Conference Room 309

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Alexander Bazuzi	Individual	Support	No

Comments:

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**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** C. Babā Yim

**Date:** January 30, 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 Hoonaaauao,

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.

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**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.

O ia ihola nō me ke aloha.

**HB 224**  
**Relating to the Hawaiian Language Immersion Program**  
**House Committee on Education**  
**January 30, 2013**  
**2:00 PM**

**To:** Representative Roy M. Takumi, Chair, Committee on Hawaiian Affairs  
Representative Takashi Ohno, Vice-Chair, Committee on Hawaiian Affairs

**From:** Jordan Chee

**Date:** January 30, 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 Hoonaaauao,

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 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.

O ia ihola nō me ke aloha.