

**HB-2117**

Submitted on: 2/7/2018 9:50:58 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kaulana Dameg		Support	No

Comments:

**HB-2117**

Submitted on: 2/8/2018 3:24:28 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jeraldyn Deseo		Support	Yes

Comments:

TO: Honorable Chair Johanson and Members of the Education Committee

RE: HB 2117 Relating to Standardized Testing

Hello,

I am Jeraldyn Deseo, a student from the Myron B. Thompson School Social Work program at University of Hawaii at Manoa.

I **support** HB 2117 in limiting the amount of standardized tests a student will take in a school year. As a student who took standardized tests from elementary to high school, I believe that the tests were not a good indication of a student's academic achievement. I feel that in preparing and taking the tests took away from instructional time. In addition, it caused students harmful stress and pressure to demonstrate what they have learned in school. I think that HB 2117 is a great bill for future students.

Thank you for your consideration,

Jeraldyn Deseo

**HB-2117**

Submitted on: 2/8/2018 3:34:39 PM

Testimony for EDN on 2/12/2018 2:10:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Alexis Williams-Jenkins		Support	Yes

Comments:

TO: Honorable Chair Johanson and Members of the Education Committee

RE: HB 2117 Relating to Standardized Testing

Hello,

My name is Alexis Williams-Jenkins and I am a social work student from Myron B. Thompson School of Social Work at University of Hawaii at Manoa.

**I support HB 2117** in limiting the amount of standardized tests students will take in a school year. I remember having to take standardized tests and the stressful experiences that I had. The amount of time preparing for the test and taking it took away from learning valuable skills and subjects that would've been more beneficial for my educational growth. I believe standardized tests can negatively impact students by causing high stress and puts a disadvantage on students who do not do well on tests. I believe HB 2117 will be beneficial for students.

Thank you,

Alexis Williams-Jenkins



**LATE**

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

**Date:** 02/12/2018  
**Time:** 02:10 PM  
**Location:** 309  
**Committee:** House Education

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Bill:** HB 2117 RELATING TO STANDARDIZED TESTING.

**Purpose of Bill:** Limits the number of standardized tests a student shall take in a school year. Requires the board of education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction.

**Department's Position:**

The Department of Education (Department) offers the following comments on this measure.

The Department recognizes the value of standardized testing as a valid, reliable, and efficient means to ensure that students graduate equipped for college and career success. The Department is committed to ensuring that the amount of assessments administered to students is appropriate.

Standardized testing provides information on academic progress to students, parents, teachers, and educational administrators, while aggregated results inform educators and policy-makers by providing a measure of accountability of the public education system. Outside of standardized test results, no objective measure exists for policymakers to identify student academic achievement. The federal Every Student Succeeds Act (ESSA), section 111(b)(2)(B) requires the administration of a statewide assessment, and that the results be reflected in the state accountability plans.

In school year 2015-2016, the Department conducted a review of its statewide testing portfolio, which resulted in the reduction of state-mandated standardized tests to the minimum federal requirement. Complexes and schools participated in a statewide training effort, in order to conduct their own assessment audits based upon their own unique needs. Schools have local control of the decisions regarding school level assessments, which is grounded in the belief that those closest to the students are best suited to determine the needs and the instructional

strategies most appropriate for their student population.

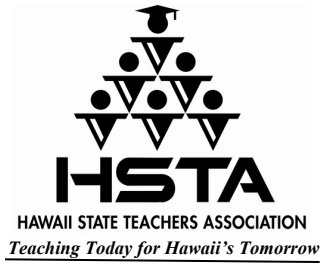
The Department, in consultation with the Attorney General's office, has determined that students who are educated in Hawaii's public schools must participate in the statewide assessment program, and therefore, not able to honor opt-out requests. Schools received materials providing guidance on handling parental requests for students not participate in testing.

The culture of testing and accountability has shifted from the stringent guidelines of No Child Left Behind (NCLB). Our current Strive HI school accountability system no longer ranks and stacks schools, but recognizes the context of each school's unique student population and strives for academic excellence and equity for all students.

The Department actively engaged in maintaining a balance between federal assessment requirements, the accountability benefits of testing and the instructional practices utilized by schools and teachers to meet their student's needs.

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

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).



LATE

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

**Corey Rosenlee**  
 President  
**Justin Hughey**  
 Vice President  
**Amy Perruso**  
 Secretary-Treasurer  
**Wilbert Holck**  
 Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
 EDUCATION

RE: HB 2117 - RELATING TO STANDARDIZED TESTING

MONDAY, FEBRUARY 12, 2018

COREY ROSENLEE, PRESIDENT  
 HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson and Members of the Committee:

The Hawaii State Teachers Association **strongly supports HB 2117**, relating to standardized testing.

## Standardized Testing in Hawaii's Public Schools

Elementary		Middle		High	
Mandatory	Optional	Mandatory	Optional	Mandatory	Optional
SBA Math SBA ELA HSA Science NAEP	Star Screener SBA Practice Dibels iReady Catapult TerraNova	SBA Math SBA ELA HSA Science NAEP	ACT Aspire Star Screener SBA Practice iReady EOC Alg 1	SBA Math SBA ELA Biology EOC	NAEP ACT EOC Alg I EOC Alg II EOC US History Star Screener SBA Practice iReady

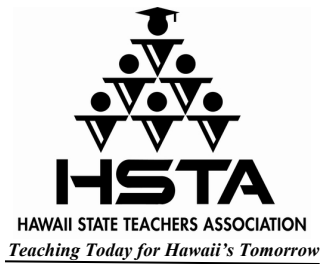
(This list is not meant to be all encompassing, nor does it include additional testing for ELL or Sped students)

To begin, we applaud Hawai'i State Department of Education officials for working to reduce time spent on the Smarter Balanced Assessment for the 2017-2018 school year. As the testing season commences, though, the department's claims about decreasing time devoted to testing have not been realized through practice. Some schools still spend **over 60 hours of instructional time on standardized testing**, and even more if and when screening exams and practice tests are employed with regularity to prepare students for statewide exams.

Our current testing culture was developed under the federal No Child Left Behind and Race to the Top initiatives, in which test scores were viewed as the best determinant of school performance. Studies show, however, that test scores strongly correlate with socioeconomic status: rich schools do well, while poor schools struggle. Because of the pressure to perform well on tests and their inability to control the socioeconomic status of their students, struggling schools cut back on arts and cultural education, career and technical courses, electives, and more, so that greater resources could be spent on prepacked programs and consultants meant to boost test scores.

Now, however, efforts to limit testing have become an accelerating national movement. In October of 2015, former President Barack Obama proposed limiting testing to 2 percent of schools' total instructional time. Since then, numerous states have enacted or are considering enacting similar proposals. Last May, Maryland passed HB 461, "eliminating more than 700 hours of unnecessary district-mandated testing," according to Maryland State Education Association President Betty Weller. Similarly, Texas and Georgia lawmakers are considering legislation to dramatically slash the number of tests given in their states to increase personalized learning opportunities and broaden curricular offerings. A typical student takes over 100 mandated standardized tests between pre-kindergarten classes and 12th grade, recent studies have found. By contrast, **most countries that outperform the United States on international exams test students only three times during their school careers.**

This measure would move Hawai'i toward its international peers by limiting the number of tests delivered under the statewide assessment program in each grade level to four, the minimum federal number required, with exceptions for extra time



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

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President

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Vice President

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Executive Director

made for students who need accommodations (special needs students). Schools would be allowed to seek a waiver from the Hawai'i State Board of Education to require additional tests, which BOE members would be empowered to review on a case-by-case basis. Critically, our proposal does not conflict with, but rather amplifies the principles of, the requirements of STRIVE HI 3.0, the state's school accountability system, or the DOE's consolidated state plan for the Every Student Succeeds Act (just this month, DOE officials applied for Hawai'i to be one of seven states selected for the federal innovative assessment pilot program). Instead, it merely codifies into law our collective effort to limit testing time, while also requiring that parents be notified of the right to opt their students out of gratuitous amounts of testing and calling for a survey of excessive testing statewide.

Life is not a standardized test. To provide authentic learning experiences to all of our children, we ask your committee to **support** this bill.



**HB-2117**

Submitted on: 2/9/2018 3:47:04 PM

Testimony for EDN on 2/12/2018 2:10:00 PM



<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Melodie Aduja	OCC Legislative Priorities	Support	No

Comments:

**PRESENTATION OF THE  
OAHU COUNTY COMMITTEE ON LEGISLATIVE PRIORITIES**

**DEMOCRATIC PARTY OF HAWAII**

TO THE COMMITTEE ON EDUCATION

THE HOUSE OF REPRESENTATIVES

TWENTY-NINTH LEGISLATURE

REGULAR SESSION OF 2018

Monday, February 12, 2018

2:10 p.m.

Hawaii State Capitol, Conference Room 309

**RE: Testimony in Support** of HB 2117, RELATING TO STANDARDIZED TESTING

To the Honorable Justin H. Woodson, Chair; the Honorable Sam Satoru Kong, Vice-Chair and the Members of the Committee on Education:

Good afternoon, my name is Melodie Aduja. I serve as Chair of the Oahu County Legislative Priorities Committee of the Democratic Party of Hawaii. Thank you for the opportunity to provide written testimony on House Bill No. 2117, relating to limiting the amount of standardized testing administered by the Board of Education.

The OCC Legislative Priorities Committee is in favor of House Bill No. 2117 and support its passage.

House Bill No. 2117 is in alignment with the Platform of the Democratic Party of Hawai'i ("DPH"), 2016, as it limits the number of standardized tests a student shall take in a school year and requires the board of education to conduct a statewide survey of school administrators and teachers to determine the time spent on preparing for standardized tests and the impact of preparation time on the quality of instruction.

The DPH Platform states that "[w]e believe a major role of education is to develop critical and creative thinkers who are knowledgeable about issues and able to evaluate and solve real-world problems. The curriculum also should emphasize cultural learning, the arts, career and trade skills, and physical education so that we may preserve our health and rich cultural history. A variety of learning strategies should be used, including, group projects, cooperative learning, discussion, games and technological innovations. **We view standardized tests as just one way of evaluating learning and support multiple measures, including performance assessments such as portfolios and observations.** (Platform of the DPH, P. 6, Lines 310-316 (2016)).

Given that House Bill No. 2117 limits the number of standardized tests a student shall take in a school year and a statewide survey of school administrators and teachers will be conducted to determine the impact of preparation time necessary in taking these tests on the quality of instruction will be established, it is the position of the OCC Legislative Priorities Committee to support this measure.

Thank you very much for your kind consideration.

Sincerely yours,

/s/ **Melodie Aduja**

Melodie Aduja, Chair, OCC Legislative Priorities Committee

Email: [legislativepriorities@gmail.com](mailto:legislativepriorities@gmail.com), Tel.: (808) 258-8889

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Schools Our  
Keiki Deserve

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808-351-0980  
808-627-0193

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1488 Glen Ave.  
Wahiawā

RE: TESTIMONY FOR HB 2117 - RELATING TO  
STANDARDIZED TESTING

Chair Woodson and Members of the Committee,

**LATE**

Thank you for addressing over-testing in public schools. In the past few years, we have begun to see a broad shift in public understanding of this concern. As a member of the Governor's ESSA Task Force, it became clear to me, at countless town halls and community forums across the state, that there is broad consensus: testing is not teaching, and our keiki deserve far better pedagogy.

As you are well aware, the new federal law, the Every Student Succeeds Act, makes possible an entirely different approach to education, one shaped not by a culture of 'test and punish' but by a culture of innovation and creativity. Let's take this historic opportunity, and use the law to limit those practices which have been found internationally to be so detrimental to authentic education. Please use the power of the legislature to limit standardized testing, and require the Board of Education to conduct a statewide survey to determine the time spent on preparing for standardized tests. States like Maryland and Georgia have already passed similar laws, and such action has become necessary in the face of BOE inaction.

If the ultimate aim of public education is the cultivation of an informed and active citizenry, then let us use the space of the school day to engage in practices that will hone the knowledge, skills, and dispositions our young people will need to face the issues of the 21st century with courage and confidence.

Sincerely,

Dr. Amy Perruso  
Executive Director



2850 Kahawai Street  
Honolulu, HI 96822

808 988 5505  
www.pps-hi.org

Lois Yamauchi  
*President*  
Honolulu, Hawaii

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Deborah Bond-Upson

Kay Fukuda

Clare Hanusz

Mary Weir

February 11, 2018

House Committee on Education  
Rep. Justin H. Woodson, Chair  
Rep. Sam Satoru Kong, Vice Chair  
Re: HB 2117 - Relating to Standardized Testing

Hearing: Monday, February 12, 2018, 2:10 pm, Room 309

**LATE**

Dear Chair Woodson, Vice Chair Kong and Committee Members:

**This testimony is in strong support for HB2117, relating to standardized testing.** I am writing on behalf of Parents for Public Schools of Hawai'i (PPS Hawai'i), a non-profit organization focused on supporting and improving Hawaii's public schools through family engagement. Our group emerged from the Furlough Friday crisis, and we currently have approximately 1,000 members statewide.

Our members have told us that the increased focus on standardized testing has had a negative influence on the educational experiences of their children. Although there may be one "official" test that students take, they often take multiple tests throughout the year to prepare for the standardized test.

Standardized tests are high stakes. Since they are used as the main criteria by which a school is judged to be succeeding or failing. Educators have been forced to increase their school's scores to show they are doing a good job. Research indicates that the best way to increase children's test scores is for students to become familiar with test-taking procedures. Thus, much time is spent on practice tests and on other drills. Homework is sometimes formatted to look like the test. Testing is pervasive and dominates the curriculum.

Test preparation takes time and energy, on the part of children and their teachers. This means that there is no longer time for students and their teachers to engage in creative, interactive, and meaningful activity that leads to true learning and development. When we think back to what has inspired all of us to learn and engage in school, it is not sitting for a test, but reading a book and discussing it with our teachers and classmates, working on a project of our choice, engaging in ideas, artwork, and music--all things that are now reduced or cut out of the curriculum because of the overemphasis on testing. When PPS Hawai'i surveyed members about their experiences with the public schools, parents said that the overemphasis on testing was one of their greatest concerns. In addition, they wanted more arts, music, and physical activity, which are related to time spent on testing.

Standardized testing is an equity issue because research indicates that the strongest predictor of a student's standardized test score is their family's income. The schools and teachers, who are spending the most time trying to increase test scores, are those serving communities who are struggling financially. These are communities who desperately need the arts, music, Hawaiian Studies, and other engaging learning activities! These are the very communities whose children are dropping out of school because it is boring and not meaningful to them, because they don't feel that anyone cares. By decreasing an emphasis

on testing, educators in these communities can be freed to engage in more meaningful and effective educational activities with their students.

All students deserve a challenging curriculum that includes the arts, music, and activity that is relevant to their cultures and communities. We at PPS Hawai'i urge your support of HB 2117 to make this happen.

Thank you for your time and consideration.

Aloha,

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

Lois Yamauchi, PhD  
President, Parents for Public Schools of Hawai'i

*Parents for Public Schools Hawaii (PPSHI) is a not-for-profit 501(c)(3) volunteer organization of parents, community members, and educators working to improve and support public education through family engagement. We are committed to ensuring all children in Hawai'i have access to a quality public education.*



**LATE**

46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

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## TESTIMONY FOR HOUSE BILL 2117, RELATING TO STANDARDIZED TESTING

**House Committee on Education  
Hon. Justin H. Woodson, Chair  
Hon. Sam Satoru Kong, Vice Chair**

**Monday, February 12, 2018, 2:10 PM  
State Capitol, Conference Room 309**

Honorable Chair Woodson and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 400 members. On behalf of our members, we offer this testimony in strong support of House Bill 2117, relating to standardized testing.

The overuse of standardized tests in Hawai'i's schools has become an epidemic. Rather than focus on student learning, our schools devote increasing amounts of time to “test and punish” frameworks, in which critical thinking and applied knowledge are replaced with rote test-taking skills that adversely impact a teacher's or schools’ statistical assessment. According to the American Federation of Teachers report “Testing More, Teaching Less: What America's Obsession with Student Testing Costs in Money and Lost Instructional Time,” test preparation and testing in heavily tested districts can absorb up to a month and a half of school time. The grade-by-grade analysis found that students spend from 60 to more than 110 hours per year on test preparation, at an estimated cost per pupil of \$700 to \$1,000 in heavily tested grades (in Hawai'i, each test, itself, costs \$65, discounting resources and personnel needed to administer each test). At the same time, abandoning so-called “toxic testing” could add 20 to 40 minutes of daily instructional time to secondary school grades, according to the report, with hundreds of dollars per student—and millions of dollars overall—reallocated to the purchase of instructional programs, school technology, infrastructure upgrades, and teacher pay increases. Notably, American students take over 100 standardized tests between pre-kindergarten classes and 12th grade, according to a 2015 study by the Council of Great City Schools. **In contrast, many countries that outperform the U.S. on international exams, like the Program for International Student Assessment, test students only three times during the course of their academic careers.**

Make no mistake, when we discuss standardized tests, we're talking about the Common Cor(porat)e State Standards Initiative, a set of corporatized standards that were foisted upon

teachers and children across the nation without prior field testing. Developed by an organization called Achieve and the National Governors Association, and funded by the Gates Foundation, the standards were crafted with minimal public input. Under the Obama Administration's Race to the Top grant program, states were effectively told that if they did not adopt the Common Core, they would not be eligible to receive a portion of the program's \$4.35 billion in grant money. As education policy expert Diane Ravitch has said, "Federal law prohibits the U.S. Department of Education from prescribing curriculum, but in this case the Department figured out a clever way to avoid the letter of the law." The result? A precipitous decline in test scores based on Common Core's arbitrary cut scores, a lack of critical thinking development based on Common Core's arbitrary pedagogical instructional time ratios, disproportionate harm caused to English Language Learners and low-income students, further elimination of arts education, and parents and students across the nation joining the United Opt Out movement against the Smarter Balanced Assessment associated with Common Core, with students—including those in Hawai'i—literally "opting out" of toxic high-stakes tests. Both President Obama and the U.S. Department of Education have called for an end to overtesting, with Obama calling for testing time to be capped at no more than 2 percent of student instructional time. Even the Gates Foundation, the alchemists responsible for the Common Core monstrosity, have backpedaled on their Frankensteinian experiment, calling for a moratorium on linking Common Core to teacher evaluations and their related "value-added method" of measuring performance.

Now, we have hope. The federal Every Student Succeeds Act, passed in December of 2015 and set for robust implementation in December of 2016, provides states with increased flexibility in the use of standardized testing, including eliminating federally mandated inclusion of standardized tests in teacher evaluations, and allowing states to choose what test to use for annual school assessments. ESSA also permits states to limit the amount of time that students spend preparing for and taking standardized tests, provides funding to states for auditing and streamlining assessment systems, and, importantly, establishes an "innovative assessment pilot program" through which states may receive permission to connect authentic assessments with real-world learning. In fact, the Hawai'i State Department of Education submitted its application to be one of seven states participating in the pilot program earlier this month. We can abolish the "test and punish" education culture that subjugates our teachers and students to educational automation. We must move quickly to set them free.

Toxic testing undermines our schools' curricula, our teachers' autonomy, and our students' creativity. Mahalo for the opportunity to testify in support of this bill.

Sincerely,  
Kris Coffield  
*Executive Director*  
IMUAlliance

**HB-2117**

Submitted on: 2/12/2018 12:30:25 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

**LATE**

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Mitsuko Hayakawa		Support	No

Comments:

Aloha,

I am in support of HB2117 relating to standardized testing. According to the National Council of Teachers of English, standardized tests [narrow the curriculum and limit student learning](#). They certainly do not measure the qualities that I value as a parent and human being: creativity, compassion, empathy, kindness, wisdom, resilience and adaptability.

Mahalo for your consideration.

Mitsuko Hayakawa



**LATE**

**HB-2117**

Submitted on: 2/12/2018 10:46:41 AM

Testimony for EDN on 2/12/2018 2:10:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Brook Chapman de Sousa	Individual	Support	Yes

Comments:

House Committee on Education

Hawai'i State Capitol, Conference Room 309

February 12, 2018, 2:10 pm

Testimony in Strong Support of HB 2117

RELATING TO STANDARDIZED TESTING

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Education Committee Members

From: E. Brook Chapman de Sousa, Ph.D.

Subject: Support for HB2117, Limiting Standardized Testing

I am a parent of a third-grade student in a HIDOE school, a field-supervisor of student teachers and advocate for public schools. **I strongly support HB2117, limiting the number of standardized tests a student shall take in a year.**

I have worked with the HIDOE in various capacities for the past 12 years. As a parent, former classroom teacher and field-supervisor, I have first-hand experience of how

excessive standardized testing restricts the curriculum while creating unnecessary stress among students and teachers. We are spending a tremendous amount of money, time and energy on preparation for and taking of these tests. I have not seen evidence that yearly standardized testing is benefiting the learning and development of students. I think there is strong evidence these practices are doing harm and I fully support conducting a survey to determine the impact on the quality of instruction.

Thank you for the opportunity to testify.

E. Brook Chapman de Sousa

LATE

House Committee on Education  
Hawai'i State Capitol, Conference Room 309  
February 12, 2018, 2:10 pm

**LATE**

Testimony in Strong Support of HB 2117  
RELATING TO STANDARDIZED TESTING

To: Chair Justin H. Woodson, Vice Chair Sam Satoru Kong and House Education  
Committee Members

From: E. Brook Chapman de Sousa, Ph.D.

Subject: Support for HB2117, Limiting Standardized Testing

I am a parent of a third-grade student in a HIDOE school, a field-supervisor of student teachers and advocate for public schools. **I strongly support HB2117, limiting the number of standardized tests a student shall take in a year.**

I have worked with the HIDOE in various capacities for the past 12 years. As a parent, former classroom teacher and field-supervisor, I have first-hand experience of how excessive standardized testing restricts the curriculum while creating unnecessary stress among students and teachers. We are spending a tremendous amount of money, time and energy on preparation for and taking of these tests. I have not seen evidence that yearly standardized testing is benefiting the learning and development of students. I think there is strong evidence these practices are doing harm and I fully support conducting a survey to determine the impact on the quality of instruction.

Thank you for the opportunity to testify.

E. Brook Chapman de Sousa



February 12 2018

Honorable Chair Woodson and Members of the EDN Committee

re: HB2117 – Related to Standardized Testing



Aloha,

As I testified in the EDN Committee hearing today, I support HB2117.

I am a former DOE teacher. This past year I volunteered to help homeschool a young man who needed one-on-one instruction. Last week, our homeschool team (my student, his mother, and I) attended a district meeting with 14(!) DOE employees from teachers on up to the Complex Area Superintendent. We were asking that my student be retained one Grade level so that he would enter Grade 5 next year instead of Grade 6. The responsible Principal eventually said that she would retain him, but would not begin the process until April. I expressed concerns that if my student was going to be in Grade 5 next year, he should be taking Grade 4 assessments this year so next year's teachers have the most current data to help him.

That's when I learned that the Smarter Balanced Assessments have no diagnostic purpose.<sup>1</sup> They are used only as a snapshot of what the student knows and to compare Hawaii students with students in other parts of the country.

Why are we spending so much money and time on tests that have no value when it comes to helping a child learn better or how a teacher can better teach students? I assure you that the results of last year's Smarter Balanced Assessments are useless when it comes to teaching my SpEd, ELL, impoverished student. The parent recommendations are meaningless, shallow, boiler-plate suggestions that are impossible for this parent to do. What good is a snapshot that says Well Below, Well Below, Well Below, and doesn't give a clue what the student does and doesn't know other than he's not making it?

I support HB2117 which would require that the Board of Education and Department of Education involve teachers in making decisions about what are the most useful tests to give our students. Of course the Board of Education should be doing this anyway, and we should not have to come to the legislature to make sure teachers have input about testing, but we have no other choice. I have been to many BOE meetings and the teachers don't even have a place at the table. Sure, HSTA reps have their two, or four minutes to provide testimony, but the teacher's union should be an integral part of Board meetings like the DOE administrators are, but they're not. Hopefully SB2117 will help change this.

Mahalo,



Vanessa Ott

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<sup>1</sup> You can hear a recording of this response online here: <https://youtu.be/W3YhuEo8AJk>