



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

**Date:** 02/14/2023

**Time:** 02:15 PM

**Location:** 309 VIA VIDEOCONFERENCE

**Committee:** House Education

**Department:** Education

**Person Testifying:** Keith T. Hayashi, Superintendent of Education

**Title of Bill:** HB 0080 RELATING TO AUTHENTIC ASSESSMENTS.

**Purpose of Bill:** Authorizes public school complex areas to use authentic assessments as part of classroom-based performance assessments.

**Department's Position:**

The Hawai'i State Department of Education (Department) respectfully offers comments and concerns regarding HB 80.

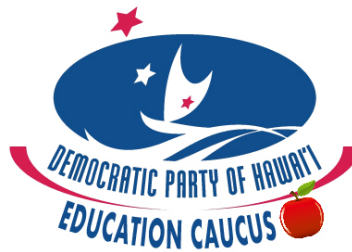
The Department is committed to preparing students for success beyond the classroom. Authentic assessments connect classroom learning to real-world application in a way that integrates student skills and knowledge and requires a high-quality product. Schools and school complexes are currently able to develop or use authentic assessments.

In accordance with the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, the Department must ensure that all students participate in statewide assessments. These assessments must meet criteria set by the US DOE. However, the Assessment Section, in the Office of Strategy, Innovation, and Performance, currently has an initiative underway to engage teachers in the development of place-based, culturally-relevant performance assessments for use in the classroom as part of the ongoing formative assessment of their students.

If adopted, the Department respectfully requests SECTION 2 (g), p. 4, line 10 and 11, be amended as follows: "involves multiple forms of measures ~~measurement other than~~

~~standardized testing and~~ that connects instructional content to real-world.” The amended change would clarify that the authentic assessment is not intended to be used in lieu of required statewide standardized assessments.

Thank you for the opportunity to testify on this measure.



## HOUSE BILL 80, RELATING TO AUTHENTIC ASSESSMENTS

FEBRUARY 14, 2023 · HOUSE EDUCATION  
COMMITTEE · CHAIR REP. JUSTIN H. WOODSON

**POSITION:** Support.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus supports HB 80, relating to authentic assessments, which authorizes public school complex areas to use authentic assessments as part of classroom-based performance assessments.

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, but that does not include resources and personnel needed to administer each test, the cost of test-linked curricula, the price of test preparation materials and testing security contracts, and more).

**HIDOE spent at least \$60 million on external testing-related contracts from 2015 to 2018, including a \$36.4 million contract with the American Institutes of Research to furnish the Smarter Balanced Assessment and HSA alternate assessment**, the state's predominant standardized tests. Rather than eliminate this costly burden in favor of authentic learning opportunities, HIDOE leaders renewed AIR's multi-million-dollar contract in September of 2019.

Department of Education  
Active Contracts as of December 1, 2018

Table 14

Program ID	MOF	Amount	Frequency (M/A/O)	Max Value	Outstanding Balance	Term of Contract			Entity	Contract Description	Explanation of How Contract is Monitored	POS Y/N	Category E/L/P/C/G/S
						Date Executed	From	To					
EDN100 EDN200	A A	\$ 300,000	A	\$ 300,000	\$ -	06/29/17	06/29/17	07/31/19	Fuel Education, LLC	Curriculum Program/Enterprise License	Monitoring is completed periodically as needed throughout the school year as student and instructor accounts are activated and access is coordinated.	N	G/S
EDN100 EDN200	A	\$ 81,590	O	\$ 81,590	\$ -	06/22/18	06/22/18	12/22/18	Soderholm Sales and Leasing, Inc.	Purchase of 14 Passenger School Bus for transportation of students for school activities	Monitoring is completed as needed by checking equipment is delivered as agreed and in working order before payment is made.	N	G
EDN100 EDN200	A	\$ 80,547	O	\$ 80,547	\$ -	10/02/18	10/02/18	03/31/19	Solderholm Sales & Leasing, Inc.	School Bus for Pahoa High and Intermediate	Paid upon receipt.	N	G
EDN100 EDN200	N A	\$ 28,434,483	O: quarterly	\$ 28,434,483	\$ 4,603,503	02/17/15	12/15/14	09/30/19	American Institutes for Research in the Behavioral Sciences	Furnish and Implement the Smarter Balanced Assessment (Ref. MAAC RFP No. 2014-09)	Weekly webinar management meetings; invoices reconciled with project management plan	N	G/S
EDN100 EDN200	N A	\$ 7,934,978	O: quarterly	\$ 7,934,978	\$ 3,554,430	07/06/18	07/06/18	06/30/21	American Institutes for Research in the Behavioral Sciences	To Develop and Implement the Hawaii State Alternate Assessment for the Hawaii Department of Education	Weekly webinar management meetings; invoices reconciled with project management plan	N	G/S
EDN100 EDN200	N A	\$ 4,227,466	O: quarterly	\$ 4,227,466	\$ 1,068,878	06/26/17	06/26/17	06/30/19	UH on behalf of its College of	Develop/Implement Assessments in the Hawaiian Language for HIDOE	Bi-weekly webinar management meetings; invoices reconciled with project management plan	N	G/S
EDN100 EDN200	A	\$ 451,500	O	\$ 451,500	\$ -	06/30/17	06/30/17	11/30/19	Healthmaster Holdings, LLC dba Healthmaster	Web-Hosted Suite of Software Applications for school electronic health records	Contract monitored by a program manager	N	S
EDN100 EDN300	A A	\$ 10,399,557	O - payment is rendered upon delivery of services	\$ 10,399,557	\$ 2,717,357	03/27/15	03/27/15	03/26/19	Infinite Campus, Inc.	Student Information System Replacement	Status reports; review of each completed deliverable; review and verification of invoices for services rendered.	N	G, S
EDN150	P	\$ 37,500	O, 4 pymts/yr	\$ 37,500	\$ 7,500	11/02/15	11/02/15	12/31/18	Marion E. Bounds (Betsy)	External Evaluator for for DoDEA Special Education federal grant (Radford/Leilehua)	External Evaluator services includes consultation on grant activities and completion of annual evaluation report for federal grant	N	S
EDN150	N	\$ 745,780	A	\$ 745,780	\$ 36,445	05/11/17	05/11/17	06/30/19	Enorme, Inc dba Goalbook	Goalbook Toolkit District Membership (500) and Onsite Professional Development Courses	Monitoring is completed periodically as needed throughout the school year as accounts are activated and access is coordinated.	N	S

Make no mistake, when we discuss standardized tests, we're talking about the Common Core State Standards Initiative, a set of profit-driven 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 high-stakes tests.

Both former President Obama and the U.S. Department of Education have called for an end to over-testing, with the former Obama administration calling for testing time to be capped at no more than 2 percent of student instructional time. Even the Gates Foundation, the scholastic 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 employ authentic assessments that connect classroom learning with real-world problem-solving (project-based and problem-based learning are two examples of authentic assessment methodologies).

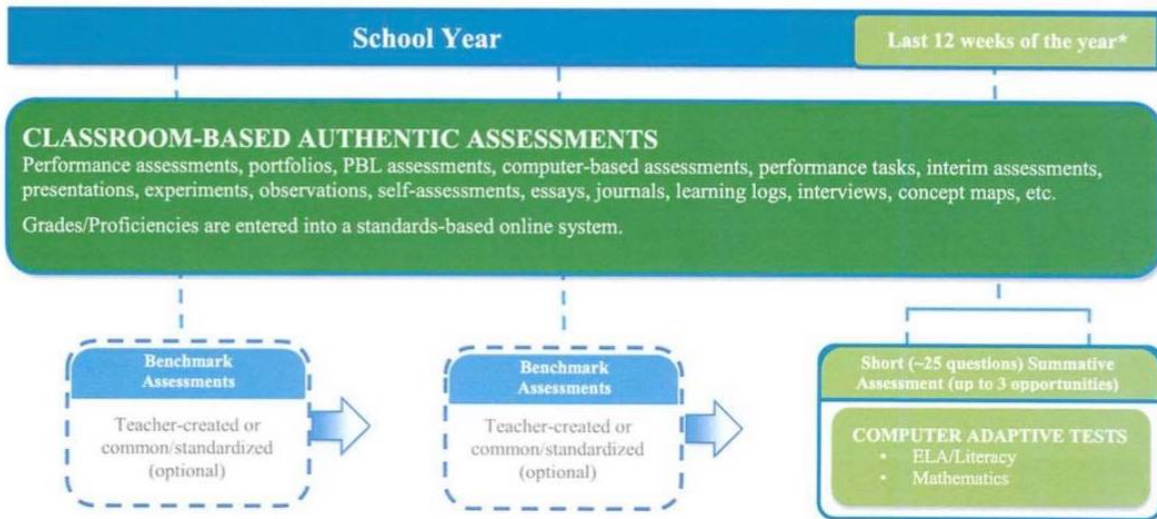
Notably, in 2020, the Hawai'i State Department of Education sent the U.S. DOE a letter of intent about applying to be one of seven states participating in the pilot program (which has been temporarily stalled because of COVID-19) and has begun consulting with stakeholders to develop

a model authentic assessment program focused on project-based learning, an initiative that the department ostensibly relaunched in December of 2021.

4 of 4

## Hawaii Innovative Assessment Model: A Balanced Assessment System

SY 2020-21: Grade 4 English Language Arts/Literacy and Grade 8 Mathematics



Toxic testing undermines our schools' curricula, our teachers' autonomy, and our students critical thinking skills. We should replace the millions of dollars spent on external testing contracts and redirect that revenue toward culturally relevant assessments and student performance indicators that may be developed by Hawai'i's local educators and academic experts, and that are aligned with the critical thinking and problem-solving skills needed for success in real life.

**Kris Coffield · Chairperson, DPH Education Caucus · (808) 679-7454 · [kriscoffield@gmail.com](mailto:kriscoffield@gmail.com)**



House Committee on Education  
Tuesday, February 14, 2023, at 2:15 PM  
Via Videoconference in Conference Room 309, State Capitol

### **TESTIMONY IN SUPPORT OF HB 80: RELATING TO AUTHENTIC ASSESSMENTS**

Aloha Chair Woodson, Vice-Chair Marten, and members of the committee!

The Hawai'i State Youth Commission (HiYC) was established to “advise the governor and legislature on the effects of legislative policies, needs, assessments, priorities, programs, and budgets concerning the youth of the state.” We are writing in **strong support** of HB 80.

This bill authorizes public school complex areas to use authentic assessments as part of classroom-based performance assessments. We believe that this bill will contribute to the advancement of education in the state of Hawai'i. Please support this measure.

Authentic assessments are defined as the idea of using creative learning experiences to test students' skills and knowledge in realistic situations. This is different than standardized multiple-choice exams. Authentic assessments measure the applicability of students' abilities that are learned in the classroom. After the Covid-19 pandemic, we know that there are other ways that youth can learn that aren't just studying for a test. These ways, in fact, better equip youth with the necessary life-skills for our community. Authorizing public school complex areas to be used for authentic assessments takes a step forward to ensuring our keiki are properly educated and assessed.

Thank you for the opportunity to testify in support of HB 80.

Hawai'i State Youth Commission  
[hawaiistateyc@gmail.com](mailto:hawaiistateyc@gmail.com)



**S E A C**  
**Special Education Advisory Council**  
1010 Richards Street Honolulu, HI 96813  
Phone: 586-8126 Fax: 586-8129  
email: [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov)  
February 14, 2023

Special Education  
Advisory Council

Ms. Martha Guinan, Chair  
Ms. Susan Wood, Vice Chair

Ms. Sara Alimoot  
Ms. Virginia Beringer  
Ms. Mary Brogan  
Mr. Rick Bunny  
Ms. Deborah Cheeseman  
Ms. Annette Cooper  
Ms. Shana Cruz  
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Dr. Lisa Garcia  
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Ms. Melissa Harper Osai  
Mr. Kerry Iwashita  
Ms. Melissa Johnson  
Ms. Tina King  
Ms. Jennifer Leoiki-Drino  
Ms. Cheryl Matthews  
Dr. Paul Meng  
Ms. Kiele Pennington  
Ms. Carrie Pisciotto  
Ms. Kau'i Rezentes  
Ms. Rosie Rowe  
Ms. Ivalee Sinclair  
Mr. Steven Vannatta  
Ms. Lisa Vegas  
Ms. Paula Whitaker  
Ms. Jasmine Williams  
Ms. Susan Wood

Ms. Roxanne Rokero, liaison to  
the Superintendent  
Ms. Wendy Nakasone-Kalani,  
liaison to the military  
community

Amanda Kaahanui, Staff

Representative Justin H. Woodson, Chair  
Committee on Education  
Hawaii State Capitol  
Honolulu, HI 96813

RE: HB 80 – Relating to the Authentic Assessments

Dear Chair Woodson and Members of the Committee,

The Special Education Advisory Council (SEAC), Hawaii's State  
Advisory Council under the Individual's with Disabilities Act (IDEA)  
**supports HB 80** which authorizes public school complex areas to  
use authentic assessments as part of classroom-based performance  
assessments.

Many students with disabilities do poorly on standardized  
assessments due to a myriad of factors, including the inability to  
read at grade level. One-size-fits-all assessments to measure  
student skills provide only limited information about individual  
performance and progress. They demoralize students who finish  
low in the ranking order and may impact student motivation and  
progress.

By contrast, authentic assessments demonstrate what a student  
actually learns in class rather than the student's proficiency on  
traditional assessments. Ongoing, continual assessment of student  
growth over time gives educators and students more frequent  
opportunities to adjust the course of learning to meet each student's  
unique needs.

For these reasons, SEAC is supportive of the greater use of authentic  
assessments to fine-tune instruction for all students, and  
particularly for our students with diverse learning needs.

Sincerely,

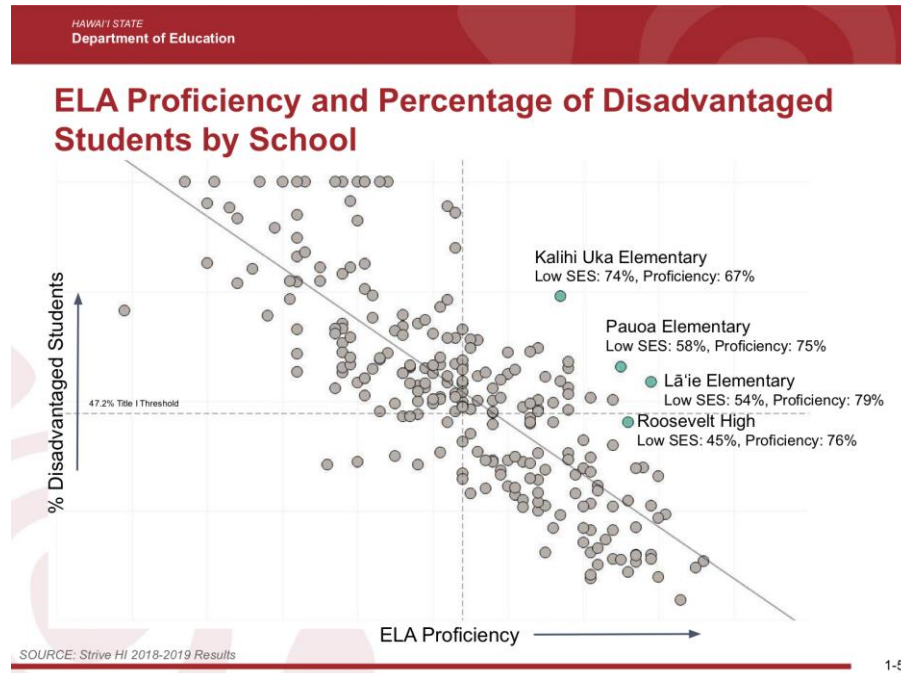
  
Martha Guinan  
Chair



To Chair Woodson and the House Education Committee,

My name is Corey Rosenlee and I am a teacher at Campbell High School.

I strongly support HB80 on authentic assessments. This state needs to move from the paradigm of standardized testing to authentic assessments and this bill will move us in that direction. Standardized testing is a test of poverty. As the chart below shows:



Recent studies have found some evidence that high school grade point average predicts college performance more accurately than do standardized exam scores (Camara & Echternacht, 2000; Geiser & Santelices, 2007; Hiss & Franks, 2014). According to the Washington Post, *“There are better ways to assess students than with high-stakes standardized tests... “The misuse and overuse of standardized testing has greatly damaged education. The harm has been most severe for low-income and minority-group children, often turning their schools into little more than mind-numbing test-preparation programs. The evidence clearly shows it has failed to improve educational outcomes.”*

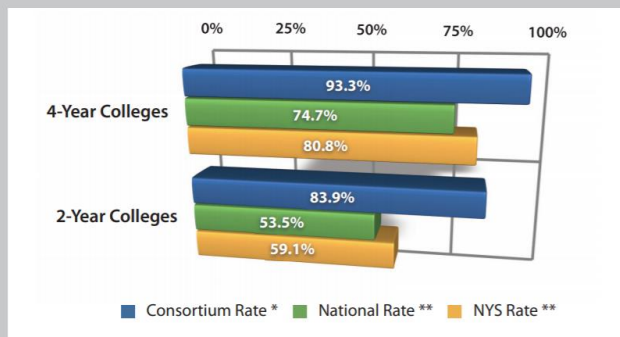
The New York Performance Standards Consortium is an excellent example for the consortium focuses on inquiry-driven, project-based learning measured by performance-based assessments — and its success with the most vulnerable students makes its outcomes particularly impressive. The Consortium Schools in New York have improved graduation rates, college retention rates, teacher retention rates and lowered suspension rates.

Chart 1: Comparison of Consortium and NYC Public High School Data

	Consortium	NYC High Schools
% Black & Hispanic	71.95%	71.87%
% ELLs	12.7%	12.3%
% Students w/ special needs	14.3%	13.0%
% Students in poverty*	64.2%	63.6%
Average 8 <sup>th</sup> grade proficiency (out of 4.50)	2.71	2.76
4-Year Graduation Rate (based on 2 or more years of enrollment)	68.6%	59.0%
5-Year Graduation Rate (based on 2 or more years of enrollment)	76.0%	66.1%
Dropout Rate	5.3%	11.8%
Black Graduation Rate	60.8%	53.9%
Hispanic Graduation Rate	64.9%	51.8%
Asian Graduation Rate	87.6%	76.8%
White Graduation Rate	77.9%	73.9%
ELL Graduation Rate	69.5%	39.7%
Students w/ special needs Graduation Rate	50.0%	24.7%

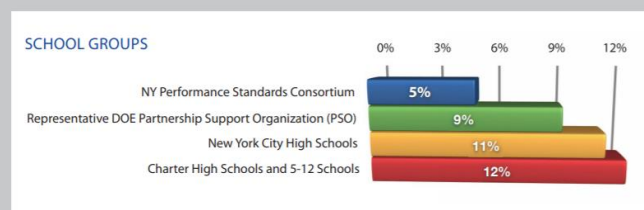
\* Defined as qualifying for free or reduced lunch

Chart 2: Persistence in College: 2<sup>nd</sup> Year  
Comparison Between Consortium, National and NYS Rates, Class of 2008



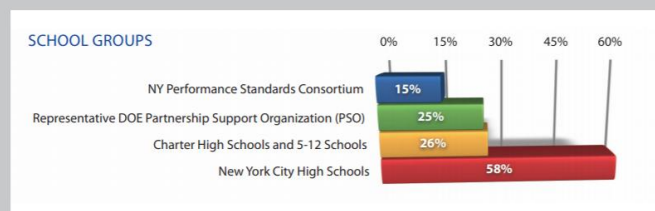
\* National Student Clearinghouse, Jan. 2012 \*\*Data obtained from <http://www.higheredinfo.org>.

Chart 5: Suspension Rate



Data were compiled from the 2009-2010 NYSED individual state report cards for schools in each grouping. New York City schools' suspension rate is based on NYC DoE data reported for 2010-11.

Chart 6: Teacher Turnover Rates  
for teachers with less than 5 years' experience



Data were compiled from the 2009-2010 NYSED individual state report cards for schools in each grouping. New York City high schools' teacher turnover rate is found in The Research Alliance for New York City School report *The Middle School Teacher Turnover Project: A Descriptive Analysis of Teacher Turnover in New York City's Middle Schools* (February 2011).

According to the Concord Monitor, *“Tired of teaching to the test, New Hampshire launched an experiment three years ago, hoping instead to test what was taught...By the second year of implementation, PACE students across the board outperformed their peers in non-PACE districts in eighth-grade math. What’s more – PACE students with disabilities showed dramatic achievement gains.”*

In the Teacher College Record it states, *“Controlling for prior academic achievement, we found that the PACE program narrowed or even reversed the achievement gap between students with and without disabilities...The use of performance-based assessment may also benefit students with disabilities”... because rubrics “are provided in advance are also used to provide specific, meaningful, and relevant feedback to students on what they know and can do and at what depth of knowledge. Teachers are also aided in their process of instruction because the performance assessment itself provides specific information on student misunderstandings and target areas for re-teaching that is personalized to the student.”*

**HB-80**

Submitted on: 2/10/2023 2:23:17 PM

Testimony for EDN on 2/14/2023 2:15:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
cheryl B.	Individual	Support	Written Testimony Only

Comments:

I SUPPORT this bill which authorizes public school complex areas to use authentic assessments as part of classroom-based performance assessments.

I NOTE that it does not say that these can or should replace standardized tests? This is concerning in that standardized testing has its base in Eugenics. This kind of testing also does not support ALL students which authentic assessments by design should. We need to step further and determine whether the \$\$ spent on biased tests made on the continent meet the needs of our students. Lastly, adding that NOT everyone is skilled at authentic assessments. I am NOT suggesting professional development but am thinking many educators will need support.