
A BILL FOR AN ACT

RELATING TO AUTHENTIC ASSESSMENTS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that the federal No Child
2 Left Behind Act of 2001 and the 2009 United States Department of
3 Education grant competition, the Race to the Top Assessment
4 Program, shifted national education priorities from inquiry-
5 based teaching to standardized testing. This shift led to
6 teachers and administrators spending more time, money, and
7 energy on standardized testing at the expense of alternative
8 learning pathways.

9 The legislature further finds that an overemphasis on
10 standardized testing narrows academic curricula, causing
11 teachers to teach to the test and leading to reductions in arts
12 and cultural education and vocational programs. Overemphasizing
13 standardized testing also creates a climate of compliance and
14 fear among students, teachers, and administrators. Moreover,
15 research shows that the negative effects of standardized
16 testing, such as diverted resources and low teacher morale, most



1 directly harm students in low-income communities and minority
2 students.

3 The legislature also finds that the federal Every Student
4 Succeeds Act of 2015 urged states to adopt innovative
5 assessments as an alternative to standardized testing.
6 Authentic assessments align classroom curricula with real-world
7 problem solving. Examples of authentic assessments include
8 project-based learning, problem-based learning, scientific
9 experimentation, technological innovation, historical analysis,
10 and portfolio writing.

11 The purpose of this Act is to promote twenty-first century
12 learning for Hawaii's public school children by authorizing
13 public school complexes to use authentic assessments as part of
14 classroom-based performance assessments.

15 SECTION 2. Section 302A-321, Hawaii Revised Statutes, is
16 amended to read as follows:

17 "[+]§302A-321[+] **Standards-based curriculum.** (a) When
18 developing a standards-based curriculum and implementing it in a
19 school or complex, at [~~the~~] minimum, the curriculum shall:

20 (1) Be specific in its standards-based scope and sequence
21 over a school year for each grade level and course;



- 1 (2) Be consistent in course content;
- 2 (3) Be aligned across all grade levels;
- 3 (4) Specifically address the state content and performance
- 4 standards and related benchmark maps; and
- 5 (5) Be implemented in all appropriate classrooms in the
- 6 school or complex.

7 (b) School complexes may choose to develop an articulated
8 and aligned K-12 standards-based curriculum in one or more of
9 the following core content areas:

- 10 (1) Language arts;
- 11 (2) Mathematics;
- 12 (3) Science; and
- 13 (4) Social studies.

14 (c) School complexes shall provide professional
15 development.

16 (d) School complexes that develop a standards-based
17 curriculum shall use standards-based formative assessment tools
18 to monitor student progress, [~~not~~] no less than on a quarterly
19 basis throughout the school year.



1 (e) School complexes shall develop rigorous classroom-
2 based performance assessments~~[]~~, which may include authentic
3 assessments.

4 (f) School complexes may implement software programs at
5 the school level to help to align school course material with
6 Hawaii content and performance and federal educational
7 standards.

8 (g) For the purposes of this section, "authentic
9 assessment" means an evaluation of student performance that
10 involves multiple forms of measurement other than standardized
11 testing and that connects instructional content to real-world
12 problem solving, including project-based learning and problem-
13 based learning."

14 SECTION 3. Statutory material to be repealed is bracketed
15 and stricken. New statutory material is underscored.

16 SECTION 4. This Act shall take effect upon its approval.

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INTRODUCED BY:

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JAN 13 2025



H.B. NO. 98

Report Title:

Education; Public Schools; Complexes; Curriculum; Authentic Assessments

Description:

Authorizes public school complexes to use authentic assessments as part of classroom-based performance assessments.

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