

JOSH GREEN, M.D.  
GOVERNOR



KEITH T. HAYASHI  
SUPERINTENDENT

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

**Date:** 02/23/2023

**Time:** 10:00 AM

**Location:** 308 VIA VIDEOCONFERENCE

**Committee:** House Finance

**Department:** Education

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

**Title of Bill:** HB 0080, HD1 RELATING TO AUTHENTIC ASSESSMENTS.

**Purpose of Bill:** Repeals the requirements for standards-based curriculum to be implemented in all classrooms in public schools and public school complexes and for public school complexes to use standards-based formative assessment tools to monitor student progress. Authorizes public school complexes to develop rigorous classroom-based performance assessments, including the use of authentic assessments as part of classroom-based performance assessments. Effective 6/30/3000. (HD1)

**Department's Position:**

The Hawai'i State Department of Education (Department) respectfully offers comments and concerns regarding HB 80, HD1.

The Department is dedicated to preparing students for success beyond the classroom by ensuring they achieve proficiency in the state academic content standards through standards-based curricula and various types of aligned assessments. Authentic assessments, which require students to demonstrate knowledge and skills in real-world scenarios, are encouraged and can be developed by schools and school complexes.

The Department is required by the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA), to provide high-quality curriculum and instruction aligned with state academic content standards to all students. To meet this requirement, standards-based curricula must be implemented in all public and public charter schools.

Also, under ESSA, all students in tested grades must participate in statewide standardized assessments that meet criteria set by the U.S. Department of Education (DOE) for accountability purposes. States must administer and report the results of these assessments to

receive federal funding for education.

Furthermore, the Assessment Section in the Office of Strategy, Innovation, and Performance is currently engaging teachers in developing place-based, culturally-relevant performance assessments for ongoing formative assessment of their students. These assessments are intended to be authentic and included in the Department's innovative assessment model, which will be submitted to the U.S. DOE's Innovative Assessment Demonstration Authority (IADA).

If adopted, the Department respectfully requests SECTION 2 (f), p. 4, lines 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 amendment would clarify that authentic and standardized assessments are not mutually exclusive and that authentic assessments are not intended to be used in lieu of required statewide standardized assessments.

Thank you for the opportunity to testify on this measure.



House Committee on Finance  
Thursday, February 23, 2023, at 10:00 AM  
Via Videoconference in Conference Room 308, State Capitol

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

Aloha Chair Yamashita, Vice-Chair Kitagawa, and members of the committee!

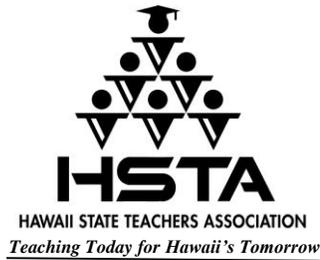
The Hawai'i State Youth Commission (HiYC) was established to “advise the governor and legislature on the effects of legislative policies, needs, assessments, priorities, programs, and budgets concerning the youth of the state.” We are writing in **strong support** of HB 80.

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)



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819  
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Osa Tui, Jr.  
President  
Logan Okita  
Vice President  
Lisa Morrison  
Secretary-Treasurer  
Ann Mahi  
Executive Director

## TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: HB 80 HD 1 – RELATING TO AUTHENTIC ASSESSMENTS

THURSDAY, FEBRUARY 23, 2023

OSA TUI, JR., PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

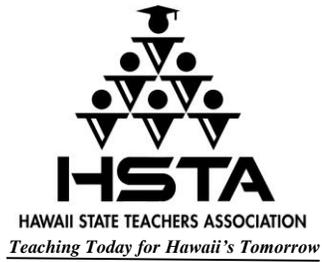
Chair Yamashita and Members of the Committee:

The Hawaii State Teachers Association **supports HB 80 HD 1**, relating to authentic assessments.

The overuse of standardized tests in Hawai‘i public schools has become an endemic. Rather than focus on student learning, our schools devote inordinate amounts of time to “test and punish” frameworks and 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. (<https://www.aft.org/sites/default/files/media/2014/testingmore2013.pdf>)

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.

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 experiment, calling for a moratorium on linking Common Core to teacher evaluations and their related “value-added method” of measuring performance.



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Osa Tui, Jr.  
President

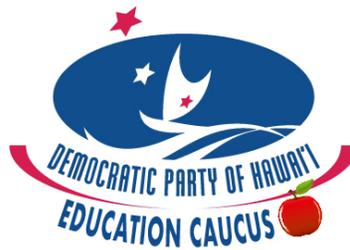
Logan Okita  
Vice President

Lisa Morrison  
Secretary-Treasurer

Ann Mahi  
Executive Director

Authentic assessments demonstrate what a student actually learns in class rather than the student's proficiency on traditional assessments. Teachers, our education professionals know that 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. They know that standardized tests do not achieve this goal, and would like to focus more on their students learning growth, than on preparing for standardized tests.

The Hawaii State Teachers Association asks your committee to **support** this bill.



## HOUSE BILL 80, HD1, RELATING TO AUTHENTIC ASSESSMENTS

FEBRUARY 23, 2023 · HOUSE FINANCE COMMITTEE  
· CHAIR REP. KYLE YAMASHITA

**POSITION:** Support.

**RATIONALE:** The Democratic Party of Hawai'i Education Caucus supports HB 80, HD1, relating to authentic assessments, which repeals the requirements for standards-based curriculum to be implemented in all classrooms in public schools and public school complexes and for public school complexes to use standards-based formative assessment tools to monitor student progress; and authorizes public school complexes to develop rigorous classroom-based performance assessments, including the use of 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	Enome, 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.

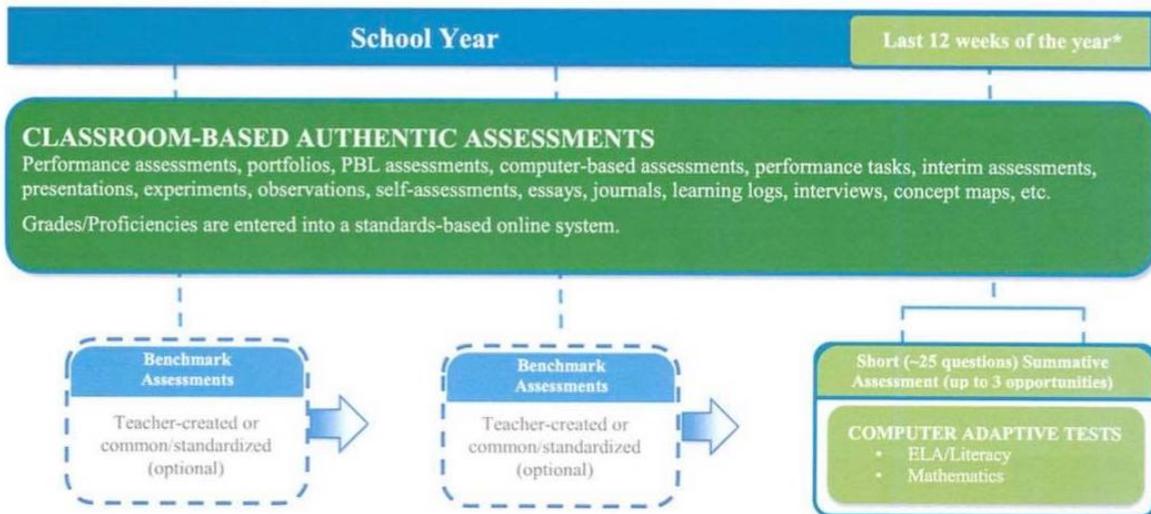
Now, we have hope. The federal Every Student Succeeds Act, passed in December of 2015 and set for robust implementation in December of 2016, provides states with increased flexibility in the use of standardized testing, including eliminating federally mandated inclusion of standardized tests in teacher 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)**

**HB-80-HD-1**

Submitted on: 2/21/2023 12:04:43 PM

Testimony for FIN on 2/23/2023 10:00:00 AM

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

Comments:

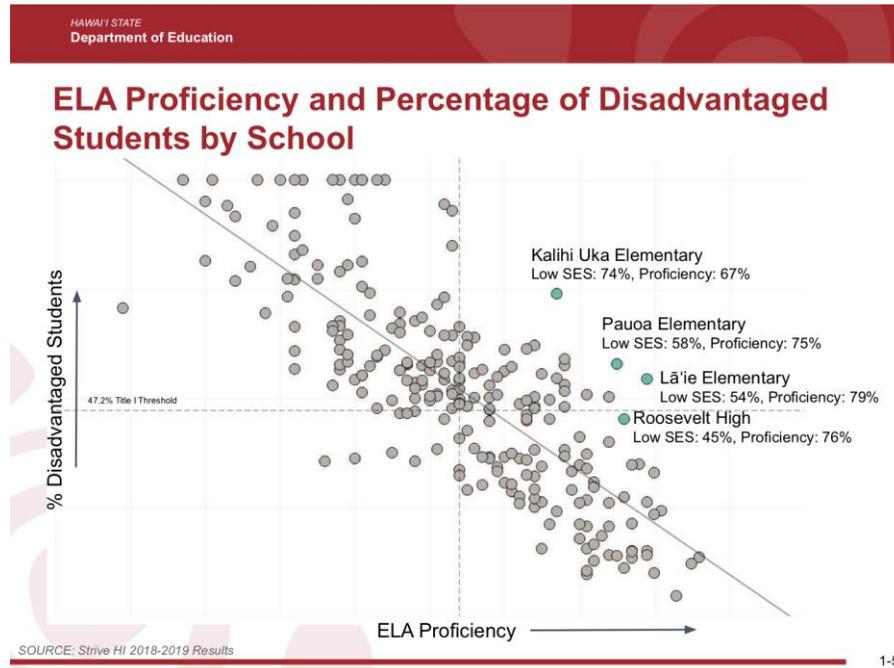
I SUPPORT this bill which repeals the requirements for standards-based curriculum to be implemented in all classrooms in public schools and public school complexes and for public school complexes to use standards-based formative assessment tools to monitor student progress. Authorizes public school complexes to develop rigorous classroom-based performance assessments, including the use of authentic assessments as part of classroom-based performance assessments.

As a retired educator who taught throughout the NCLB years up until recently, I can fully support and encourage the legislature to support the repeal the use of standardized testing which has greatly weakened the learning possibilities of our students. Standardized tests derive from a Eugenics-based mind-set and in no way met the needs of our students. In fact, in many cases, like the schools which had to "only" teach math and reading due to the scores, the students missed a solid base in sciences and arts. Speaking specifically, schools that were considered high performing due to the scores had science coaches to prep the students for the science assessments. Then we wonder why there was a disparity in scores. It was not due to lack of intelligence or ability, it is the inequity caused by the use of standardized testing like the SBA. The quest to have high scores has not only created this inequity but also given a false sense of the successes in some schools vs others. Educators CAN create assessments that accurately let us know what our students learn. WE have many extremely qualified professionals on our islands who are ready for this change and to help us truly have a system of learning and success for ALL children.

To Chair Yamashita and the Finance 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.”*

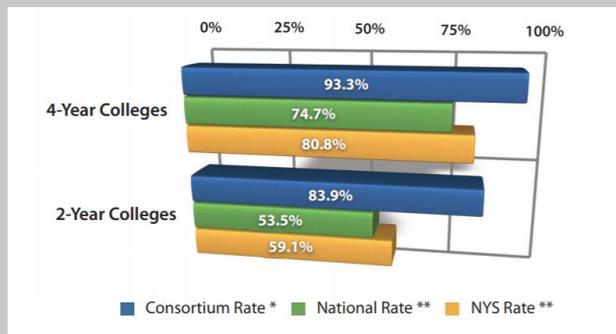
The New York Performance Standards Consortium is an excellent example for the consortium focuses on inquiry-driven, project-based learning measured by performance-based assessments — and its success with the most vulnerable students makes its outcomes particularly impressive. The Consortium Schools in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

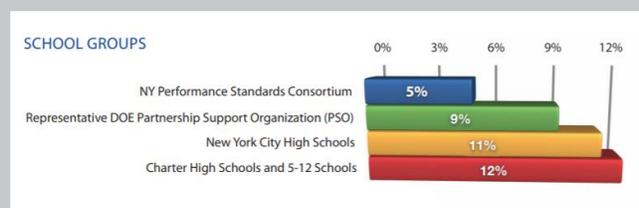
\* Defined as qualifying for free or reduced lunch

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



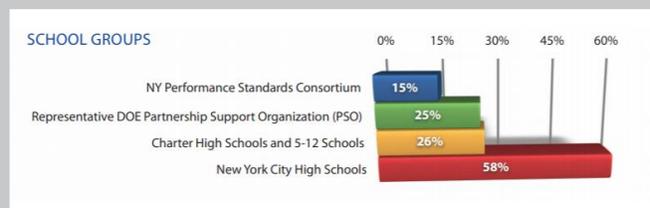
\* National Student Clearinghouse, Jan. 2012 \*\*Data obtained from <http://www.higheredinfo.org>.

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.”*

Please pass HB80. Thank you.

Kyle T. Yamashita, Chair  
and the Committee on Finance

# HB80 HD1

## IN SUPPORT

Thursday, 02-23-23 10:00AM in House conference room 308 via videoconference

### Introduction

My name is Kelsea Wells.

Born and raised in

Hawaii

BA Psychology, UH

Hilo

Current third-year graduate student at UH Manoa Myron B. Thompson School of Social Work

Mother of an elementary student in a public school on Oahu

Tutor for students of all ages for seven years at a private institution

I am testifying in favor of HB80, HD

1

### Rationale

Standardized testing is the ultimate form of colonized assessment

Authentic assessment can allow for more culturally appropriate assessment

Portfolios were mentioned in the previous hearing as an example of assessments; qualitative assessments like this are richer and deeper than purely quantitative assessments, our students deserve to show their knowledge in ways they can be proud of

Gardner's Theory of Multiple Intelligences lists several types of intelligences: visual-spatial, linguistic-verbal, interpersonal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic, naturalistic, and existential. Which intelligences does standardized testing prioritize, and why?

A bottom-up creation of assessments by public school complexes will better meet the needs of the targeted population as local educational communities know what they need best; assessments cannot fairly be one-size-fits-all across diverse communities

Assessments affect children's self-worth, and they are worth so much more than standardized testing affords; we owe the students of Hawaii opportunities to demonstrate their unique knowledge

There is an abundance of diversity in Hawaii; this is a strength that should be embraced through teacher passion and student learning; teaching towards standardization limits this strength

This is the difference between knowledge and wisdom, knowing and doing

The children of our community do not have standardized minds, and it is an injustice to hold them to this colonized standard.

**Kelsea Wells**

**HB-80-HD-1**

Submitted on: 2/22/2023 9:52:56 AM

Testimony for FIN on 2/23/2023 10:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Brennan Nakata	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Yamashita, Vice Chair Kitagawa, and members of the Committee,

I am testifying in support of House Bill 80, which authorizes the use of authentic assessments in school curriculum.

As a high school student in the state of Hawaii, I strongly urge that authentic assessments be allowed in the school curriculum. These authentic assessments take a big step forward by stepping away from classes being built around memorizing facts and taking tests, while placing more of a focus on actually understanding the topic in a meaningful way. Throughout my years as a student, I have had the opportunity to study under both standardized curriculum and curriculum that had some form of an authentic assessment implemented, and I have always understood concepts better when authentic assessments were used. I have also heard similar sentiments echoed by many of my classmates.

For these reasons, I highly suggest that HB80 be passed so that authentic assessments can make their way into Hawaii's curriculum and benefit many students to come.

Thank you for the opportunity to provide testimony.

Brennan Nakata

**HB-80-HD-1**

Submitted on: 2/22/2023 7:42:52 PM

Testimony for FIN on 2/23/2023 10:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Johnnie-Mae L. Perry	Individual	Support	Written Testimony Only

Comments:

I, Johnnie-Mae L. Perry, SUPPORT HB 80 RELATING TO AUTHENTIC ASSESSMENTS.