Hōʻike Performance Assessment:
Fostering equity and access to college, career, and community success

May 24, 2019, 10:45-11:40 am
P20 Data Summit
Salvation Army Kroc Center Main Hall
Culturally Relevant Assessment Steering Committee

- Dr. Denise Espania, Mālama Honua
- Charlene Hoe, Hakipu‘u Learning Center
- Dr. Liezl Houglum, Kamehameha Schools
- Dr. Chelsea N. K. Keehne, Kamehameha Schools
- Kuuleianuhea Awo-Chun, Hālau Kū Māna
- ‘Alohilani Rogers, Kawaikini NCPCS
- Dr. Meahilahila Kelling, Ke Kula ‘o Samuel M. Kamakau
- Allyson Tamura, Kanu o ka ‘Āina
- Dr. Lisa Watkins Victorino, Office of Hawaiian Affairs
- Dr. Kathy Tibbetts, Queen Lili‘uokalani Trust
Welcome & Outcomes

Develop understanding of:

- National landscape of performance assessment
- Hawaiian-focused Charter Schools (HFCS)
- HFCS Culturally Relevant Assessment (CRA)
- Hawaiʻi Performance Assessment Collaborative (HPAC)
National Performance Assessment Landscape

Dr. Denise Espania and Dr. Liezl Houglum
Video: Congressional briefing

Performance Assessment: An Opportunity to Advance Educational Equity and Transform Teaching and Learning

April 12, 2018 • Washington, DC

Equity in performance assessment: https://youtu.be/mhGX8rR7b64?t=852
<table>
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<tr>
<th>Assessment Continuum</th>
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<tr>
<td><strong>Descriptions</strong></td>
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<tr>
<td>Standardized, multiple-choice tests of routine skills</td>
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<td>Standardized tests with multiple choice and constructed response items, plus performance tasks of some applied skills</td>
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<tr>
<td>Performance tasks that require students to formulate and carry out their own inquiries, analyze and present findings, and often, revise in response to feedback</td>
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<td>Longer, deeper investigations and exhibitions, that require students to initiate, design, conduct, revise and present their work</td>
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<td><strong>Examples</strong></td>
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<td>Traditional tests</td>
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<td>One-time, brief performance tasks</td>
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<td>Examples: Smarter Balanced Assessments, New York Regents Exams</td>
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<td>Examples: New Hampshire’s PACE</td>
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<td>System of performance tasks</td>
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<td>Student-designed projects</td>
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What is a performance assessment?

“Show what you know in a way that matters.”

- A demonstration of specific skills or competencies in which students construct an answer, produce a product, or perform an activity
- Encompass a wide range of activities from completing with a few words (short answer), to writing a thorough analysis (essay), to conducting and analyzing a laboratory investigation
Student

K-12 School System

Institution of Higher Education

Access to rich, authentic deeper learning experiences

Transfer of student info (via application, transcript, school profile)

RCA: Regional/state partnerships with K-12 systems and IHES to increase equity and access

Confidence in P.A. systems providing useful information about what students know and are able to do

RCA: Quality criteria for PA system

Student by Mourad Mokrane, School by Marco Livolsi, College by anbiere adleru. All from the Noun Project
High-quality performance assessment systems have:

- Commitments to equitable opportunities and outcomes
- Definition of key competencies
- Aligned teaching and learning
- System learning for continuous improvement

That are reflected in the following areas:

Assessments that:
- Support development of content & competencies
- Are embedded in and inform instruction
- Encourage student ownership of learning
- Span multiple formats and occasions
- Yield reliable, fair, & valid judgements

Supports including:
- Professional supports for educators
- Inclusive instructional practices
- Guidelines for assessment design
- Processes to ensure reliable, fair, & valid judgements

Data practices that:
- Report outcomes securely and accessibly
- Provide analysis for:
  - Teaching & learning
  - Student-specific decisions
  - System learning
Guiding Principles for Equitable Performance Assessment Systems (CPAC, 2018)

1. Aligned to clearly articulated student competencies
2. Inclusive and responsive to needs of English language learners, immigrants, students with disabilities, etc.
3. Includes collection and/or exhibition of evidence of student proficiency
4. Presentation to authentic audience
5. Multiple opportunities to develop and demonstrate mastery
6. Evaluation using rubrics and clear criteria of competence
7. Use of data to improve curriculum and instruction
8. Students take ownership over their own learning
9. Reflection is critical component of performance assessment process
10. Social emotional skills included in process
Hawaiian-focused Charter Schools (HFCS)

Charlene Hoe
“...reclaim public K-12 education as a form of Hawaiian self-determination and sovereignty practice.” (Goodyear-Kaʻopua, p. 5)

HFCS Curricula:

- Hawaiian language
- place/land-based
- self-determination
- advocacy
- spiritual/genealogical connections
- protocol
- ceremony
- navigation and canoe culture
Hawaiian-focused Charter School Culturally Relevant Assessment Project Timeline

The timeline outlines key events and milestones in the development and implementation of culturally relevant assessment tools and processes in Hawaii. It starts with the decision to develop shared definitions of success in 2012 and includes significant events such as the formation of charter schools and the establishment of state constitutions and policies.

The timeline highlights the following events:

- 1978: Hawai'i State Constitutional Convention, ʻŌlelo Hawai'i is official state language
- 1984: First K-12 Hawaiian language immersion school approved by BOE
- 1989: BOE Policy 2104 and 2105 approved, forming Office of Hawaiian Education
- 1990: ʻAha Kauleo Hawaiian Immersion Advisory Council established by DOE
- 2002: Formation of start-up charter schools approved by Legislature
- 2012: HDOE Office of Hawaiian Education officially established, BOE HLA Policy E-3 finalized
- 2013: HDOE Vision of the Graduate finalized, first CREA conference attended by HFCS po'okumu and HLD, SchoolRise publishes A framework for Hawaiian focused charters, CRA Steering Committee and KS CRA Backbone Committee created, HLD Review of Hawaii Culture Based Education Research completed
- 2015: Hālau Lōkahi closes
- 2015: Mālama Honua
- 2014: ʻAha Pūnana Leo
- 1987: Kula Kalapani
- 2007: Kualapuu Elementary
- 2004: Walineka Middle School
- 2003: Kawaikini
- 2002: Hālau Lōkahi closes
- 2014: Mālama Honua
- 2015: HDOE Office of Hawaiian Education officially established, BOE HLA Policy E-3 finalized
- 2014: BOE Policy 2104 and 2105 approved, forming Office of Hawaiian Education
- 2013: HDOE Vision of the Graduate finalized, first CREA conference attended by HFCS po'okumu and HLD, SchoolRise publishes A framework for Hawaiian focused charters, CRA Steering Committee and KS CRA Backbone Committee created, HLD Review of Hawaii Culture Based Education Research completed
- 2012: SchoolRise Vision and metrics for Hawaiian-focused charter schools presented at the HFCS Po'o PLC

The timeline also includes specific events such as the completion of the CRA project charter and the development of culturally relevant competencies and systems.
Hawaiian-focused Charter Schools

- 4 islands
- PK-12
- 14 HFCS
- 6 Hawaiian Immersion
- 3 Conversion Charter
- >4,000 students
- 81% part Hawaiian students
- 34% less funding than conventional public schools
Hawaiian-focused Charter Schools: Cultivating Native Hawaiian Identity
My parents wanted to give me the values of education that they were unable to have in school when they were in school. They wanted us to be proud of who we are because we deserve to be the types of people that our kūpuna (ancestors) were. It is not our fault that our practices were interrupted but it is our kuleana (responsibility) to make sure that it does not happen again.

HFCS Alumnus
HFCS Vision of the Graduate Themes (2013)

- Cultural Knowledge and Responsibility to Family, Community, and Environment
- College, Career, and Community Readiness
In working toward educational sovereignty and excellence, our communities determine culturally relevant assessments rather than solely rely on fixed standardized measures (HFCS Publication Plan, 2017).
HFCS Culturally Relevant Assessment

Dr. Chelsea N. K. Keene & Charlene Hoe
CRA Toolkit Handout

- soft and hard copies
- CRA website & hyperlinks
- appendix and glossary

Research Questions

- What is system-wide evidence of the HFCS Vision of the Graduate?
- How can assessments illustrate the breadth of Hawaiian student growth and development?
HŌ ‘IKE

to show knowledge

(Wehewehe, 2015)
Each one must eat all that is set before him. It is a mystical rite, a sacrament. The kumu lifts the tabu by uttering a prayer—always a song—and declares the place and the feast free. The pupils have graduated from the school of the hālau; they are now members of the great guild of hula dancers (Unwritten Literature of Hawai‘i, 34-35).
The teacher would bring in a man who had many disorders and would call the pupils one by one to go and feel for the diseases. If the diagnosis was the same as the teacher, then the teacher knew that the pupil had knowledge (Ka Poʻe Kahiko, 108).
During their youth they lived with another ali‘i in a state of poverty, starvation, and famine so they would remember what these conditions of life were like. They were taught to care for their people using great patience (Chun, p. 173).
The King and chiefs were present, and examined among the rest. 450 in four rows wrote the same sentence at the same time on slates. At the next order, they stood on their feet...handled the slates...brought their pencils to bear. Mr. Bingham put into the crier’s ear the sentence to be written, ...and a movement of the 450 pencils commenced which from their creaking was like the music of machinery lacking oil. Their sentences were then examined and found correct.... (Kuykendall, p 109).
The European governments are astonished to see the sign outside the Hawaiian room at the (1860 World Exhibition in Paris). They see a cloak and wreath made out of bird feathers. They see products of the country—sugar, molasses, rice, coffee. They find books from the first piapa primer to the Bible, newspapers beginning Lama Hawai‘i...and Hawaiian manuscripts. The men interested in education look at each other and say, “This cannibal island is ahead...and the enlightened countries of Europe are behind it!” (p. 420).
What is a performance assessment?

“Show what you know in a way that matters.”

Students construct an answer, produce a product, or perform an activity.

Encompass a wide range of activities from completing with a few words (short answer), to writing a thorough analysis (essay), to conducting and analyzing a laboratory investigation.
HFCS Process Rubric Purpose

- Collectively report school-wide processes for cultural, community, college, career readiness
- Criteria outline conditions for culture based learning and development to thrive
**HFCS Process Rubric System Data**

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>IMPLEMENTING</th>
<th>EXEMPLARY</th>
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<tr>
<td>Process includes regular opportunities for student Hōʻike in classroom settings.</td>
<td>Process includes opportunities at key transition years for students to communicate learning through Hōʻike Capstone Projects connected to the school’s vision and inclusive of families and community members.</td>
<td>Process includes routine opportunities for all students to communicate learning through schoolwide Hōʻike Capstone Projects inclusive of families and community members connected to the school’s vision. Hōʻike process is embedded in program, includes post staff reflection and impacts curricula.</td>
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**100%** HFCS utilize Hōʻike Assessment

**44%** HFCS Hōʻike processes are implementing/exemplary
Hōʻike Capstone Project Continuum Purpose

- Articulate common elements of Hōʻike Capstone Projects assessed during key transition grades
- Descriptive vs. evaluative
- Develop/refine project components and student rubrics

For additional information refer to Education Week Article
KĀNE'OHE, O'AHU
| Level | Hours | Project Driver                                                                 | Research Paper |
|-------|-------|--------------------------------------------------------------------------------|----------------|---|
|       |       | Staff selects and defines topic, outcomes, activities, final products, timeline and pace | 1 page 250 words | 25 |
| 1     | 25    | Initial efforts of student, Staff/student negotiate topic, outcomes, activities, final products, timeline and pace | 3 pages 750 words | 25 |
| 2     | 50    | Initial efforts of Student, Staff/student negotiate topic, outcomes, activities, final products, timeline and pace | 3 pages 750 words | 50 |
| 3     | 75    | Student selects and defines topics, outcomes, activities, final products, timeline and pace | 5 pages 1,250 words | 75 |
| 4     | 100   | Student selects and defines topics, outcomes, activities, final products, timeline and pace | 5 pages 1,250 words | 100 |
| 5     | 150   | Student selects and defines topics, outcomes, activities, final products, timeline and pace | 7 pages 1,750 words | 150 |
| 6     | 300   | Student selects and defines topics, outcomes, activities, final products, timeline and pace | 10 pages 2,500 words | 300 |

### Public Presentation
- 3-5 minutes at HLC
- 5-7 minutes at HLC hōʻike or community setting
- 10-15 minutes at HLC hōʻike or community setting
- 10-15 minutes at HLC hōʻike or community setting
- 20-30 minutes Senior Hōʻike

### Community Impact
- Content area expert; 1 hour of community service
- Content area expert; 2 hours of community service
- Content area experts; 2 hours of community service
- Two content area experts; 10 hours of community service
- Two content area experts; 10 hours of community service
- Two content area experts, mentor in project/ content focus
- Three to five content area experts, mentor in project/ content focus
- 20 hours of community service
- 50 hours of community service
Hakipuʻu Senior Capstone Project

- Student-designed action research
- Integrated content research alongside hands-on learning through service hours
- Community partnerships through service hours and active engagement in learning process
- Presentation to external community
- 10-page research paper and variety of products reflecting project topic
- Connect project to future goals and aspirations
HFCS Cultural Competency
Kūʻauhau: Use lessons from the past to navigate challenges impacting our/my future.

Community Well-being Dimension

| Use understanding about place/history/school community to identify a real world problem | Use understanding about place/history/community to design a solution to a real world problem | Use understanding about place/history/community to implement a solution to a real world problem |

Project Proposal

- Focus on community need
- Justify through research
- Engage in design process
- Time-manage
Hakipu‘u Learning Center Hō‘ike Capstone Project

**HFCS Cultural Competency**

HŌ‘IKE: Demonstrate readiness to progress to a higher level of kuleana.

**Quality Learning Artifacts Dimension**

- create evocative cultural artifacts/academic work/ performances that make student knowledge visible
- create evocative cultural artifacts/academic work/ performances that make student knowledge visible and connect to school mission/vision
- create evocative cultural artifacts/academic work/ performances that make student knowledge visible, connect to school mission/vision and community

- 10 page Research Essay
- Variety of products reflecting project topic
- Project Foundry
- Capstone Project Binder
Actively seek, analyze, and interpret teacher and peer feedback from project rubric to enhance project.
Ke Kula ʻo Samuel M. Kamakau
Preschool Hōʻike Capstone Project

Use understanding about place/history/community to implement a solution to a real world problem.
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Students construct an answer, produce a product, or perform an activity.

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Hawaiʻi Performance Assessment Advocates

- HFCS Culturally Relevant Assessment (CRA)
- Native Hawaiian Education Council (NHEC)
- DOE Office of Hawaiian Education (OHE)
- Hawaiʻi Innovative Leaders Network (HILN)
Hawaiʻi Performance Assessment Collaborative: June 25, 2019, 9am-12pm at Windward CC

Inspired by CPAC and seeks to answer the question:
● How can performance assessments demonstrate college/career/community/workforce readiness knowledge/skills?

Meeting Outcomes
● Build systemic advocacy for performance assessments at State and Federal policy levels
● Extend the practice and utilization of performance assessments within the State
● Share performance assessment practices with Native communities
● Share preferred workforce skills with Native communities
We have lived under the gaze of newcomers who have evaluated us within their own belief systems, only to find that we are not only different, but also deficient compared to their cultural norms.

However, this gaze has come to represent a truth about us, a truth that is not of our own making. It is appropriate that the gaze be returned now and that we do our own gazing. (Kawakami, Aton, Cram, Lai, & Porima, 2007, 329).
Mahalo