

# Hawai'i-Pacific Evaluation Association 2025, co-hosted by CREA-HI

## Conference Schedule

7:15–8:10	Check-in and Breakfast (Lobby)				
8:10–8:20	Oli and Welcome				
8:20–9:10	Keynote Nan Wehipeihana				
9:10–9:25	Break				
	Ballroom	Mauka I	Mauka II	Mauka III	Makai I
9:25–10:25	Panel	Roundtable	Papers	Papers	Workshops
	Enacting Hawai'i-specific assessment: The design, development, and delivery of the photo-based Pili wehena 'ole assessment (Sul, D., Taite, M., Lee, H.)	Evaluation as Healing: Being for real, strengthening our connections (Miao, T., Lee, W., Furuhashi, T.)	Reimagining Climate Adaptation Evaluation Through Biocultural Resilience: A Case Study of Alakoko Fishpond, Kaua'i (Nyambega, A.)	Barriers and Conditions for Systemic Change in Micronesia's Schools (Taylor, M.)	
			Data to Dialogue: Indigenous Evaluation and the Mapping of 'Āina-Based Movements (Mahi, D., Su, K.)	Evaluating Community Engagement in Hawai'i's Early Childhood State Plan (Schlaack, N., Sustarsic, M., Kouao, L., Whitenack,B.)	
10:25–10:40	Break				
	Ballroom	Mauka I	Mauka II	Mauka III	Makai I
10:40–11:40	Panel	Birds of a Feather	Papers	Papers	Workshop
	Shared Stories, Shared Tools: Designing Evaluation Across Organizations (Nichols,K., Mahi, D., Kupihea, K., Uchigakiuchi)	Tapping Internal Evaluation to Build Capacity (Weygan-Hildebrand, C.)	Participatory Evaluation: Lessons from Real-World Applications (Yoo, J., Ward, K.)	Strengthening Community Voices through Fair Writing Assessment Practices (Lee, S.)	Evaluation Galleries: An Interactive Approach to Exploring Tools, Frameworks, and Methods (Lee-Ibarra, J.)
			Evaluating Collectively, Understanding Individually: Embracing Cultural Contexts in Multi-Site Evaluations (Ng-Osorio, J.)	Psychometric Validation and Measurement Invariance of the Frost Multidimensional Perfectionism Scale Among Filipino Adults (Montano, R.)	
11:40–12:10	Lunch/H-PEA Business Meeting				

12:10 - 12:40	Q&A with Nan for those interested (reserved space in Glass Ballroom )				
12:40-12:45	Transition				
12:45-1:45	Ballroom	Mauka I	Mauka II	Mauka III	Makai I
	Roundtables (concurrent)	Roundtable	Roundtable	Papers	Workshop
	Mapping the Earth Science Undergraduate Curriculum: Assessment of Student Learning Outcomes (Kamanu, A.)	Evaluating Honourable Governance: Experience sharing when assessing nation to nation relations (White-Eye, L.)	Reimagining Community Readiness in Hawaiian Education: A Participatory Evaluation Dialogue (Kukahiko, K., Sang, K., Narikawa, L.)	Assessment Compass: Navigating data through Hawaiian wayfinding (Logli, C., Kahikina, U.)	Leveraging Artificial Intelligence (AI) in Research and Program Evaluation work with Pacific Communities (Mataira, P & Morreli, P.)
	Moving Forward All Together: Evaluation Study About Supporting MEd Early Childhood Education Students (Umezawa, K.)			Cultivating Faculty Ownership through Peer Review: A Scalable Model for Assessment Capacity Building (Hill, Y., Walguarnery, J., Tse, A.)	
	Using Path Analysis to Validate the Teaching Reading Equitably Framework (D'Amelio, E.)				
1:45-2:00	Break				
	Ballroom	Mauka I	Mauka II	Mauka III	Makai I
2:00-3:00	Roundtables (concurrent)	Roundtable	Networking	Papers	Workshop
	Aligning Assessments with Aspirations: Co-creating measures focusing on youth pursuing their passions (Alonzo-Estrada, J., Lee, P.)	Weaving Connections: Building on Local Wisdom and Networks in Regional Evaluation Microsystems (Mallinson, C., Ranade, N.)	Guided networking session	Measuring Education Impact in Hawai'i, Part 2: Expanding and Replicating an Existing Design (Rempala, D., Spinney, S.)	(Re)imagining and Indigenizing Evaluation for Mauiola Ke'ehi (Kupihea, K., Jensen, U., Antonio, M.)
	Testing a tool to support Indigenous evaluation (Rowe, G.)				
	Toward Aloha 'Āina Literacy: Using 'Ōiwi Methodologies to Reflect on and Reimagine a Reading Interventionist Program in Hawai'i (Haggerty, N.)			From Mandate to Meaning: Evolving Assessment Through Kanaka Maoli Pedagogies (O'Neill Keawe, L., Pi'ilani Kaaloo, R.)	
3:00-4:00	Share-A-Thon (see list) and Ice Cream Social (Lobby)				

# Share-A-Thon

From Academia to Evaluation: Observations of Evaluation Methodologies in Hawai'i from an Indigenous Studies Perspective (Joshua Uipi)

Kū ka 'Ōhi'a i ka Ua Kanilehua: Growing Professionalism in Teacher Education (K. 'Alohilani Okamura, Jamie Simpson-Steele, Jamie McMullen, Aaron Sickel, Leah Muccio, Stephanie Furuta)

Pueo Data Fellows as Navigators of Change: Building Institutional Evaluation Capacity Through Fellowship, Mentorship, and Practice (Jessica Miranda, Amy Bumatai, Leslie Crow, Erin Kim, Megan Ebel)

Strategies for Community Well-Being: Incorporating participatory self reflection into evaluation design (Alexa St Martin, Harmoni Brennan)

Student-Driven Rubrics to Advance Equity in Advanced and Capstone Production Assessment (Anne Misawa)

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## Presentation Abstracts (Alphabetical)

***Aligning Assessments with Aspirations: Co-creating measures focusing on youth pursuing their passions*** [Roundtable]

Ballroom, 2:00 PM

Lili'uokalani Trust is co-developing assessments aligned with our 2025–30 strategic plan, guided by the lived experiences of kamali'i and their 'ohana. Assessment hui were formed to shape meaningful, grounded measures. One key outcome focuses on youth exploring and pursuing their passions. Our hui seeks feedback on these measures—specifically your initial impressions and any missing elements essential for kamali'i to uncover their passions.

Presenters: Jaysha Alonzo-Estrada, Pālama Lee

***Assessment Compass: Navigating data through Hawaiian wayfinding*** [Paper]

Mauka III, 12:45 PM

Assessment Compass: Navigating data through Hawaiian wayfinding, This paper illustrates how assessment can both evaluate and enhance student learning, while fostering relevant and meaningful education. Through Grounded Theory methodology, we draw from Hawaiian frameworks to analyze quantitative and qualitative data, from 1183 instructors' reports on supports and barriers to learning outcomes. This study underscores that assessment data can be collected in diverse manners, examined through a contextualized lens, and used to inform decision-making across multiple domains, from instructional design to institutional strategic planning. Ultimately, we advocate for all students to experience learning environments rooted in the unique context of Hawai'i and open to cosmopolitan opportunities.

Presenters: Chiara Logli, Ululani Kahikina

***Barriers and Conditions for Systemic Change in Micronesia's Schools*** [Paper]

Mauka III, 9:25 AM

The long-term systemic change process that affects the implementation of initiatives related to teacher planning and instruction has been ineffective in Micronesia's schools. This has resulted in the use of varied instructional strategies that do not increase student learning. This session will share the findings from a dissertation study where data were collected regarding education leaders' perceptions of the barriers to and conditions for systemic change. Findings will highlight the importance of shared leadership, alignment, and the use of accountability measures that support the monitoring and evaluation of progress.

Presenter: Meagan Wai Taylor

***Cultivating Faculty Ownership through Peer Review: A Scalable Model for Assessment Capacity Building*** [Paper]

Mauka III, 12:45 PM

To address faculty workload and variability in program assessment report feedback, the University of Hawai'i at Mānoa launched a faculty-led peer review process involving 40 volunteer reviewers. Supported by structured training, a culturally grounded rubric, sample feedback language, and individualized support, reviewers provided formative feedback through a guided Google Form. All reviewers successfully completed the review and a large majority reported improvement in their assessment knowledge and increased confidence in evaluating assessment practice. This session shares the design, tools, outcomes, and lessons learned from this faculty-driven peer-review model to build assessment capacity and promote shared ownership of program learning assessment.

Presenters: Yao Hill, Justin Walguarnery, Alice Tse

***Data to Dialogue: Indigenous Evaluation and the Mapping of 'Āina-Based Movements*** [Paper]

Mauka II, 9:25 AM

The 'ĀINAVIS Project is a community-driven initiative using GIS, storytelling, and Indigenous evaluation approaches to highlight the vital role of 'āina (land) in community wellbeing. Through data charrettes and collaborative mapping, it uplifts nearly 300 grassroots 'Āina Orgs across Hawai'i engaged in cultural and environmental stewardship. This session explores how 'ĀINAVIS promotes relational approaches to data and social change rooted in aloha 'āina and honors community voices. Drawing from our peer-reviewed article in *Frontiers in Sustainability*, we share insights from 12 'Āina Kupu case studies and reflect how the Index reveals a powerful, networked movement of 'āina organizations shaping Hawai'i's future.

Presenters: Dawn Mahi, Kaiqing Su

***Enacting Hawai'i-specific assessment: The design, development, and delivery of the photo-based Pili wehena 'ole assessment*** [Panel]

Ballroom, 9:25 AM

The [program name] provides a space for middle and high school students to participate in both hands-on outdoor and scientific laboratory environmental science activities. This symposium describes the journey towards the design, development, and delivery of the Pili wehena 'ole assessment, a unique Hawaiian-specific assessment instrument to measure both Hawaiian Sense of Belonging and Hawaiian Sense of Kuleana (Responsibility) through the use of an photo-based online assessment.

This panel presentation presents the theory, practice, findings, and reflections from members of the project assessment development team.

Presenters: David Sul, Manning Taite, Herb Lee

***Evaluating Collectively, Understanding Individually: Embracing Cultural Contexts in Multi-Site Evaluations*** [Paper]

Mauka II, 10:40 AM

Evaluators face the challenge of assessing programs funded for shared goals but implemented across diverse organizational and cultural contexts. This session shares insights from multi-site evaluations where programs, each rooted in distinct cultural identities, contribute to collective outcomes. Grounded in culturally responsive evaluation, collective impact, and systems thinking, this approach honors program individuality while telling a coherent story of shared success. Systematic yet flexible data collection and storytelling methods highlight how cultural strengths shape approaches and outcomes. Lessons learned demonstrate how culturally informed methodologies can enhance evaluation rigor, inclusivity, and impact—strengthening evaluators' capacity to support complex, interconnected, and meaningful change.

Presenter: Jackie Ng-Osorio

***Evaluating Community Engagement in Hawai'i's Early Childhood State Plan*** [Paper]

Mauka III, 9:25 AM

This presentation explores findings from a mixed-methods evaluation of how well family, providers, community organizations, and other stakeholder voices shaped the reiteration of Hawaii's Early Childhood State Plan. It highlights the extent of representation, satisfaction with engagement, and alignment with community-identified needs and PDG B-5 priorities.

Presenters: Nicole Schlaack, Manca Sustarsic, Lorraine Kouao, Benji Whitenack

***Evaluating Honourable Governance: Experience sharing when assessing nation to nation relations*** [Roundtable]

Mauka I, 12:45 PM

The First Nations with Schools Collective has an evaluation story concerning education jurisdiction resetting between Canada and seven First Nations in Ontario. Since 2021, delegates from the First Nations and two federal Ministries discuss governance and funding changes at an education technical table. With specific effort to focus on honourable governance in nation-to-nation activities, delegates have agreed to a

cyclical evaluation of the table and its outcomes. Key questions include: Has the evaluation process changed intergovernmental relations? Has the methodology allowed delegate voices to be heard? How is the evaluation process informing future intergovernmental practices? The Collective seeks to share with other our experiences while gaining insights from other into Indigenous political evaluation practices.

Presenter: Leslee White-Eye

***Evaluation as Healing: Being for real, strengthening our connections*** [Roundtable]

Mauka I, 9:25 AM

Partners at Kawaihoa seek to replace the current punitive system of youth incarceration with culturally-rooted alternatives that strengthen youth and communities. In implementation and evaluation alike, our intention is healing - informed by Indigenous ways of being and knowing. Our guiding questions include: Does this experience help us (youth and adults) be “fo’ real” – practice being our real selves? Does this experience help us remember and reconnect to our sense of self, to this ‘aina, and to our ancestors? Does this experience build our sense of community, acting with aloha together, and – are we having fun?

Presenters: Tai-An Miao, Wayde Lee, Takuya Furuhashi

***Evaluation Galleries: An Interactive Approach to Exploring Tools, Frameworks, and Methods*** [Workshop]

Makai I, 10:40am

Developed by the Urban Institute, Data Walks have served as a useful tool for sharing data and research findings with community members in an engaging, accessible, and collaborative manner. How might we borrow from the Data Walk concept to make idea exchange around evaluation practice and tools more collaborative? How might co-learning about the breadth of evaluation approaches inform our understanding of what is meaningful and valuable to communities? In this session, participants will gain firsthand experience with an Evaluation Gallery, and explore its potential for collaborative learning regarding evaluation tools and frameworks among collaborators, partners, and community members.

Presenter: Joyce Lee-Ibarra

***From Academia to Evaluation: Observations of Evaluation Methodologies in Hawai‘i from an Indigenous Studies Perspective*** [Share-A-Thon]

Foyer, 3:00 PM

This presentation explores the transition from academia to evaluation, including a specific focus on observations of evaluation methodologies in Hawai‘i from the perspective of a former university lecturer with a focus on Indigenous studies. This presentation will also explore how Indigenous methodologies in the Pacific Islands (particularly Tonga, Sāmoa, and Hawai‘i) inform the presenter’s approach to evaluation in Hawai‘i. With an emphasis on a culturally conscious, respectful, and reflective approach, this session will examine the intersection of Indigenous studies and evaluation in Hawai‘i within the context of culturally responsible communication, community interaction, and leadership sharing.

Presenter: Joshua Uipi

***From Mandate to Meaning: Evolving Assessment Through Kanaka Maoli Pedagogies*** [Paper]

Mauka III, 2:00 PM

In 2008 under administrative mandate, Kamakakūokalani was asked to provide evidence of a systematic evaluation and student learning assessment. Our assessment committee was challenged to produce an assessment plan that included a program-level student learning assessment that honored Kanaka Maoli ways of knowing. Today, our culturally sustaining assessment plan consists of three elements: a capstone class, student portfolios, and Program Learning Outcome rubric. These mechanisms support the collection of three distinct textualities: written (research paper), oral/aural (performative piece), and visual (articulation) of student learning and Kanaka Maoli ways of knowing that bring meaning to our students' success and experience.

Presenters: Lia O'Neill Keawe, Rochelle Pi'ilani Kaaloa

***Kū ka 'Ōhi'a i ka Ua Kanilehua: Growing Professionalism in Teacher Education*** [Share-A-Thon]

Foyer, 3:00 PM

The development of a culturally relevant professional dispositions assessment for teacher education provides a tool for evaluation based on five Iolana Hawai'i (Indigenous Hawaiian values), kuleana (responsibility), no'ono'o ha'awina (reflection), alu like (collaboration), pilina (relationships) and aloha 'aina (love of the land). Dispositions are "tendencies for individuals to act in a particular manner under particular circumstances, based on their beliefs," (Villegas, 2007, p. 373). Teacher candidates grow into successful teachers by establishing and maintaining dispositions that reflect the norms of the profession. Ho'oulu is a culturally relevant tool developed to support reflection, guide relevant discussions, and stimulate candidate growth.

Presenters: K. 'Alohilani Okamura, Jamie Simpson-Steele, Jamie McMullen, Aaron Sickel, Leah Muccio, Stephanie Furuta

***Leveraging Artificial Intelligence (AI) in Research and Program Evaluation work with Pacific Communities*** [Workshop]

Makai I, 12:45 PM

This workshop explores how Artificial Intelligence (AI) can ethically enhance research and evaluation in Pacific communities, where cultural context, language diversity, and data sovereignty are paramount. Participants will examine AI applications like sentiment analysis of Indigenous narratives, participatory chatbots, and decolonized data governance—all while centering community ownership and ethical guardrails. Through case studies and interactive activities, attendees will assess challenges and opportunities, from algorithmic bias to culturally aligned AI design (e.g., Kapu Aloha, Te Tiriti o Waitangi). Grounded in the SEER framework, this session equips evaluators with strategies to leverage AI for equitable, community-led outcomes—amplifying Indigenous knowledge without compromising autonomy. No prior AI experience required.

Presenters: Peter Mataira, Paula Morelli

***Mapping the Earth Science Undergraduate Curriculum: Assessment of Student Learning Outcomes*** [Roundtable]

Ballroom, 12:45pm

Undergraduate student enrollment in the Earth Sciences Department at the University of Hawai'i at Mānoa has grown significantly in recent years. The BA and BS program curriculum has also recently been updated based on interview findings with alumni and employers, and careful analysis of trends in Geoscience education and department courses. This project maps the new undergraduate Earth Science curriculum and provides a preliminary assessment of undergraduate student learning outcomes in the Earth Sciences.

Presenter: Alyssa Kamanu

***Measuring Education Impact in Hawai'i, Part 2: Expanding and Replicating an Existing Design*** [Paper]

Mauka III, 2:00 PM

Last year, the Hawai'i 6-16 college and career readiness evaluation team shared how we pivoted from measuring overall program impact to the impact of specific high-intensity activities to ensure an equivalent counterfactual that accounts for a variety of cultural and demographic factors. In this year's session, we will share how we replicated and expanded the study to additional high-intensity activities and another year's worth of program dosage data. Participants will learn more about this impact study approach and the value of replicating and expanding studies to build evidence. Limitations of this approach will also be discussed.

Presenters: Dan Rempala, Samantha Spinney

***Moving Forward All Together: Evaluation Study About Supporting MEd Early Childhood Education Students*** [Roundtable]

Ballroom, 12:45 PM

In this roundtable session, a faculty member from UH Mānoa shares data from their evaluation study of the supporting systems for the MEd Early Childhood Education (ECED) program, with a special focus on students' capstone projects. The study uniquely collects data from both sides of the supporting system – supporters and students. The ultimate goal of this study is to establish a sustainable supporting system for current and future students and faculty. They have preliminary data and analysis, and they hope to gain insights from various perspectives regarding the evaluation of the system at a roundtable.

Presenter: Kiyomi Umezawa

***Participatory Evaluation: Lessons from Real-World Applications*** [Paper]

Mauka II, 10:40 AM

In this presentation, we share five examples of participatory evaluations we planned and/or conducted in different fields of practice. For each example, we provide our assessment of how different or similar the outcomes of the planning/evaluation were because of the participatory



approach. We share thematic lessons from these examples and others to help conference attendees strengthen the voices of participants/communities through participatory evaluation.

Presenters: Jane Yoo, Kristin Ward

***Psychometric Validation and Measurement Invariance of the Frost Multidimensional Perfectionism Scale Among Filipino Adults*** [Paper]

Mauka III, 10:40 AM

While the Frost Multidimensional Perfectionism Scale (FMPS) is widely used globally, its psychometric properties remain unexplored in the Philippines despite growing evidence of perfectionism's impact on Filipino mental health. This study assessed the psychometric properties of the FMPS among 1,133 Filipino adults. Exploratory factor analysis with the student subsample (n=528) revealed a four-factor structure: Concern over Mistakes and Doubts about Actions (CMD), Parental Expectations and Criticism (PEC), Organization (O), and Personal Standards (PS). This structure was confirmed through confirmatory factor analysis with the community subsample (n=605). The scale demonstrated measurement invariance across subsamples and genders. Construct validation showed CMD and PEC positively predicted psychological distress and negatively predicted life satisfaction, while PS showed opposite patterns. O had minimal associations with outcomes. Results support the dual nature of perfectionism and provide evidence for the FMPS's reliability and validity in measuring perfectionism among English-speaking Filipino adults.

Presenter: Renz Louis Montano

***Pueo Data Fellows as Navigators of Change: Building Institutional Evaluation Capacity Through Fellowship, Mentorship, and Practice*** [Share-A-Thon]

Foyer, 3:00 PM

This presentation shares how the Pueo Data Fellows program at the University of Hawai'i–West O'ahu cultivates institutional evaluation capacity through applied learning, community-centered mentorship, and engagement with the Ho'okele Huaka'i Na'auao Title III grant. Through a culturally grounded fellowship model, four faculty and staff fellows are guided in program evaluation by a dedicated mentor and evaluation team. This session will discuss how we uplift community voice through collaborative evaluation design, the fellows' learning journey, and implications for institutionalizing reflective, community-centered evaluation practices in higher education.

Presenters: Jessica Miranda, Amy Bumatai, Leslie Crow, Erin Kim Megan Ebel

***(Re)imagining and Indigenizing Evaluation for Mauiola Ke'ehi*** [Workshop]

Makai I, 2:00 PM

This presentation explores Mauiola Ke'ehi's culturally grounded approach to evaluation and transformative healing. By focusing on programmatic activities rooted in Hawaiian concepts of wellbeing, Mauiola Ke'ehi offers perspectives on logic models that are rooted in Hawaiian ways of knowing. Reflective questions include: How do teachings from this presentation apply to your work? In what ways can programmatic activities promote healing? How do evaluation outcomes align with Native Hawaiian conceptualizations of health and wellbeing?

This session is relevant to the field of evaluation as it highlights the importance of taking an Indigenized and culturally grounded approach for Hawai'i's communities at large.

Presenters: Kehaulani Kupuhea, J. Umiokalani Jensen, Mapuana Antonio

***Reimagining Climate Adaptation Evaluation Through Biocultural Resilience: A Case Study of Alakoko Fishpond, Kaua'i*** [Paper]

Mauka II, 9:25am

This presentation explores how participatory systems mapping and program theory were applied to co-develop a culturally grounded, adaptive evaluation framework for biocultural restoration, Alakoko Fishpond in Kaua'i, Hawai'i. It examines key question: How can M&E of nature-based solutions (NbS) be reimagined to reflect resilience worldviews, priorities, and values of frontline communities? The study reveals opportunities and challenges in tracking socio-ecological outcomes through a biocultural lens. It contributes to the field by demonstrating how community-led, place-based approaches can strengthen evaluation's relevance, rigor, and relational accountability in complex social-ecological systems.

Presenter: Ann Nyambega

***Reimagining Community Readiness in Hawaiian Education: A Participatory Evaluation Dialogue*** [Roundtable]

Mauka II, 12:45 PM

This roundtable reimagines the notion of community readiness in Hawaiian educational settings. Challenging traditional evaluation models that rely on standardized outcomes, we explore participatory approaches grounded in Native Hawaiian cultural values and the Nā Hopena A'o framework. Roundtable participants will learn about, reflect on and offer feedback corresponding to three dimensions of readiness – articulation, elevation, and activation – as observed and experienced by Hawaiian education stakeholders. While specifically drawing insights from an educational context, this session invites evaluators from all disciplines to consider how cultural context, stakeholder voice, and systems-level change might inform meaningful evaluation practices beyond Indigenous, place-based education systems.

Presenters: Keali'i Kukahiko, Kau'i Sang, Logan Narikawa

***Shared Stories, Shared Tools: Designing Evaluation Across Organizations*** [Panel]

Ballroom, 10:40 AM

What does it take to design a shared evaluation protocol across organizations with different goals, timelines, and communities? This panel shares lessons from a multi-year pilot using the SenseMaker platform and methodology to collect and interpret participant stories. Four organizations serving Native Hawaiian youth co-created a single story-based protocol using SenseMaker, then tested, simplified, and adapted it based on real-world use. Panelists will discuss how they balanced cultural grounding with usability, and what they learned about ownership, flexibility, and scale. This session offers a practical look at collaborative evaluation design in action, grounded in real experience across programs and community contexts.

Presenters: Kauai Nichols, Dawn Mahi, Kēhaulani Kupihea

***Strategies for Community Well-Being: Incorporating participatory self reflection into evaluation design*** [Share-A-Thon]

Foyer, 3:00 PM

The purpose of this presentation is to demonstrate how interactive, participatory self-assessment activities can be incorporated into evaluation design to foster connection, uplift community voices, and promote emotional well-being. By embedding evaluation directly into relational, strengths-based activities, this approach reframes evaluation as a source of engagement and connection. Guiding questions include: How can reflective, participatory self-assessment activities be incorporated into evaluation design? How can these tools be applied in different contexts to meet the needs of unique communities and create space for multiple perspectives? How can strengths-based activities be used to prioritize emotional well-being of participants while collecting data?

Presenters: Alexa St Martin, Harmoni Brennan

***Strengthening Community Voices through Fair Writing Assessment Practices*** [Paper]

Mauka III, 10:40 AM

This presentation examines how writing prompt complexity affects second language (L2) English writing assessment outcomes, drawing on over 1,300 essays from a university placement test. Multivariate analyses reveal that prompt choice—reflecting varying cognitive demands—significantly influences analytic writing scores, with implications for fairness and equity in high-stakes placement decisions. Findings highlight the need for evaluators to critically consider task design and standardization to ensure all learners' voices are heard and valued. Attendees will gain practical insights into robust evaluation methods and strategies for fostering more equitable and community-responsive assessment systems, aligned with the spirit of Aloha.

Presenter: Sohyeon Lee

***Student-Driven Rubrics to Advance Equity in Advanced and Capstone Production Assessment*** [Share-A-Thon]

Foyer, 3:00 PM

An overview of the application of rubrics developed by students (as well as instructor generated) in the Advanced Production and Capstone (short scripted film) classes to assess student engagement, collaboration and professional skills through on their projects will be shared. This process allows students to reflect upon expectations at the start of the semester and by its use how they were able to execute towards those high standards by the end of the semester. This nurtures their own individual sense of agency and empowerment to succeed as well as aids to support their team peers and their film production to succeed.

Presenter: Anne Misawa

***Tapping Internal Evaluation to Build Capacity*** [Birds of a Feather]

Mauka I, 10:40 AM

This session aims to foster an open conversation on leveraging internal evaluation to grow organizational capacity—aligning with the realities of staff skills, time, and the opportunities presented by funded programs. It is for professionals who are seeking to make evaluation work for them—not just as a reporting requirement. The springboard will be the "New Directions for Evaluation" journal 2011 volume on "Internal Evaluation in the 21st Century: New Directions for Evaluation," which influenced a new project team's internal evaluation approach to a Green Jobs Act initiative during the American Recovery and Reinvestment Act era and also its integration into a Transportation Planning Public Participation Plan in more recent times.

Presenter: Carolyn Weygan-Hildebrand

***Testing a tool to support Indigenous evaluation*** [Roundtable]

Ballroom, 2:00 PM

This round table will introduce and test a pilot version of an Indigenous evaluation card deck designed to support reflective, relational, and values-based approaches to evaluation. Rooted in Indigenous methodologies and community-grounded practices, the card deck offers prompts to guide conversation, deepen learning, and disrupt colonial evaluation norms. Participants will engage with the cards, provide feedback, and reflect on their use in practice. This session invites shared learning and co-creation, supporting the development of tools that honor Indigenous knowledge systems and support meaningful, culturally grounded evaluation processes.

Presenter: Gladys Rowe

***Toward Aloha 'Āina Literacy: Using 'Ōiwi Methodologies to Reflect on and Reimagine a Reading Interventionist Program in Hawai'i*** [Roundtable]

Ballroom, 2:00 PM

This session presents a reflective evaluation of a university-based Reading Interventionist Program in Hawai'i that is in the early stages of aligning with Culturally Sustaining Pedagogy and 'Ōiwi methodologies. While full implementation is still in progress, the program is guided by values of aloha 'āina and mo'okū'auhau to assess its relevance, impact, and areas for growth. Presenters will discuss how evaluation serves as a tool for transformation rather than compliance and invite participants to consider how culturally grounded values can guide reflective program development and reimagine literacy preparation rooted in place, culture, and kuleana.

Presenter: Natalie Haggerty

***Using Path Analysis to Validate the Teaching Reading Equitably Framework*** [Roundtable]

Ballroom, 12:45 PM

In 2021, scholar Bryant Jensen introduced the Teaching Reading Equitably Framework (TREF) that merged quantitative and qualitative research within literacy instruction to establish an ecological framework better depicting the influential relationships between teaching practices, contextual factors, and student development on reading and language outcomes. As of 2025, this framework has yet to be quantitatively validated. This work in progress project, therefore, aims to establish an exploratory validation study of the TREF using data from the Hawai'i Department of Education and its Comprehensive Literacy State Development (CLSD) grant.

Presenter: Erin D'Amelio

***Weaving Connections: Building on Local Wisdom and Networks in Regional Evaluation Microsystems*** [Roundtable]

Mauka I, 2:00pm

This roundtable invites participants into conversation about what it takes to strengthen regional evaluation microsystems by co-creating pathways for connection, capacity building, and transformation. Drawing from their pilot in the U.S. South, presenters will share learnings from a community-driven approach, grounded in culturally responsive and equitable evaluation (CREE), to build collective knowledge that supports evaluation microsystems. Participants will engage with early findings, including a regional social network map and strategies to elevate often overlooked diverse and reflective practitioners. Presenters invite shared reflection and dialogue on how microsystems can serve as a foundation for sustainability, resilience, and collective leadership.

Presenters: Chyenne Mallinson, Nivedita Ranade

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