



PARCC Parent Journey

BEFORE PARCC

Curricular Impact

Parents expressed significant frustration over the impact PARCC has upon curriculum. Parents shared experiences with physical education and special electives being suspended for PARCC preparation prior to test administration, students being enrolled in courses beneath their ability (solely due to PARCC performance), and aggravation over test prep during the weeks prior to PARCC administration. Parents with students who are both tested and not tested noted that the nontested children do not experience any of the frustrating practices.

Strained Parent/Child Relationships

Parents described strained relationships with their children in the weeks leading up to PARCC. The children exhibit uncharacteristically "snappy," "frustrated," and "anxious" behavior during this time. Children demonstrate resentment towards their parents when parents do not refuse the test. This stands in contrast to students in untested areas or those refusing PARCC. These children were described as relaxed with regard to how they interacted with their parents.

Resentment/Confusion Over Graduation

Parents expressed extreme disagreement with and a lack of understanding of the graduation requirements, stating that the NJDOE's requirements were "unclear" and a "moving target." This confusion, paired with the emotional impact PARCC has upon their children, has resulted in feelings of resentment over PARCC as a graduation requirement.

The prevailing parental feelings during this time are **annoyance**, **confusion**, and **resentment**.

DURING PARCC

Use of Time

Parents questioned the utility of the PARCC exam, citing reports from children that they had yet to learn some of the material, experienced technology issues, witnessed the stress of some test takers and the apathy of others. Parents stated that they feel the data is "useless" and question why their tax dollars are spent on this. After the tests, parents report that learning does not resume for the rest of the day.

Emotional Impact

Parents expressed a sense of guilt at subjecting their children to an assessment that made them feel inadequate, yet served no purpose for them personally. Parents feel trapped over the confusion of whether opting out will harm their child's ability to graduate. Students are also subjected to more rigid discipline during this time.

The prevailing parental feelings during this time are **guilt** and **frustration**.

AFTER PARCC

Return to Normalcy

Parents described a collective sigh of relief from their children over the conclusion of PARCC. Children are "eager and happy to do something again." The learning environment is described as shifting towards being more project-centric.

Continued Resentment

Parents still feel PARCC served no purpose for their children, citing the impact PARCC testing had upon family life, their children's emotional well-being, and the learning environment. This left parents with a desire to hold someone accountable for the PARCC experience.

The prevailing parental feelings during this time are **relief** and **anger**.



Parents dislike the curricular changes due to the constrained schedule.

"Our school district no longer incorporates novels in English class, only excerpts. As a parent, I was told, 'curriculum mirrors PARCC—no novels, just excerpts, like the test.'"

- Parent



Parents resent the strain PARCC causes on relationships with their children. Parents feel stuck - they want to advocate for their children's best interests, yet know their children are forced to take the PARCC in order to graduate.

"My children are at stake."

- Parent



Parents feel confused by lack of clarity over New Jersey's PARCC graduation requirements and fear for their children's futures. This exacerbates resentment towards PARCC.

"PARCC has got to change—the damage is to the community as well as the school."

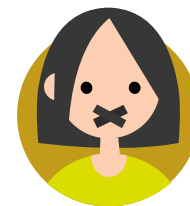
- Parent



Parents see all of the variables that undermine PARCC as a viable data source and question why significant time and resources are spent on the PARCC assessment.

"I hope they come up with a more equitable assessment—one that makes a student eager to know their progress, with scores easier to read, and suggestions for parents and teachers."

- Parent



Parents see PARCC as harmful to their child personally and emotionally, yet powerless to do anything about it, because of state mandates.

"Why are we subjecting our kids to these kinds of tests?"

- Parent



Parents are relieved to see their children happy to go to school once again.

"My daughter's eyes light up to have art class back."

- Parent



Parents want to hold someone accountable for subjecting their children and families to PARCC testing.

"Who thought this was a good idea and approved this disaster?"

- Parent