Note Taking Template

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Interview notes:

School Psychologist - wanted to speak to Commissioners
2 Month to test
Logistical problems - short on subs / coverage + duties
Kids skill development is at stake
Kids are disadvantaged during PARCC
"Accommodations are not practical" - manpower for accommodations insufficient
IEP's not met
Can't we just utilize other existing tests?
We know our kids
CST members pulled to proctor - loss of services
Shorten, less obtrusive testing

Standout quotes:

"PARCC shuts down our schools"
"Children are being left without instruction"
During PARCC "It's a different kind of child" disabled, etc.
"We can't accommodate the accommodations"
"Our kids are tested to death"
"I am in favor of comparing norms of kids' scores to other states."

Note Taking Template
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Interview notes:
- Spe Ed Teacher 8th Grade [redacted]
- Vigorous but too hard for students w/ disability
- Not assessing all the talent high schoolers have
- PARCC Story: "Best start time for all students"
- Benefits: Made curriculum more rigorous, made lessons more challenging, exposed students, growth in math, science, ELA
- Frustration: District never prepared, teachers not prepared to administer
- Stronger, Fairer Test, more getting kids at their level. "Look at growth"
- Concerns over "opting out" and lack of data

Standout quotes:
"Kids are getting used to it."
"Writing more than the past."
"PARCC Tools helpful"
Note Taking Template

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Interview notes:

- Using info from PARCC to mold curriculum towards improved
- If standards for students and teachers are so high, we need to prepare and support educators to get to these higher levels. Not just give them a high bar and expect them to get there by themselves.

Standout quotes:
Note Taking Template

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Interview notes:

NEA consultant - Help of instructional users
Concerned w/ stress levels of teachers
Good ideas to have standards but performance evals take away joy & creativity of teaching
Teachers feel they can't bring students up to grade level b/c they are worried about the assessment
No penalizing on teachers' evaluations
Not able to stop & slow down to really help the children
There should be accountability but not so heavily weighted for PARCC

Standout quotes:
Note Taking Template

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Interview notes:

1st grade teacher doesn't give PARCC but affected by PARCC
5-6 weeks take her support teachers for testing/proctoring
  take her technology, take her specials teachers so she loses her prep period

awareness that all testing affects all of us - what it does to a school
been given charge of including PARCC-like questions even in 1st grade
  with no support or materials “just google it”
as a union officer she hears many complaints
  tech issues, biased questions; kids know that the lower grades testing doesn't "count"
teachers get scored - it matters for some but not all - SGP
this gathering brings hope

Standout quotes:
Note Taking Template

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Interview notes:
Teacher in [Name]...set how it's affecting students and teachers I deal with. No more science + social studies. Biggest issue is how it's rolled out. Students finished tests so quickly. More effort went into feedback tests. When PARCC asked for student taking the test. (When PARCC asked for student feedback, 1st year.) Parcc cause interruptions. The frustration with Parcc comes from many sources. The frustration with Parcc is that people that make the test sat in a classroom. I understand the need for assessment, but would like to reevaluate the need for assessment. We want to make sure the work we are doing is so that Pearson won't make more money.

Standout quotes: One of my biggest concerns is that it interrupts school year. It used to be in NJ we didn't teach to the test. That's all changed...Inequity to students + educators. My job has always been to inform, instruct, + assess. It just seems that this implementation is overkill. What it does to the kids is the missing piece. Children advocate are getting swept under the rug.
When people hear NJEA they think it's to protect teachers from wrong but that isn't the case. We just wish people would listen to us and what we say. Just started 1 on 1 initiatives a lot of things have been pushed out of the way because of PARCC.
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Interview notes:

Concerned with PARCC replacement. Want to see test restructured. Pressure removed from test. Test should be tested electronically.

Concerned about preparing students for testing. Technology issues across the state. Not sure if No-Exempt Test should be tested electronically.

Disconnected with how children are interpreting. Children are lacking the background knowledge needed for PARCC.

Assessment should be more interactive. Between teacher/student.

If the assessment is better constructive it would be helpful to parents. It relieves down pressure.

Standout quotes:

New model testing affect accountability.

Testing can be disruptive to the education of those not being tested.

PARCC is creating another layer of paperwork. No peer state should create their own test. Should measure more away and the fundamental aspect of test.
Note Taking Template

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Interview notes:

Teacher grade 4, parent 8th grade, BOE member. Passionate about ending high-stakes testing.
- 2 children in public school. Neither has taken PARCC or NJASB.
- 45 kids refused in 4th grade.
- Teacher evaluations based on testing student mobility issues, ESL issues.
- BOE passed anti-parcc resolution and sent to State DE/BOE.
- Felt PARCC beneficial, relaxed, not high stakes against teachers.
- Children have taken private school test and SAT.
- Test is too long - 7 days long, over an hour each day. Multiple tech issues, absences. Testing indicator, and not school to students.
- Press above grade level.
- 3 day test. One day reading, one day math, more teacher input, remove high stakes.

Standout quotes:

Shorter test
No high stakes
More teacher input
Note Taking Template
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Interview notes:
- Special Ed teacher in [redacted] during the test
- Proctor
- Special Ed students frustrated because its at grade level
- What can she do to get her students to even read it in and not opt out
- 30% of her evaluation is based on PARCC
- PARCC has negatively affected her end of the year evaluations
- No accommodations except extended time more enlightened
- PARCC validates their IEP’s * She wants parent input

Standout quotes:
"We can’t help them..."
"They read it once and then they’re done"
"They have to take the PARCC!"

- No aid from educators during the test
- Readings are too long and they get tired
- She has used released PARCC material almost by in and not opt out
- The modifications in the legal documents (IEP’s) are not adhered to
Note Taking Template
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Interview notes:
- passionate about evaluation in positive direction
- do not feel direction is positive
- very stressful, has become set up for failure.
- used to do many engaging activities, now there’s no time for it.
- all education stops during PARCC. Not healthy!
- test is not aligned to the correct standards.
- makes kids feel stupid.
- no positive aspects of PARCC
- math is all about language, not about actual calculations. Students deflate as they take the test.
- stated Test is should not be so long. Clear baseline.
- limited practice
- Pearson is a scam

Standout quotes:
- won’t measure success by whether a fish can climb a tree.
**Note Taking Template**

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### Interview notes:

1. I have been involved in ed. for a long time. State coordinator in 10 year period of 3 kids. The seen negative effects of PARCC. What is the harm? Changes.
2. Watching kids take the PARCC on their own and it's difficult. Switches between modes. They struggle then they pass. Starting 3rd grade kids not ready to take the test off directions.
3. Job security (laughs) I don't think it's that bad. It's not a
   benefit. Don't use the data—never get data in a
   timely manner. The data is unreliable. Students on MATHS
   take it on paper to much better.
4. The common core came out of this. The amount of time
   PARCC takes is too much. NOT we just take tests. Start
   pacing and see how we did. Another test.
   **Empire Series of Similar Social Studies Districts**
   Test — closers test. Better test. Don't want PARCC to be
   at graduation requirement.

### Standout quotes:
4) Glad it only one a year now.

5) Anything else - Seiz kids enjoy. 2 9 days of testing. 9 whole minutes. Kids in her district were told for 1 hr to shut it off. Her brother teaches in Newtland - no release because school didn't have facility.

Science - 2 days.

SGP - So inclusive - teachers shouldn't be evaluated on that. Let's create our own assessment. MA has her own - 60%/40%. (MCAS)

Story: Her daughter was in AP classes during the last year of PARCC. It took (prep) a lot of time away from her AP classes with testing preparation.
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Interview notes:
- Used to be PTU president in [Name]
  - It's a concern about PARCC
  - Doesn't think a test should determine if a student graduates, but rather their academic progress
  - He's refused to have his daughter in 4th grade or his son to take it yearly
  - There is no benefit
    - It causes frustration because Pearson is claiming the test makes students college and career ready, but it's about money
    - He believes teachers should determine the test, rather than the state. These tests undermine the teacher.
  - [Name] shouldn't have mentioned getting rid of PARCC if he had nothing in place to replace it.
  - He signed up for another roundtable on June 21st.
  - When the test is refused, students pick from a list of alternative options for graduation.
  - Did a parent workshop in [Name] recently.

Standout quotes:
"There's a lot of misinformation about opting out of PARCC."
"There was a false narrative that if a certain percent of kids don't take the test, the school district can lose funding."
Note Taking Template

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Interview notes:

Concerned as a teacher about the time given to PARCC. Exams are everywhere. Teachers feel pressure. See this concern from parents and tutors. Common Core is great. PARCC is just too much. Teaching to the test sucks. Seems to be variable scoring - top students get mediocre grades on PARCC.

Basic requirement for graduation is good. PARCC is too hard, requiring too much. It would be ok for all students to pass a grad requirement. SAT (PSAT) should replace in HS.

Standout quotes:

"PARCC testing test more than material - SAT is way better. CC drives curriculum.
"Top students get mediocre grades on PARCC.
"SAT should replace PARCC.
"SAT does in 4 hours what PARCC does in 4 days."

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:
- child study team gets pulled to relieve proctor
- Wanted to give opinions as to waste of time and money Meet Commission
- At high school many parents came to her about opting out.
- Who benefits from this - Tell me where the kids benefit - Data doesn’t tell where the child needs help.
- Kids look bored while I'm proctor

Standout quotes:
- "Do what best for your child"
- "Kids are testing machines"
- "School should not shut down to test"
Note Taking Template

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Interview notes:

NJSI Elementary/Basic Skills 3/4

In classroom when PARCC was implemented
not sure if I would have had my kids my take
it. High Anietopic 2nd graders. Trying not
to teach to the test. Elementary administration
provides a lot of test prep materials. As a teacher I am
not allowed. To discuss with a parent if they should
take it or not.

Basic distrust for a DOE who would just
jump into a new test.

ELL's - my heart breaks for these learners and
special education students.

It's frustrating because this is not really telling
people what my students know.

Standout quotes:

"My heart breaks for the English Language Learners"

"I would like to see an assessment that is
written in a way they correspond to the
way we've taught them.

Some students do better with paper & pencil tests.
Note Taking Template

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**Interview notes:**
- 
  - Retired educator for [Redacted]
  - [Redacted] MBS, [Redacted] ASK, [Redacted] GEP
  - PARCC "it needs to go"
  - Job as supervisor, has seen teachers cry
  - PARCC: labels a teacher, labels a kids
  - "Self-written fairly apart" - teachers, children, administrators
  - Intense frustration
  - Why does it take so long? PARCC not student based?
  - GEPA, HK: were much better tests - had a breadth of many
    standards; questions in reading were connected to [Redacted]
    with less curriculum, resulting in a test that higher knowledge
  - Means of culture are lost - PARCC is too broad
  - "Peer score is taking everything" - hard to be a small test at ends
    - They're also for many other publishers
  - Control curriculum, teacher training, tests, supplemental round
  - CCSS was supposed to help teachers work better

**Outstand quotes:**
- "Assessment should be looking at student achievement."
- "Quality curriculum is good, but PARCC doesn't do it."
- "We keep measuring the children & never find them, how can we expect them to grow?"
- "These kids are so smart, there's so much they can do... we have amazing children." They can do at, more
- But we can take who they are for "prep, prep, prep."

**PARCC Perspectives Community Meeting**
"How are we preparing children for the future?"

"I feel so bad for classroom teachers."

"The kids can’t take for

"Nobody’s listening."

"NJ assessments before were fair – PARCC is not.

- Old state tests
- aligned w/ TEA to give reliable feedback

"You can’t do that with PARCC."

Outcomes: Smaller way
- of NJ assess kids

- assess, should be interactive
- assess, should allow teachers
to gauge progress
- lessons could be based
on legitimate assessments

"We all have a stake in
assessment."

"We need to know the gaps."
Note Taking Template

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**Interview notes:**
- Parent of kindergarten
- Married to teacher
- Creativity removed with prevalence of testing
- Daughter was coming home from school
  
  "Art teacher was out, teachers were being removed for PARCC Testing"
- Kindergarten orientation already testing at kindergarten level. Too focused on testing even at young age, not allow kids teachers to cater to each child's needs.

**Standout quotes:**
- "Teachers are taken out of given positions so kids are not getting other instruction"  
  "There's too much focus "just to pass" the test at the expense of really preparing them for life "

PARCC Perspectives Community Meeting
- Classes are too big, 27 kids
- Some kids feel stressed even in kindergarten to get them "up to speed" and focused on prepping for testing.
- Concerned about test anxiety as children grow up, nervous for their brother, daughter.
  Too much emphasis on testing and prepping "just to pass."
- I know there's a lot to do with money and testing, who develops the test, who makes the materials for prep.
- It's scary to think we're raising a generation of kids who "just want to pass the test."
- Less emphasis on non-tested subjects as if they are worth less than the tested subject.
- Education should be fun & inspiring.
- Teachers shouldn't be evaluated on one test.
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<tr>
<td>Mom, Board Member, Teacher 8th Grade Math</td>
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- Want to see what happens in the future
- In the meantime, confusing graduation requirements
- DOE said all online should not be confusing
- Kids future are at stake, I don't want my kids to think that two tests define them. My kids view of themselves

PARCC story: Beginning was a disaster, we will not let my own child take the PARCC. PARCC is killing creativity. I don't want kids to be incentivized in the classroom. We are paying teachers all this money we can get better data from teachers.

Standout quotes:

- Weakness in PARCC data can be in due to curriculum, not necessarily reflective of weak students.

- Assessment is relatively inappropriate.

- Annual feedback to cleared graduation requirements.
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Interview notes:

[Redacted] Public School Parent

Parent - doesn't like PARCC

Why is IRT really important? Participant very frustrated; daughter lost points in ELA, worried might not get into college, put as much pressure on daughter. School has PARCC Fair of Failure - daughter felt left out.

Any benefits - no. It provides no benefit. In child's opinion, PARCC should cut you down.

This year I opted her out of 4th grade. She started honors 4th grade school only. (She opted out of 3rd grade.) (I'm in - started with 5th grade - helped with PreAP.)

I hope they maintain that doing evaluation through teacher. Teachers shouldn't be evaluated by PARCC.

Standout quotes:

If you read and do well on the EOA ELA + math courses, it shouldn't be different on PARCC.
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Interview notes:

PARCC has not provided a benefit because there's no room for remediation. Replace PARCC with a different assessment.
Spec Ed students parents show no interest in the PARCC outcomes.

Standout quotes:
PARCC has caused my students frustration - "Why do they (Spec Ed students) have to take the test? It frustrates them so much that they give up on the rest of the school year."
Perhaps if testing was done in January, there'd be a better outcome.
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Interview notes:

It seems that students tend to think in the "gaming" mindset when they approach PARCC. They are too familiar with laptops/computers being used to play on and not learn/show learning on. Maybe more instruction should be done with laptop as a tool.

Standout quotes:

PARCC has provided a benefit for me as a parent because my new
focused, high-achieving daughter takes AP courses seriously and her scores make her feel smart (Advanced Proficiency) compared to her classmates.
Note Taking Template

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Interview notes:
- [Redacted] title 1 teacher member of PARCC Math and Core, grades 3-5. Came to find out “what we they saying about PARCC?”
- “I knew how hard it is to develop an assessment that meets the needs of the states & the children and means what it’s supposed to mean.
- “I want like the high-stakes testing tied to education like that the school has accountability.” Don’t like that kids but reform Common Core has been already for 9 years. Bias/subjectivity, test construction. Only finding most important role is printed.
- “Yes - the consortium releases items & addresses what students should learn. However, as an assessor PARCC has changed the way we teach. Math has changed the same. LA has stopped it up w/ students applying knowledge. Mode (CPM)

Standout quotes:
- “Forced distracts into era of technology. Paper, pencil vs computer. Do kids need to be in EPP age and we have to get used to it?
- “Frustrated” no “I enjoy it.” The rigor, addressing standards is not price and leads to college readiness.
- “HSPA to NJHSK to PARCC” don’t want people going backward. Common Core NJ standards is only a small deviation.
Anything else we still need?

Teachers should be more familiar with standards. Look for standards + go deeper instead of "this is our lesson for the day". Students based report cards on already used - it annoys me when our peers teach procedur.
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**Interview notes:**
- 2 daughters - 9th grade, 12th grade - my guidance counselor
- 9th grade A student in Algebra 1 - 3 days - reviewed options - or work more time - A student may not pass Pace and may need summer school, ESE/TAG if she gets a 3.
- Pace has caused frustration!
- [Handwritten note] Hope better assessment - he is in NY Regents -
  - Teachers teach to Regent - not a bad way.
- Computer - Pace students not familiar with The Pace Technology

**Standout quotes:**

"The whole system is screwed up..."

"Does not serve teachers - does not serve students" "We are taking the fun out of school."
Note Taking Template

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<tr>
<td>4th grade teacher - 10 years - active in union - &quot;passionate about educating herself&quot; - &quot;too much testing - on district and state level. PARCC is frustrating - not based on what each teacher has gotten to. At state level license - SGP. Even while pushing students they still struggle. Trying to fit everything in before PARCC - not easy what happens after students fail? what is put in place for them? The test as the be all end all. Where is the accommodation for kids? Kids get labeled. Been of use because of surprising scores (worried kids wouldn't do well and they did)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standout quotes:</th>
</tr>
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<tbody>
<tr>
<td>&quot;What's at stake?&quot; &quot;My license&quot; &quot;What happens when students fail? What do we do for them?&quot;</td>
</tr>
</tbody>
</table>
Frustration - Bias, unfair, potential lack of resources, different districts have different accessibility to resources.

Hope - Gov. Murphy being sincere with changes. Get away from state testing at end of year - how throughout year instead.
Note Taking Template

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Interview notes:

New info as educator, but also parent – NJ does have high scores
Nationwide – test students need to graduate
Park story – I’ll district, very lucky – always something out of control, one glitch or another can make the whole test fail apart – Loren economics situation fell apart – lower economic
students at disadvantage – Beneficial in implementation of 1:1 Frustation
3rd grade son has to type essay
for PARCC – he has trouble in the
typing – Can’t write wonderful days

Standout quotes:

Beneficial – 1:1 initiative
Typing test is another hurdle
for 3rd grade son –
Listen to people in classroom today
how do we deal with students who haven’t had breakfast, don’t have wifi
It is difficult when a student
is hurt of you. I am sorry
to hear that on the piece.

In front of you, I regard is the lead
morning of your regard so
heavily.

Are at an immediate
developmental

One of the adults we keep at the door of our
NSA IDC are the same.

As out we see at the door of our

Classroom should not know how yet

But having to solve the problem.
Note Taking Template
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Interview notes:

3rd Grade Bilingual, NJ, is looking for replacement. Prizes! Get data.

N.J. is working for replacement. Prizes! Get data.

Skills in language barrier:

Student 2nd Grade Spanish (Murcia) Spoke Spanish.

Write English, Spanish, Math. Had to take ELA in English. Not 2nd grade level.

PARCC Practice Math - Spanish, no English.

Benefits - Common Core testing, had video. Spanish.

PARCC testing helped students.

Hope people share is that our students need.

Standout quotes:

Information about their strengths.

Test score should be student centered.

Test score is relevant. Student placement.

Test score for G&T.
Note Taking Template

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**Interview notes:**

- **Supervision of data & assessment** *(former teacher)*
  - Thought when he got the job, his focus was going to be on data analysis & bringing formative assessment tips to faculty.
  - But his "job" is importing rosters, creating sessions, etc.
  - 30 day testing window PLUS NJSLA days
  - Believes in testing data received from testing & the potential to use that data

- Feels high school students do not take the test seriously & does not paint an accurate picture

- PARCC has great customer support
  - Test does provide good info on gaps within the district
  - First day of cycle is always stressful due to technology issues

**Standout quotes:**

- PLC groups discuss best practices for getting high scores
- Not all students get the same questions
- "I haven't slept in a month & a half!"
- Hope for a test is way shorter, but still rigorous
- Test could afford to be more clear
- Needs more practice problems.
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**Interview notes:**

- An assessment that is fair
- data we can use right away
- no buy in at start so still no buy in
- once students in HS, meet graduation requirements they don't care
- put info out there so teachers know expectation and can motivate students
- developed PLC look at data and understand weakness
- There is potential for the data
- PARCC -> SGP not fair for all teachers
- education should be a team effort

**Standout quotes:**

NJ Ask - students and teachers understood
but when PARCC came out, everyone felt lost
because there was lack of info.
• We need more teacher materials to prepare students

• Assessment that is fair to our students and all stakeholders

• Time it takes to test student takes 11½ weeks to test and then make-ups (lot of lack of tech in district)

• Coverage for teachers testing

• Too much testing for our students

• Takes away from educational classroom time

• Needs buy-in from everyone (teachers and students)

• Data comes back too late for it to be used in the classroom
Note Taking Template

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**Interview notes:**

[Redacted] HS 2017 part of initial roll-out of PARCC

interested in education policy

large conversation of how standardized testing

leads gifts

how are we doing innovative learning? Lecture in

not how every student learns. Tech is other reason

not being used or they could be.

PARCC w/ state scores

PARCC became it had no effect on them.

Rolled out this test that replaced a high stakes
test w/ a test w/ no stakes (year 2)

---

**Standout quotes:**

- Are we testing the skills that students will need when they leave high school? Debating
- Getting your opinion across
- As our definition of success the definition of success that we want?

"Education is a sales pitch"

---

PARCC Perspectives Community Meeting
What's the most effective way to coerce a student? By having them sit for 3 hrs a day for 7 days?

- Stigma

"pass this test or you don't graduate."

if we sell this test to be the greatest thing in education since white boards
- I had an AEP. But extra time in most unnecessary what it needed.
There is a huge spectrum of kids taking this exam.

There are changes we can make to this test.
Why not have test in multiple languages?
PARCC (technology) has been beneficial. A flood of computers came in. Tech from PARCC is not easy to set up. PARCC logistics, scheduling an issue. Not aligned to what teachers
Note Taking Template

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Interview notes:
- Organizer said our schools fielded spec ed teachers 20 years ago.
- People behind the test did not understand students of lower income, Ells, and Spec Ed.
- Research in 2000 on testing and its effects on students and staff.
- What's at stake? Educational system? Tests are not vetted, have no reliability. 5-8% of data for PARCC accounts for college readiness.
- Other high stakes are used to shut down schools: state provides guidelines and if school doesn't comply and have scores, students are labeled as not meeting.
- Schools considered failing due to test scores. Charter schools do not take Spec Ed kids, and students requiring additional interventions.
- Benefit is that parents & public finally see what goes on in public education. Public realizes that there is no public oversight.

Standout quotes:
- Benefit of PARCC is that it brought parents and teachers together to speak out and force transparency in public education.
- Tests for all students claim:
  - Shorter tests for all students:
    - 1 test ELA - 1 hour
    - 1 test Math - 1 hour

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

- Every day, the following were created:
  - Common Core
  - PARCC

- As points, teachers see the problem as the problem of ignoring poverty, understanding the closing the achievement gap.

- Should be focusing on multicultural ed, teaching students from poverty, what happens in Common Core is important.

- Bilingual Teacher – PARCC is demoralizing because we already know students are not fluent in English as well on test, with penalizing the students

Standout quotes:

- Achievement happens when you focus on equity.
- PARCC’s new testing policies need to consider unintended harmful consequences for poor students of color.

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

- Parent 8th & 10th
- Passed PARCC
- What is future of PARCC?
- Children struggled on PARCC - grades are good but not proficient
- She is there b/c she wants to help her children
- She took
- No benefit - has been no use to her
- Frustrated b/c they must pass

Standout quotes:

- I want to prepare him to pass (child)
- Opted out 1st year b/c computer issues
- NJ tests a lot!
- Feedback is looked at carefully!
Note Taking Template

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Interview notes:

1. NJE Member - On Committees and has dealt with legislation - a teacher - wants to replace PARCC but "It's important to me as a teacher" The alternative must be meaningful.
2. No PARCC story, except he kids don't take it seriously.
3. Trust issues - Some of "Math" are things we have not covered yet.
4. No benefit to the test - Has not helped as a teacher.
5. Biggest frustration - Kids with IEPs are not afforded the same assistance during the test as during the year.
6. Language Arts stories - Screen switching to read & answer.
7. Hopes they consider a standard test that is meaningful and comparable for all districts & consider

Standout quotes:

- "Districts union funds"
- "When kids need the accommodations the most 'during the test' they are not allowed."
- "So many things wrong with the test. Make stories relevant."

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

- Frustrated high school teacher
- Change process on how kids are tested.
- Frustrated special ed teacher kids out of schedule.
- Don't have same resources as other schools.
- Other kids lower non testing levels lose.
- Gym, art due to other teacher cases needed for testing.
- Students overwhelmed with parcc.
- Teachers being put off own classes to administer parcc.
- Not fair that teacher set parcc to begin one test.
- Have assessments fair to ever seen paper.
- Paper/tech.
- Hopes school raise less technology taken.

Standout quotes:
- "I don't remember children having phobias to anxiety over state test."
- "Teachers putting so much pressure on kids to do well."
- "Kids over tested.
- "Money being used for parcc not classroom things library, books, etc."

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

2nd year Teacher. Wants to hear what everyone has to say. Teaching 7th grade, has special education students. She struggles when they begin to take these assessments, giving the students more time. Her license is at stake & so is the student's lives. Her biggest issue is the SG0's tracking. Came across an article online that the authors were aligned with PARCC's title 1. The rubric is also confusing. Yes, PARCC has been frustrating & troublesome to her & other parents. She feels the process of PARCC & its logic has really been a problem. She really has to guide her students through each chapter. The language arts part is really stressful. How does she get all chapters done in a short period of time. Just more on self reflection & personal goals.

Standout quotes:

Students should have more time to prepare & take assessments.
She hopes that the next assessment is better or well done more right.
Note Taking Template

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Interview notes:

PARCC is disturbing all levels negative at state is for kid's education teaching to the test forgetting the arts social studies. As a teacher I can't stand their idea of teaching Test score should not be used to evaluate teachers kid eating breakfast is more important than measuring them in a flawed test 70% of the time we can predict a student's IEP based on the economic level. Public Ed is under attack now at the Federal level.

Standout quotes:

Program teaching model has no basis in legitimate research.

Public schools allow parents to have a voice in their education should provide context to different communities.
Our kids have to be taught in a very narrow framework.

PARRC story: Tech glitches 140 kids couldn't log on. Kids had to be moved to different rooms.

As a parent: Previously, my son could choose elective mini-courses why PARRC came, everything was PARRC prep. At 12, electives/exploratory more important. No need to measure if he's ready for college at 12. Kids in my classes come from 4-5 other teachers, they are different individuals. Since school's one to one by laptops etc., no B to him. Teachers now I have over 30 kids in my classes I cannot service. If you have that many kids, you have that many kids. No enough resources. If classes kids have problems some conflict is not taught at that point in the school plan - was about their level and no background knowledge. Essay writing too cramped. In see what they are writing, designed
Note Taking Template

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Interview notes:

- Retired Teacher 38 yrs - NJEA Member - Former tech teacher in schools as a consultant with NJEA - union member
- Working with middle schools & HS - He is in 2 middle schools for the next 8 yrs
- Too much time for PARCC Testing
- 6 hour sat vs. 1 day of PARCC
- Hopes Governor Murphy will fix the testing problem
- Hears problems with computer issues w/ PARCC
- He is at this PARCC meeting because as a consultant he hears the problems w/ PARCC
- Hopes for change - hopes the Govt will bring change
- Data is needed / data is a tool / teaching to the test is not good
- At his current school to be a help

Standout quotes:
Note Taking Template

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**Interview notes:** Ex-AS Math Teacher, former engineer. Understood what's needed in STEM moving forward. Used to emphasize project-based learning. Now, no time to get there because have to push the standards and test preparation. Calculator problem - forced to use specific calculator for tests. Many schools insist in-line calculators only. Call the state. Many schools insist in-line calculators only. Call the DOE and PARCC to get an answer to a question about the DOE and PARCC to get an answer to a question about the DOE and PARCC. Teachers who used to help students get answers to questions now can't help. Students, whether top students or lower level, all feel demoralized, particularly because of the way they ask the questions. Does bring up a new level of rigor - use PARCC questions in groups - have to start discussion. Too many 21st century skills have been minimized - 3D graphing, Matrix Algebra, short form testing, grad requirement removed.

**Standout quotes:**

"Too many 21st century skills have been minimized, such as 3D graphing or Matrix Algebra."
Sacrificed too many skills, which are important in life and engineering but are not important on PARCC.

Students cannot love math because it's at such a frantic pace and students can't enjoy it.

PARCC Sequence is Alg 1, Geo, Alg 2
School's Sequence is Alg 1, Alg 2, Geo
Note Taking Template

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Interview notes:
- 8th grade math
- 23 yrs teaching
- 3rd grader test for basic skills
- PARCC - too much higher level
- What is the goal?
- Type the math really?
- Type all steps in math on PARCC
- Scored on reading, writing, and typing
- Symbols, kids were going out

Standout quotes:
- Kids were able to do math from blackboard but when given the same problem on computer they were not able to do it.
Kids were (a couple) getting hit by cars because they were coming in 1/2 day kids (120) in gym super hot day that were not taking PACE. Too many demands on students to sit for long period of time.

All of the technology is taken away, would like to see testing go back to basic skills. Why is PARCC such a high level high stakes test? Average scores would tell more than. Okay you passed.
Note Taking Template

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Interview notes:
- H.S. Matt Teacher
- 4 who are failing PARCC - not seen
- AP Calc classes - lost 8 instructional days because of problems
- Kids feel stress
- PARCC prep is connected to grades - kids are stressed
- SAT prep isn't related to grades - if kids aren't able to pass PARCC
- PARCC isn't necessarily a hard test
- If I had kids, I'd want them to be able to pass PARCC
- There's no in-between grades on PARCC

Standout quotes:
- Kids go into test with attitude of defeat to see no value in passing PARCC
- H.S. students don't have to pass PARCC to graduate
--- If there is a reason S.A.T. can't be used as a
test to measure achievement in HS? (for Juniors)
--- Teacher Alg I, I forgot + Calc; 4 A.P.Calc
--- I've looked - at grades 6, 7, 8 - scores
--- Good students at Grade 8 - she can get to
Alg I

--- Technical difficulties can be difficult
--- PACE is not well designed; Teachers have
a hard time understanding questions.
--- We have Practice tests from Pearson.
--- All kids do not have access to same level

of technology to use at all times
--- then when PACE comes, must use
Sophisticated technology.

--- There's a resource gap - because there's
only 1 practice PACE test. If a
teacher wants more, district must buy
another resource.

--- I have a Computer tech degree, so I am pulling
more from my classes to provide than other
teachers.
--- There's an elephant in the room. So the same kids
are missing my instruction - I am preparing
some of them for AP testing - which is in
May
Note Taking Template

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Interview notes:

Network Engineer: Not much interaction w/ teacher or students. How the software works: error messages in year one. In yr. 1: communicated w/ PARCC with errors. In first 2 years, problems were more common. If students were purposely getting kicked out of test by manipulating pieces of it, we had to problem solve, investigate.

No network issues other than VPN - tunnel to another network.

PARCC was very responsive to incident reports; they fixed any problems.

Some teachers were not able to start or resume the test but this is very minor & easily taught.

Standout quotes:
Note Taking Template
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Interview notes:
H.S. English Teacher - 9th/10th block schedule + semester scheduling but not for 11th/12th students

*Time constraints*
Stakes as a teacher
Disrupts school schedule & learning schedule
But not anti-PARCC

3.5 wks of Testing
Students now take PARCC for 1 yr of PARCC then why do they need to sit for the others years?

"Like: same skills tested, that no other test can measure research skills, more useful readings than more real-world & challenging"

Standout quotes:
I feel sad for the person who had to put together the testing schedule.

"Do we need 3 days per each subject tested?"

How do I recapture the time. Foundation of the technology [PARCC] is not the real world"

My students are not stupid, they know when an assignment counts or doesn’t!"
Note Taking Template

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**Interview notes:**
- Dismiss
  - Assessment/criterion assessments are driven by what the state demands
  - Mentions "PARCC" like
- Implementation - technology untested, no one knows year to year what complications or issues range to testing devices, technology products, reliable technology for proper use, how to function with technology
- Poverty district - Trenton - most shut off Internet at home
- Fleas in test, problematic, can't help with test
- Middle schoolers play with tests
- PARCC website - hard test while more testy days
- Why important - Test drives too many things, tests, benchmarks, interim
  - Does it capture the data needed to understand what kids know?
- It takes a lot of time - Instruction includes test prep
- Benefit from PARCC - Negative toward student relationships - gives students impossible that tech use for test prep, strictly learners new to language, especially we have additional problems

**Standout quotes:**
- What students have learned is how to take the test
- What outcome want - cheating by test
  - What happens when they cheat new every activity
  - Additionally - It needs to be disconnected from teacher evaluation

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:
- teacher (sped)
- advocate for students
  - don't believe students w/ special needs are given consideration when it comes to PARCC - b/c they have to test @ grade level
  - assessments aren't true indicators of potential
  - administered PARCC to students w/ behavior challenges (7th) functioning at 1st grade level
    - fight broke out
    - laptop thrown across room
    - students threatened teacher
  - what is the purpose of giving a test you can't use? (more humane to test them on their functional level)
  - invalid data
  - no benefit
- personal frustration: "makes me say why am I teaching?"
  - children are being railroaded - cannot stand the process
- contributes to school to prison pipeline because curriculum isn't meeting their needs either
- hopes of reform to testing - what we are doing is wrong

Standout quotes:
- CIRCLED IN BLUE

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:
- The more teachers
- Part center fails and that's not pass
- Recent kids need to pass: some at the end did not pass
- Teacher - 20th year to help
- Teacher said: it's the math
- Poorer school
- Non-English
- Broke; then because does not have time
- Teacher:ubic the answer
- Hope: how do you handle what level the kid is at?
- Answer: less year - will know what will count
- Anying less year - will know: what will count
- Next 20% to pass or cut out of four

Standout quotes:
- "Parents have now to much sway over the kids"
Note Taking Template
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Interview notes:
- brought here w/ concerns as parent’s (performance)
  - 6th, 7th, 8th teacher
- 18 yr old child
- tech issues / absenteeism / not taking test seriously
- Pacing \downarrow\ performance
- last school: PARCC 0% efficiency until last yr.
  \downarrow\ - used cooperation w/ other teachers \rightarrow success
  \underline{alternative students} - writing seminars
- came to Irvington in the middle of the year = had to reorganize

Standout quotes:
Because of that interdisciplinary project, I got to work with other teachers.
That’s the benefit, seeing students pass that exam.
Benefit: Students working hard to reach passing score
Motivated Kids (Alternative)
Boosted Morale

Feels like disadvantaged kids were discriminated
Lexile levels low due to hard content
Build relationships with students → trust w/ them

"Just get it done" — Supervisors
Tested for a week straight (Day during PARCC)
  - 2 hours
  - No brain breaks
  - Mentally exhausting
Note Taking Template

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Interview notes:

- Collaboration is needed more.
- As a parent & Bd. member.
- Big difference bet. my z daughter - PARCC harder & longer.
- 2 weeks of testing, incredible stress from her, eldest.
- Daughter took many standardized tests.
- Stressed info from district, "parents have no choice".
- Tests used for placement. The following year, back to parents don't opt out.
- "Daughter bad for 3hrs, doing nothing because she did not take PARCC b/c she took SAT."

Standout quotes:

- "District don't prepare the students for PARCC at all."
- "I've seen children literally break down from the test."
- "I do not support PARCC at all."
- The pressure & stress is unnecessary
- Culturally biased tests - I am Indian! But I feel this is unfair.
- Teachers & educators should construct the tests & have input
- Find a better substitute as quickly as possible
Note Taking Template

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Interview notes:

1. What brings you here?
   - son in 8th grade.
   - thought it would do progress but uncertain.
   - changes for better but lots of controversy.
   - take it less seriously.
   - needs students to take it seriously.
   - results are not real.

2. What is at stake?

3. Your PARCC story?

4. PARCC Benefits?

5. PARCC Frustrations?

Standout quotes:

"However is getting results, perceptions have to change."
"So much negativity."
"PARCC has not been designed to prepare, mainly assess."
"Real timely feedback"
"Has to be a standardized test."

Do you come out of this work? (3) students feel it is important and give educator idea of ability.

Anything else? (3) students do not get results in enough time.

PARCC Perspectives Community Meeting
1. Negativity where students just feel what they had to.

What do you hear from community about PARCC?

- Parents who value academics and see it as good
- Parents want students to take it seriously
- Do not get timely information or what to do with that information
- If results come before school year - can use it to benefit.

Does PARCC prepare students for college?

- It has kind of prepared students for tougher problems but has not been designed to prepare mainly assess.
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Interview notes:
- Parent 3 children, son Freshman to be affected by PARCC, Concerns about his graduation
- Has always opted out, Not eligible for portfolio
- Has student, High achieving, but want graduate, if he does not take PARCC.
- The anxiety around the test affected her daughter, Affected her privacy and started bullying by separating out students who struggled with test.
- Only from Regents 2hr test 2015 Done, end of year - No cut time

Standout quotes:
"Not enough computers - so for two weeks, not yet done, no recess, no break, just PARCC"
"There should be a standard, but what is it? Annapolis curriculum is, they have a final, they have a test!"
PARCC is not proxy a well rounded assessment as a final exam in a course does.

- Too High Stakes
  - Testy skills only
  - Concerned about passing not learning

- PARCC non-4 scores are key required to take summer school.

  "You didn't get a viable score"

- PARCC will not show growth - Teachers can assess growth

  "There should be a standard, but that's what the teacher/class is for"

Student - Teacher relationship/reporting

* Too much high stakes anxiety
Note Taking Template

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Interview notes:

- Son is 12th grader
- wants to know purpose of these tests. Why caring if you
  - Why is this so important? What is at stake in regards to
  my son? What if he doesn’t pass? Why does he even have
  to take this test. Most parents don’t even know what the
  PARCC is. Basically—just seems to have been thrown
  out at us. My understanding PARCC can replace entrance
  tests at colleges.
- PARCC hosts—our 2 yrs. experience. My wife is a teacher.
  She tried to explain PARCC—but it’s still confused.

Standout quotes: What is really the purpose of this test?
• What a benefit?  - NO

• Parece a frustración - YES - to close the prompt test to PARAC w/o full explanation of what it is, purpose,

• Hope to find answers to get a better understanding about PARAC to share with other parties. A better understanding of what PARAC is about.

• NO
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Interview notes:

* 1st grade teacher - has not given the PARCC (1-3) school - so just third grade

- Active in association - community wanted to see how decision is being made - active part of the change -
- Term 1 among parents + staff - hosted events to help parents experience (at MCC) + fun word
- More about the pitfalls + students under stress
- PARCC used to identify basic skills kids
- classroom time lost for test + for prepping for the test - should we prep? - how much time to prep?
- worry about new test - does it have to be as big
- only third grade taking test + whole school is held captive

Standout quotes:

"Students get tutors to help them pass test"
Test coordination schedule - need tech people - lots of man power.

- For third graders it is new for this test - it made them nervous - moved them from the classroom environment - not used to sitting that long.
- Too much for third graders.
- Caused pause to be empathetic to 3rd graders.
- Our district is competitive - parents "ease" stress by getting their a tutor - then how authentic is it.

I question the cost of the test - + what does it tell us what we don't already know.

Hopes next test will be authentic, usable + have purpose for classroom instruction.
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Interview notes: Public school educator in urban district. She here for urban student, she believes it is impacting them negatively.

What are we seeing it impacting negatively mentally, emotionally, & culture as its result incorporated with curriculum result.

- No benefit
- Educators can’t accessibility that really give something output
- They focus only on test, should focus on other aspects too.
- Students are not aware of consequences of test result, negative consequences, all they suffer.
- It puts lot of pressure on teachers, student, & parents.
- PARCC can cause other benchmarks tests too.

Standout quotes: It cause of the benchmark tests & pressure more students.

It unnecessary pressure students & they loose learning.
- High impact of negatives of test.
- It becomes test oriented test & loose actual learning purpose.
- As a educator I should only test that students learn what I teach & PARCC may not be doing that exactly.
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Interview notes:

- Burden on schedule & tough on students (Sp.Ed)
  - How can we do better?
- Sp.Ed & students of color are at disadvantage
- PARCC story: Math for emotionally disturbed kid, any of PARCC had issue and does it reflect his capabilities
- PARCC benefit: no. At district level test are better done & provide results immediately
- Small set of questions do not indicate the results.
- Future - class level, portfolio assessment is better & has all data reqd
- More input: hoped that this input is used rather than just finally giving agreement to test from highest bidder.

Standout quotes:
Note Taking Template

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Interview notes:
- to be present in district and see what direction we might progress forward
- PARCC test experience - grouping multiple days, administrators helped - math PARCC administrator for middle school office
- PARCC benefits? data is good evidence tables - directly to standards and can determine trends - PD offered to understand data but cannot drive instruction because data comes too late
- PARCC frustration? angst - change - past & current tech component - great for school to add tech but pull for testing 4 months in some ore in another - finances critical to get tech back to students quickly
- district adapting + getting better change scary + impact important

Standout quotes:
"4 months of testing"
"slow + steady implementation necessary"
"new assessment should be meaningful and do what PARCC should have"
- PACE takes *time* - wasted learning
  Staff Concern - Special Teachers
  Doing small group
  Manpower required very long
  Amount of time (days)
  - administratively - considering other
  tests? - no - state decision
  - other tests available - but already
  feeling
  ETC already in place & PACE
  strategic goal - meaningful
  feedback to drive instruction

- Managerial Coordination - cost
  Counting - train Teachers - but
  mistakes will happen (reported
  error but unswervy)

Hope forward -
slow - steady - no fast change
so don't have more of same
issues

appreciate opportunity to give input
for grad requirement - process
right now must take hard for
parents to understand

student may demonstrate in many
ways - don't know best way, put
messy right now.
Note Taking Template

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Interview notes:

Parent has a 4th grade student in 5th grade. He wants to make sure she is learning compared to other states.
He was concerned because the results of child's testing was not given.
He believes in standardized testing. He doesn't have anything against the PARCC. He feels that by completing the testing you will not have weaknesses.

Standout quotes:

Test should not define instruction but data can be useful.
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Interview notes:

- Need to “identify a better tool to assess students that meets the needs of parents, teachers, and students in the district”
  - needs to be something more than ELA and Math
  - identify knowledge a student has
  - doesn’t need to be so long as PARCC currently is
  - by no means should there be any prep – takes away from teaching
  - NO comparisons between districts (too many external factors)

- SHOULD NOT be tied to graduation and teacher evals

“’My children are at stake’
- Why can children use an alternative to PARCC for 5 years and now it counts for graduation?
- maybe GPA can be considered
- opted children out every year since it started
- Quote from son: ‘That was a joke’
  - he took it this year because he is panicked that he won’t graduate
- overtesting juniors: SAT, ACT, PARCC, AP classes/tests

"I have seen absolutely zero benefit"
- it has pitted people and districts against each other

Standout quotes:
- CIRCLED IN BLUE

- until this is resolved PARCC should be cut from being tied to evs + grad
- NO TEST should ever be tied to graduation

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes: [Handwritten text]

I am here because I want to understand why we have to take it. I am here for my peers. I want to understand where the data is going. Our precious time as students is at stake. We don't have a lot of time to learn everything we want to learn -- PARCC pushes us back.

My PARCC story - my fellow junior and I decided to opt out because we already took it & passed it. All the administrators were very upset, but it. We didn't know why. What is the purpose of this? Taking it -- they have never explained that. PARCC has not benefitted me -- it is a waste of time. I never saw results. I don't think my teachers were prepared for it or believe in it either.

Standout quotes: [Handwritten text]

All students stood together & did not take it. We were very upset that administrators got mad -- there is no reason they should be mad!
Maybe PARCC brings your comprehension up but I didn’t know that.

I will be honest, I hated it because it was told I needed it to graduate. But it causes me frustration because it is a lot of time for a test and it interrupts the rest of my schedule.

Even if you aren’t taking PARCC, I still have to put in my class and wait for it to be over for other students. Such a waste — it feels like we are being punished.

I hope the Department of Ed listen to students — we are the next generation & we know what it is like to take this test. I hope they can listen & either make the PARCC better or completely gone.

PARCC is not necessary — let’s go back to paper & pencil tests. We shouldn’t have to take tests on computers.

We need to be taught more important real-life skills for our careers.
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Interview notes:
High School Latin Teacher in [Name Redacted] - teach all levels of mixed level classes

During testing weeks, some students will be pulled while others stay, so material needs to be retaught. School changed procedure so English + Main teachers were responsible for testing.

Colleagues now do a countdown to testing ble of last time

Experience with standardized testing in PA - response to a prompt, but no testing in HS. When PSSA was administered, kids didn't take it seriously. Remembers panic when PA decided to tie PSSA to teacher evaluations. SATED in NC truly teaches to the test - very different experience

- Are we actually educating the students or teaching them to take a test - there needs to be a balance

Standout quotes:
"Political parties looking for justification to take away teacher resources"

"We either teach to the test or teach for the world."

"This test should not be used to serve one political party"
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Interview notes:
Dear student STRESSED out. Something must be done before we are burning out our kids. I know how hard it is to administer with new curriculum + testing, were supposed to narrow the field + go deeper, but the kids can't handle it.

He told the BOE (testimony) how teachers must teach to the test.

NJ is so tiny, but population is huge. The puzzle pieces on the slideshows don't proportionate, it is not how it valued. "We waste extra time that can be used for more important things."

Teachers wanted to have 3 days of testing so so shutdown of learning doesn't occur. State said no, they can't take 2 weeks of testing plus previous week reviews all the prior testing. It was a difficult decision, plus science was the following week, too.

Standout quotes:
"I see the burnout with our kids. "Blame testing" doesn't matter."
"It's driving me crazy."
"I'm advocating for my students + colleagues. That's why I'm here. I traveled over 100 miles."
"I surveyed my 8th grade math students about what they liked/didn't like about PARCC. The chart showed 60% stated 70% didn't like it. Ambiguity is huge!"
"Don't take it seriously. Type anything in responses. OK: I like cats."

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

GEPA - 4-8-11. Testing every year is wrong. Too long. 4 days of literacy. 3 days of math. 3 days of science? + Field Tests? An- Cere killed in pushing through. Left to benefit from it. Pearson just doing too much - making too much. Tests need to be teacher created. Not just to ask children to answer these. The data is too broad for any use. Can use my own assessments to determine what students need. Kids get burnt out. Tests they take late in the week are impacted. Reading / Writing has changed - focusing on text.

Standout quotes:

"An entire month is interrupted. No- time, no computers - so disruptive."

"English / Math teachers get all the pressure. Shorter P.D. time, less periodic."

"My autonomy has been taken away."

PARCC Perspectives Community Meeting
Hand answers (not a bad thing) but we shouldn't feel the need to prepare students to take tests to, rather to teach skills differently.

Gov. Murphy seems open to change, but so much has been spent. Too much is at stake.

It's not about skills - it's about how many tests are taken.


"We are causing the students undue stress.

Contradiction.

Using the Computer instead = whole new issue.

Go Away.

Other countries test differently - we should look to their models.
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**Interview notes:**
- Different assessments for diverse children?
- Which platform is tested in Science/HS student S.
- I receive no feedback on how they perform, nor the students.
- The questions are difficult for even the teachers to understand.
- Assessments not taking into consideration the circumstances or personal situations.
- Past educational testing - engaged educators to be involved.
- Feedback from test needs to be used as a way to help students improve.
- Parent-teacher, teacher-student relationships all help students.
- PARCC has not benefited - taking time out of curriculum.

**Standout quotes:**
- "Suburbanite questions"/ "We need to address the needs of our students, strengths & weaknesses.
- Tests without teacher input is detrimental to students.
- "Emotional welfare is met, besides PARCC test.
- "Sick from anxiety" - students.
- "Test that causes anxiety - culturally aware."
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Interview notes:

- DOE Member, looking for a way to assess other tenures because of too much stress on EQA
- I remember when it came out we thought it was a money maker for testing companies. 6th high-paying district. Poorer areas struggle.
- I don't know if it has. A lot of noise from parents initially.
- News is filtered after initial stories.
- I think there has to be a new way to assess students.
- I think PARCC has to be more way to assess social issues could affect success.
- Too much stress on pot tests.
- Take the stress off, look at other ways to assess.
- Listen.

Standout quotes:

Did you have frustration with HSPA? What was wrong with the HSPA? No, story of student....

When I adopted my son he was already the person he would be. Asian population shows performance reports.

Danger of averages? Punishing diverse districts.

PARCC Perspectives Community Meeting
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Interview notes:

Not a fan of PARCC
Algebra PARCC, don't want pass then Alg again - which will be an instrene to
Highly stressful, Practice until 2AM!
Have not covered all the topics yet
Taking since 4th grade, They do not do what they got
Wrong and results don't come until Dec. of following year.
The preparation for test was more overwhelming than
the actual test. Teacher expected students to self-learn
topics that would not be covered before test.
Poor students do not have the technology to study
Doing work on test itself like an NJAsk was better. PARCC
-Did in paper and transferred.

Standout quotes:

* IF I can't pass the Algebra PARCC then I have to
  take Algebra again which will obstruct future classes
  she could take.

* There are lots of rumors about PARCC but nobody knows truth.
Does not really know what is expected for passing. Seemed like teachers did not know. Kids kept in the dark which causes more stress. Stress less if information known ahead of time.

Lots of curriculum learned not needed.
Only 3 chapters were covered.

"Purposefully pick the most boring reading. One of mine was connected to the Bible — I don’t know anything about the Bible. ""
Interview notes:

My name is [redacted] from a school. I want to explain to the people who are in charge of assessments that we want more time to work that will help us in our future and our career -- not more assessment. This is important to me because we are the next generation who will be running the world and we need the right tools to be good at it.

Nothing is at stake for me because I am fighting for something -- a better education that will help us live in the real world. The PARCC doesn't test me on what I need to know. I really tried on the PARCC in my freshman year and I did this year because I felt threatened that I would not be allowed to graduate.

Standout quotes:

"I want classes that match my interests and will make me want to do well and change the world."
PARCC doesn't provide us with what we need to succeed.

We should be tested on what our goals for the future are – and what are the tools we need to achieve those goals – and are we using the right tools to reach the goals.

PARCC causes me to stress over an assessment that isn't relevant. It is unfair that teachers are judged on how well students do. There are many times I feel that it just can't be right if we really shouldn't be taking it.

I hope this event will show that PARCC needs to be reformed. PARCC cuts down on our time in other classes.

PARCC is not what we need as students. We want to feel that we are on the right track in life – we want to know and feel that when we work hard we are going to be okay -- PARCC doesn't do that. It doesn't help us with our goals.
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Interview notes:

- Too much exposure to radiation due to students staring at computer screens
- Some students benefit while other sleep during class
- High school special Ed teacher came here because PARCC
- She wanted all her students to be successful, however, the school scheduling is a big concern for her.

"Teacher did not have enough time to teach due to conflicts with scheduling. Administration of PARCC during April, school admin took Chromebooks and left students handicapped. Chromebooks were not accessible until June 1. Teacher did not have access and instruction was brought to a halt, lack of technology throws students routine off especially students with disabilities. Once chromebooks are brought back in late June, Teacher has to take too much time to reengage students back."

Standout quotes:
- Kids with special needs are missing core instruction, but still expected to perform with the core Ed peers.
- Scheduling is a huge problem.
- I don't know why they have to make the asteas so convoluted/ complicated when the principals are simple. Too difficult for no reason. Tests need to be not enough time much shorter.
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Interview notes:

About kids future about taking the PARCC
Thinking about his kids future concern parent
Parent worry about the PARCC test, kid worrying about frustration from test
Doesn't know enough about the test
Wants to improve PARCC test to make the students understand better so it won't build too much pressure on them

Standout quotes:

Better knowing the PARCC test and to make the test more understanding or replace with one that the students
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Interview notes:

NJEA member: urban teacher (elementary)
Teach in K-8
From Sept to test that’s all that’s talked about.
Takes away creativity from teachers.
She has different levels in classroom. Her testing differentiates yet PARCC doesn’t.
PARCC testing cause frustrations with students not ready to take test. Nothing the teacher can do.

Standout quotes:

Instructinal time is lost for months - not enough computers in school from K-8. Pulled from her teaching class to proctor exam for 2 weeks
There is writing and test writing
My ESA students are taking the same test as gifted students.
3rd grade - 3 page long essay and student is learning how to pronounce words with "th"

PARCC, Child report card & done reading assessment help assess the child going forward.

Can not be one standard test for diversified student body.

IEP child finishes test first. Check same answer is not meaningful to them.

Need teacher input.

3rd grade student but academically not ready. Not fair to have scores reflected in school teacher evaluation.
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Interview notes:
- 23rd yr of teaching - seniors. SAT & APs
- "Central Elements" course not rigid but need support
- Seniors: Portfolio in place of PARCC. Others take PARCC.
- Portfolio is alternative. Reading teachers created & submitted to state. Students not motivated. So meeting teachers tried all measures, but not work.
- Failed PARCC, failed many times. So exempt.
- Test has become migraine. The opt out rates.
- Kids can sit in gym if not at early dismissal.
- 10th graders need PARCC as graduation req.
- Did well on SAT but for PARCC speed dropped.
- Frustration.
- We expect them at highest ability. Admin sees needs on deck - this attacks teachers evaluation.

Standout quotes:
- Test has become a joke in high perform.
- District.
- Kids get upset frustrated at length &
- Time. Staring & searching.
- Mindset affecting teacher evaluations.
- Want test to have useful data to help kids.
- Broken system. It just can't convey any
- Good intent a very foolish one.

PARCC Perspectives Community Meeting
A/S/A and GCSEs.

- Similar to SATs, Act 7 text-based evidence for persuasive writing prompts - creative approach to some learners
- Spelling component. Teachers assessed.
- Many teachers not evaluated under pressure compared to other teachers.
- Weak in grammar, syntax etc.
- Grades children not motivated to take test which has a social reputation.
- State says failing schools is punitive.

- No creative thinking.
- We can prepare for SATs but this test-prep only time was an issue.
- Multiple measures needed - SATS used and alternatives - e.g. portfolio approach; eg for fashion design, geometry skills to cut fabric.
- Ad campaign.
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Interview notes:

**Urban Teacher - 30% SpEd, Do not do well. 72% L.A.**

Pressured: Fears school for years (now out), new scoring school. Reg. Educ. Dept. - observe teachers. In Consistory - Each year it changed/has shifted about. (5 years early - 3 years late). Test scores were most unreliable for infants. 5 is 8th grade (sex school). Test scores were most unreliable for infants. 5 is 8th grade (sex school). Created a large university. Soc. Stud. & Sci. do not let that affect it. Students were content.

**Testing (L.A., mem).** Tech time = 11 school with computer testing. (CA, mem). Students are not testing today. 15% out of 150 did not take that. Never received.

Year 1: A lot of push back. Is L.A. not testing? No, it's a test of what they did. Community still doesn't value it so kids don't want it. Community still doesn't value it so kids don't want it. Community still doesn't value it so kids don't want it.

Community is very hard to get students to buy in. Community is very hard to get students to buy in. Community is very hard to get students to buy in. Community is very hard to get students to buy in.

Year 2: Students at test level. (Test prep is not a bad test. Real prep is...)

Test Prep is not a bad test. Real prep is...)

Test Prep is not a bad test. Real prep is...)

Test Prep is not a bad test. Real prep is...)

I'd like to see people all over the country getting some skills. Testing is not the answer. People had well before today.

Standout quotes:

"We kept telling us they were doing the right thing. No. "L.A. not test much more pressure. Then the worst part. Devise a conquer strategy. Across departments."

"After 1st year we did not recover from that mindset of opting out."

"The system is rigged - it's us against them. "Business of test giving is not about caring for kids."

PARCC Perspectives Community Meeting
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Interview notes:
- Concerned about PARCC from beginning
- CST members highlight lots of community/student resistance
- PARCC only assesses how a student does in a given day
- We need something that better assesses strengths and weaknesses
- PARCC does not work for kids not going to college, doesn’t help with life
- Only good for kids who test well
- Her district needs RTTT money
- Most learning for life happens outside the classroom
- Too much instructional time devoted to testing
- District testing also happens, added with PARCC there’s too much stress, not enough instructional time
- Hope for alternatives to testing, especially for classified students and kids not going to college

Standout quotes:
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Interview notes:
- This test is so much more stressful as a teacher.
- 12 years, literacy teacher 8th grade.
- I do understand that there needs to be some kind of assessment, not sure PARCC is fair.
- need to get scores so that it can actually help the students by helping to instruct us as teachers.
- My students had too much testing, too many days.
- Last classroom teaching time lost.
- I had to test students that were not my own.
- Made it stressful for the students, so they did not have a good comfort level when taking the test.
- Very stressed to worry about messing up something that would affect the students test.

Standout quotes:
- I worry about the way any new test would be managed, implemented, how many days will be required for the testing.
- Concern these students do not take the test seriously, and some do worry too much. How valid is the test to show what they really do know?
Technology lost; technology for classroom instruction because it was pulled for use of testing. Once my Chromebooks were taken off testing, I was concerned to be used for testing, I was concerned for my classes not to have it. The cost of technology is also such a concern for districts.

I'm surprised about the frustration for the students.
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Interview notes:
- Bilingual educator, union rep (taught elem + middle)
- Too many students worried about tests throughout the year, have taken on PARCC-like formats
- Presence of RAC impacted planning
- Sense of rigidity of lessons - test prep mode
- Educators focused on metrics - knowing the value of essays, teacher stress in preparation for PARCC
- Mental health of students and teachers
- Students have cried during test, threatened to bomb school, need for suicide assessment
- Can see stress in colleagues & administrators

Standout quotes:
- “Concerned about my students & fellow educators”
- “It’s like a game—how to earn points”
- “In my teaching I felt inadequate” (labeling of focus)
- “Traumatic experiences should be given a year of exemption”
- “Trauma trumps the test”
The benefit if anyone - me bilingual scored a Level 5 on math, high performance for some students - difficult to figure out what was the cause of success for these bilingual students.

Biggest frustration when a child can't get an accommodation and needs it.

Need to be able to make adjustments like in the classroom - list of accommodations need to be broader.

The still value in measuring growth paper + pencil, artistic, presenters - example performance portfolio.

Remove from teacher evaluation.

Example - home schooled or students returning from a detention center should have a grace period before expected to test.
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Interview notes:
- parent of average MS student/ high achieving district
- Every spring same test- daughter took NJASK before and now PARCC
- daughter was high-level in math previously
- we need to rethink amount of time to sit for tests
- real life does not model this, but we do need some kind of tests, but 6 days is too much
- what's at stake is "how teachers and students perceive themselves"
- I am also dir. of assessment at my school
- daughter wanted to optout but I could not allow her to
- she has not seen her PARCC scores (7th grade now)
- daughter is "on cusp" with scores and may not be Algebra 1 ready "average math kid"

Standout quotes:
"What matters most is what her teachers say in conferences"
No benefit as a parent.

- Frustration is she is not motivated but I have to get her ready for the test—how will this impact her teachers?
- Most test refusals have been higher ability students.

3 things to come out of work:
- Graduation requirement
- Teacher evaluation tied to test scores
- Too many hours/years devoted to testing between gr. 3 and high school.
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Interview notes:

Special Ed teacher issue w/ 1:1 CPU medium
Why is it only computerized or not adequate
for assessment esp for math. Why take ability
to draw, etc.
Lots of emphasis on assessment, student may
feel like failure.
Iready, ANet, STEP, PRA are already given
benchmarks. Summative on top of that
Watching kid melt down taking test without
proper modification, like text to speech.

Standout quotes:

I know there's a paper-based test, but we
were told we can't have it.
Assessment put 'tags' or labels on people
more time testing than teaching
Access to internet doesn't mean you have a CA
Kid(s) are pressing through on PARCC test to get to submit.

Benefit: I don't see the benefit. I see what's going on. I see how they take it, how they score. We have.

I like NJASK. That test didn't cater to students with severe cognitive disabilities.

Frustration: Can I just say yes? Biggest: having student not have software they need. Going tit-for-tat about getting more like text to speech. Student should not need be assessed the same way.


Standout: Paper-based would be a better option.

We have all these other standardized assessments. Why do we need PARCC.

"If they can hold a pencil, they can take the test. I don't think it's for my population of students."

We don't wanna take care of our brothers, but we don't wanna include them."
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Interview notes:

- 3rd grade reader feels it's child abuse.
- Co-writer feels - some parents are overly driven.
- I'm teaching to make kids ready for test. I've gone Bogus.
- close with 3-5 very low classifications. Level of IEP children take the same test. Students have high anxiety, they shut down.
- I differentiate for every child but the test doesn't do.
- Kids only have certain attention span. This test is developmentally inappropriate. The children are wasting time when chromebooks are not available, for the end of the year test.
- Format is confusing for math as in fractions.
- It's a marking propaganda by Pearson.
- PAARC forces memorization of skills but incompetent.

Standout quotes:

- It's a bullshit test. The scores mean nothing to me when they come. I'm sick of tired of children being used as guinea pigs.
- Lack of chromebooks availability for students, because they need to be prepared for testing for a long time. Too long testing time.
- It does not truly benefit the students, it wastes a lot of time. Loss of instructional time to students. They do not measure up. It just stops.
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Interview notes:

01. Year of Board Ed. involvement in Ed. issues since 1965.
02. Work on Assembly Education Committee.
03. Important as parent - BOE member. "We've seen what we matured into." - Unfunded mandate - District spent $x on mainpower teaching to test, should not be this way. So far, a high rated district.
04. "We have a high minority student. - Average of the Test. 90% are Hispanic. Is it affecting the district. The "lower" scores vs. "higher" scores. It's for public group.
05. "Nothing to do with teacher Eval. Our evaluation criteria is very good!" Public does help.
06. Other assessments in past were not "high stakes". Quick, Easy did not affect student teachers.
07. Year took the day 1 to mirror H.S. Students. Need based kids were "passed in" & took their time. "Value of data is poor. "Corporal Punishment"
08. "PARCC has no benefit to districts because of poor data. I don't care how we rate vs. other towns or states.

Standout quotes:
01. "PARCC = Corporal Punishment."
02. Solution is simple - not complex.
03. "Cannot be a political tool."
04. "Politics need to be out of this."
- There is such an issue. It should not have been a major deal.
   Reason it was a big deal - 3 hour test; Nothing explained correctly;
   high stakes - grad required to pass
   - There is not a test for someone not going to college

- Next Phase: Cannot be a political tool. It should be NJ concern only.
  - No graduation requirement
  - Early entry - 3 hour test
  - Comparing between Socio Economic/Ethnic etc.
  - No teacher eval
  - Politicians need to get out of the way.
  - 6 years - nothing good
  - State Board does nothing
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Interview notes:

- to sit beside

A recent graduate of a teacher prep program, product of NCLB generation. I have taken tests, will be responsible to test students.

It's important to me because the test does damage.

We know that poverty, institutional racism, is the cause of disparity. We are over doing something that we already have an answer to.

2 layers of what's at stake: Tangible - time and funding, emotional - it's a form of punishment - things that are out of children's control.

PARCC story: We are producing a generation that have normalized testing. Testing has become a default to new teachers that have lived through NCLB. So teaching is only about lesson planning that correlates to the test.

Standout quotes:

- There need to be portfolio assessments that are locally controlled.
- PARCC is doing more harm than good.
- 2 layers of issues at stake - Tangible (time, funding), emotional (punishment for students and teachers)
PARRCC has provided no benefits to me as a student or as a teacher.

I hope that portfolio assessments that are locally controled.
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Interview notes:

My name is [blurred] and I am an 8th grader in [blurred]. I wanted to be part of this event but I have a chorus concert. I am doing this interview over the phone because I want people to know I think PARCC should be stopped. It's important to me because I think we should spend more time learning and less time testing. We students are losing valuable learning time. We are trained on the test not on things we need to or want to learn about.

My PARCC story - for instance in math -- there are so many questions and the wording is too hard to understand. By the time that you get to the end, you just give up. PARCC has been a nuisance to me. It is always on my mind because I have to do it.

Standout quotes:

We are trained to remember things not to learn things.
PARCC is just something I have to do. It is a burden.
When we are training for PARCC all the kids in my class complain that we could be doing something better or more valuable for our learning. Instead we talk about it from the minute we start school in September.

PARCC has caused me much frustration—especially the math section. The wording is way too confusing.

I hope people who can change the test can see that this is not helping teachers or students. I hope they stop it all takes away from our learning.
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Interview notes:
- Principal of local Grade 5 teacher: concerns about assessment & related to test, other subjects not included in content & thus rejected.
- 5th Grade teacher: 30% of evaluator & its flawed and should be 0% of evaluator.
- 4th Grade teacher: check their test.
- Bullet points:
  - A team has been created.
  - Some have been impacted.
  - Communication is key.
  - Benefits: helps re-engage, re-evaluate, re-focus.
- Evaluation back helps us move forward. We need to re-evaluate.
- Evaluation is as a team. We need to talk more.
- Teachers rated with peer. Students' work not consistent.
- Teacher rating on incomplete until Jan. 2019.
- Yes, I'll say, 'less flow.' They are difficult.
- Find in assessment that will be funded by educators, not public.

Standout quotes:
- "Amount of importance this test has is not a concern.""Helping their
- "Waste of money.""They don't care in January. "Helping their
- "Stupid thing is the same every year. "Helping their
- "After PARCC test lets check out.""Helping their
should be an alternate evaluator
and to do portfolios if they passed
Technology is a problem - districts went out
of their way to purchase the technology
should be faster results if it's done on
computer
Teachers wind up sitting more in their
teaching assignments based on sine.

Phil Cohen
Note Taking Template
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Interview notes:

1. What is the cost of standardized test?
   - Are we doing what is right for kids?
   - (Maybe not)

2. What is at stake?
   - Kids are not getting what they deserve
   - What is going to happen if they fail?

PARCC - Frustration?
- Missing the connections at the heart

PARCC - Bureaucracy:
- Standardize grading - retaking Project Based Assessments - Monster Truck

What else?
- There is a better way! We need to find it.

Standout quotes:

- There is a better WAY!
Note Taking Template

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Interview notes:
- "Middle school is pivotal time"
- "Kids should not be defined by one score"
- "We're all different and important in different ways"
- "My students are so anxious that they've failed before they started" - this stress is much more noticeable in 11 x 12 year-olds
- "The technology helps avoid errors with penmanship"
- "PARCC can create animosity between staff members"
- "Children should be assessed on the growth they've made"
- "These tests don't measure the full knowledge of the child"
- "Students need to be assessed more fairly in a broader range of skills"
- "Primary goal is for the kids to be engaged and feel comfortable learning"

Standout quotes:
- "My students are so anxious that they've failed before they've started"
- "Children should not be defined by one score"
Note Taking Template
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Interview notes:

Student: Student locked in bathroom during science assessment.
Real fear in taking assessment. Student, school is a challenge everyday. PARCC comes: 750 is an impossible goal. What better way to assess? Score never counted. Scaffold: student should be dyslexic can listen, can't decode, denied.

Freshman: one note item is needed to him. Not for PARCC.
Assess understanding not reading skills.

181: PARCC scores go in: 700 or below. Scores mean something?
No correlation PARCC and SAT. Scores determine students about end; students cannot show their learning.

All students need to take PARCC other test one: not PARCC. One must enabling kindergarten to figure out objective.
Best this right. Except a handful.

Standout quotes:
"Graded torture."
Note Taking Template
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Interview notes: Professional Development Consultant
Retired Teacher from World Language - German
Felt testing was major disruption - PARCC in particular
"stopped" learning
Friend was/is Special Education teacher and feels that doesn't provide effective assessment for them
Concern about assessment results being given/used by current teacher of that student or have the results of the students from previous year
Questions if all schools are able to be as meticulous about daily level of details
Hopes test can be administered without stress, interruption and loss of time with other subjects as well

Standout quotes:
Felt PARCC was a major disruption to the teaching and the learning process.
Note Taking Template

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Interview notes:

- Please projected $2.49 million dollar profit.
- Discuss path forward is what brought me here. Empty testing taking place.
- No discussion path forward is what brought me here. Empty testing taking place.
- Scores not provided until 2 months later. Stress on teachers and children.
- Scores not provided until 2 months later. Stress on teachers and children.
- Students under 6 years old should not be subjected to standardized testing.
- Students under 6 years old should not be subjected to standardized testing.
- Typical + Early Cognitive Reason and emotional Development suffers dramatically.
- Typical + Early Cognitive Reason and emotional Development suffers dramatically.
- Test results are not providing foundation for development.
- Test results are not providing foundation for development.
- Hope that DOE brings in child development experts to understand the cognitive development of students.
- Benchmark testing should be done at beginning and end of year to show development.
- Benchmark testing should be done at beginning and end of year to show development.
- State should provide services to students who need assistance.
- State should provide services to students who need assistance.
- Proper environment (books, study time, etc...) need to be provided to help increase scores.
- Proper environment (books, study time, etc...) need to be provided to help increase scores.
- Standardized tests should begin in 3rd grade.
- Standardized tests should begin in 3rd grade.

Standout quotes:

- "PARCC ruing 2½ weeks of my school year."
- "PARCC ruing 2½ weeks of my school year."
- "I see no value."
- "I see no value."
- "We overstep our bounds in terms of understanding child development."
- "We overstep our bounds in terms of understanding child development."
Note Taking Template

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Interview notes:

Teacher tutor of students, whose parents asked her to help them prepare for PARCC. 5 yr olds → high school college

Frustration → difficult to help prepare students when not administering the test.

Hope for a different assessment maybe ACT or SAT with a substantial benchmark, do not lower the bar.

Learned about event through a parent sharing a link from FB. Was planning on coming as a recent retiree. Grandson will be in 3rd grade next year.

Standout quotes:
Note Taking Template

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Interview notes:
- Concerned parent
- "Authentic assessment that works best for everyone"
- Gov. Murphy & Dep of Ed are open to listening to our ideas
- Technological problems - infrastructure problems,
- Too much time wasted on test, lost instructional time
- Have heard some positives - "college readiness"
- Test anxiety as a con
- Collaborative designed test
- Excited & committed to the process

Standout quotes:
Note Taking Template

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Interview notes:

HS 3
Horrible experience for students
Time consuming
Teaching to the test
"Shouldn't need to take practice tests for the test."
Teachers can't find appropriate materials to prepare
The arts are being left out/side lined
Reading is also expressed in music and other humanities
Inner city kids have unique struggles and need writing time

Standout quotes:
"This is ridiculous"
"Overwhelmed with outreach effort to change PARCC"
"Overburdening for teachers"
"Big money for companies - it's a huge rip off"
"Too much testing - kids are stressed, go home"
Return to the arts
Kids are looking for an escape - computers, phones, etc.
Need to focus on skills for literacy
Special needs must be better serviced - parents are unaware of their special rights

"Algebra I requirement is unreasonable" - much of this is unused in their future or is automated, or can be found via computer

"Discipline is a factor."

"We need a return to making learning fun."

Socio-economic problems are prevalent and need to be addressed

Stress Management must be addressed
**Note Taking Template**

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**Interview notes:**

- Math teacher all levels 6th Grade
- Classroom disruption - difficult to get through curriculum - no homework
- 15 mins a day with each of classes for 2 weeks.  
- Problems with computer access, no work for 2 weeks
- Finish at different times for 90 mins
- Students sit with nothing to do if they finish early. Some teachers show movies when are not testing
- Teaching for 120+ 15 years
- Typing for Ela easier with keyboarding, but not in Math

**Standout quotes:**

- Problems; Screens are small
- Scrolling, different tabs, computer makes things more difficult. Does not spend extra prep time for the test. Timing of the test causes disadvantages not reached standards.
- Kids who have average to below average I.Q. can’t pass standardized tests can’t graduate because they can’t pass & have
to workshops to pass a test
harms kids self esteem

"I must not be too bright"
because they can't pass the PARCC

Bad, silly to base HS requirement on passing PARCC
Note Taking Template

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Interview notes:

- Wanted to have a voice in assessment in NJ 27 yrs @ current MS. Math background (statistics).
- Was supposed to address access but really didn’t.
- The math part was based on a separate set of standards.
- Questions 2 few and rigorous.
- There is too much data that lumps students together, not enough individual feedback.
- Too much reading in math section.
- There are multi-step questions w/ no partial credit.
- Math is a paper-pencil subject.
- Student can choose any answer on multiple choice.

Standout quotes:
- So they can end early.
- There’s no motivation for MS to do well on test. Doesn’t affect their classes, etc. But teachers’ eval is tied to test.
- There should be a program that aligns w/ PARCC to support instruction (Study Island). This program is too difficult now that it mirrors PARCC.
Non English speaking students don't have to take ELA but all students had to take Math.
Note Taking Template

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Interview notes:

County, 8th grade ELA (83 min block) 8 classes 11th grade “good scores”
1st started - curriculum - reduction of items - Sleepy Hollow/other
non-fiction - focus -
↓ in student engagement - due to engagement
memorized lexile levels - slaves to literacy instruction
Slaves to DATA - SGs, SGRs, lexiles, DRA
We are not doing the best for the kids.
It has affected the kids love of learning.
We are overworked, underpaid.

Standout quotes:

"drastic impact on curriculum"
"Watered-down the class" - teaching directly to the test
"We've created a more homogeneous student" one that responds to the test - generation of test-takers
Note Taking Template

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**Interview notes:**
- HS Studies - transition from 8 to 9 is great, wide-eyed, motivated - receptive to engagement
- Discussions are more cohesive - multi-faceted. There is a way we can do this without 
  all stress on Math + IRHA - overlap in disciplines and should share burden.
- State accurate measurement of student achievement.
  PARC is biased - geared towards advanced students. 
  Depth is more important tested.
  Don’t feel capable?
- Hand the school to a half. SS is “Supporting discipline” decreasing its importance. Teachers
  have to restructure their schedules to

**Standout quotes:**
- HS examinations multi-faceted - can combine subjects - school comes to a half
  Life is multidisciplinary
- Publicly blamed for not doing well
- Valuable resources going to tested subjects
Students have expressed frustration at being forced to use a mode they didn’t prefer (e.g., tech vs paper & pencil) to accommodate PARCC schedules. Technology not

PARCC-like phrasing of some questions—regen—have inspired me to up my game on my own assessments. Multi-step questions require analysis:

Frustration? - That resources not available to me

Different assessment that is integrated. It’s going to be more difficult to teach across content, but much better in general seeing how different facets come to gather.

* Some content not covered before test - cannot cover full year's content in partial year. Many concepts are cumulative, so you can’t catch ahead.
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Interview notes:

- Concern where the overtesting causes downside effects.
- Stressing the students with grades.
- No deep thinking of the students. Seems to be getting lost.
- Lack of better learning.
- Long term effects.
- Not enough work ethics.
- Afraid of failing for lack of trying.
- Cynicism, tapping into love of learning or being good citizens.
- Hope of outcome.
- That NJEA uses teachers to make up the test, allowing questions to relate to student educational learning.
- Results in meaningful assessments.

Standout quotes:

- "Focusing and being afraid of technology."
- Remaining active to make the difference in enhancing the educational testing."
Note Taking Template

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Interview notes:
- Classroom teacher/parent 8th grade
- summer for kids
- full load of chimebooks so shorter time but still intense
- fix the problem

What's at stake?
- Demoralizing to kids/staff members
- some kids put their heads down and say they don't care
- some used to care there was no stake in it for them
- this shouldn't be happening now and my colleagues worked up to this point -
  isn't illustrative of teacher's ability
- PARCC story - student worked into Chimebook - a lot of paperwork
  - student just typed it all (sucks) over flou and typed on essay why

Standout quotes:

PARCC Perspectives Community Meeting
enough - but it doesn't take into account environmental factors like socio-economic status, if they eat breakfast that day?

30% of performance Not-
Superintendent was talking true of different factor groups in district and comparing I district results to A districts - can't compare with those districts that are wealthy / environmental factors

Outcome: Fairer Test for students, faculty

Anything else? Disruptive to the schedule - when there isn't a 1:1 Chromebook

What would 'fairer' look like? Language - some kids aren't exposed to some language (ex: hunting wrong if you're an urban district.)
Note Taking Template

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Interview notes:

It's completely unfair to ELL.
Not tech-savvy; not enough computers.
Unable to take it as well.
Only X amount of student computers enough.
Advocate for ELL and special ed students.

Standout quotes:

"It's completely unfair to English language learners."
"Maybe test them at their level. ELL students."
"Give them what they need—they don't need this test."
More instruction, and less assessment is needed.
I would like to see something fair, equitable for kids."
Note Taking Template

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Interview notes:

Worked in school system of students who have disabilities. Originally excited about PARCC. As a parent, I was problems. Oldest son exceeded expectations. Younger son was diagnosed on spectrum at 12. He is now doing 5th grade. This is problem.

As a parent + ACC therapist, we need to focus on function and goals that can help students reach them.

Project-based example via Colorado example. We scaffold education in the PARCC. Kids cannot scaffold education in the PARCC.

Standout quotes:

- If we don't properly identify students' disabilities and identify strengths/weaknesses, we cannot fully educate them.
- We need to connect meaning and purpose in our education system. We've lost sight - it becomes a one size fits all model.
- I think about large kids with tiny keyboards - do they see for keyboarding?
We are not teaching them to overcome their obstacles. How are we assessing students who are not college-bound? How do we assess their skills? But, they are being told they cannot graduate from high school.

In Arizona, went to college. Did not get a h.s. diploma or GED test. Went to Comm Coll to learn. Went into business. Found a path & a test. Found my own route & path. Not by a test. Grad. 9th grade. Purpose of education has been lost. We need to build skills to foster motivation, to teach resiliency. Focusing on empowering our kids—not making them feel helpless. They need to be resilient & have the tools to manage what society gives them.

NYS has great tools—no one knows how to use them. We don’t understand RTI; we understand how a child struggles. Need to address SEL. Children have no choice. They need the means to equalize. Not to breed fear.
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Interview notes:
- Important for higher ed. to be involved - Kids need?
- Ensure the state is a partner in achieving an outcome that has students prepared - no surprises
- Things are done the right way - Data is gathered and used appropriately
- Data story - too much time lost to prep teaching time
- Special needs consideration

Standout quotes:
"I retired because there was too much besides teaching."
Note Taking Template

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**Interview notes:**

- What brought you here today?
- Hopeful elimination of PARCC testing
- Started a good idea—poorly understood
- Tremendous burden on school district
- Lose resources (computers) during testing
- Should have access to computer at all time
- Data privacy is huge concern
- Our children's future (mental health) at stake
- Dreads taking PARCC exams
- Daughter wanted to take it—dreaded taking PARCC
- Taking cut scores/need time for PARCC
- Schools to teach how to read/write for 5th grade
- He feels it is was: no user’s job to shape online

**Standout quotes:**

- "Data privacy is huge concern (mentioned selling data)"
- "I don't know what we are doing with PARCC testing"
- "Best instrument to judge progress of student is classroom teacher"
* Should get rid of bad teachers & raise everyone up.
* Should get rid of teachers union to help remove bad teachers

Parre benefit?=

Frustration? Yes

Hope? Come up with better assessment based on everyone's feedback. Protect kids & is properly managed

Feedback

Any more else?
Note Taking Template

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Interview notes:

Teacher got in [county], K-5, Board of NJEA. Gifted children. Gifted kids also have their growth measure. Just as important, gifted kids should be measured. Not sure if PARCC is a good measure to see if they grow. First few years, those kids getting 8-9, we identified them as gifted. I don’t just see that in a vacuum. Some gifted perform terribly on PARCC. So, it’s only one measure. PARCC affected scheduling. 6 weeks can go by; I don’t see my kids. My room may be needed for testing.

1) Find some kind of computer adaptive system. We need to measure all children’s growth. Each quest becomes more challenging.
2) If a child is excelled in one subject, they should take that level test.
3) Reporting that goes to the state - in data collected from the 4’s, 5’s.

Break out the data.

I think when the CCCS came about, it was a good thing. Not sure PARCC is the way to test it. I don’t think teacher’s performance should be on PARCC. That discussion should be with a good supervisor.

Paper/essay test should be offered. Lots of kids like to oralate. Even if paper copy were available, I asume we posted or on the computer.

Standout quotes:

“We need to measure all children’s growth” (Tech Gifted kids)
based on the criteria found on the ACE + it's kids at all levels - "lower level" kids rose to the occasion!

Frustration
- Education needs to be meaningful for the kids - how can they make a difference?
- Where is the music? Where is the art? Need to show the kids how math, art, science, music, social studies are now they are connected.
- Put reading back in music + art - give them time to process & learn!
- Remove the categories
- More writing
- Project based work
- Make the curriculum relevant to each kid - let them have a choice
- Stop w/ the 860's - focus on how we can truly challenge kids + see them
Note Taking Template

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Interview notes:

1. How to improve standardized test? Modify to fit kid's needs + thinking.
   - Show growth: get rid of pass/fail
   - Kids struggle w/ reading
   - Stop holding everyone to same pace - used to same standard but at their pace - celebrate the growth
   - Benefits: language arts - promoted kids to identify compare/contrast, read between the lines - kids are learning think more deeply

   Standout quotes:
   * Teachers/Educators need to be the ones who ask & design the tests! * We understand how our kids think!!

PARCC Perspectives Community Meeting
2 questions - no students were able to understand - never being able to see questions intro

- results take so long - data in October - released items
- some kids can sort out - students prepared
- kids joined some confidence from some success
- no graduation consequence - done in 15 minutes
- there is no perfect assessment
- use kid language - relatable to the students
- Monthly cell phone bill - what is that - doesn't everyone have unlimited cell phone minutes
- using all the data - related to too much text messaging
**Note Taking Template**

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**Interview Notes:**

- Total frustration
- "Wait to be part of the change or I have no right to complain.
- 15 years ago NJEA meeting here - discuss testing with county council
- Need to be part of solution
- Kids who failed before starting the test - the math skill require reading - students cannot do the problems (few students have the test read to them) they cannot figure out a word problem on the test
- Special Ed - no melt downs - relax test taking skills
- How is school? 3rd grade - 3rd grade - nothing fun about school
- We work for testing - took 2nd year to get over testing stress

**Standout Quotes:**

- How can I teach content without teaching to test
  - "My young grandson saying that school is not fun at all"

- No assessment is perfect, student doesn't melt down after 15 minutes of class - that is my success - how is that measured on the test

- Family - cut test and everyone on technology - social interactive problems
Note Taking Template

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Interview notes:

* Students refuse to give up their phones before the test & then click through the test because they're annoyed
* Teachers in grades 4-8 don't receive the final evaluation until January of the following year.
* As a proctor (i.e., students in gym) there's many 7th students that try to hide their phones.
* Education has become 'teaching to this test'.
* Technology dept. spends almost a month updating laptops & Java updates prior to the test.
* There are key words that we are taught to teach to the kids so they do well on writing portion

Standout quotes:

"There is not one positive thing about this test."
"Why are we hiring people off Craig's List to grade the writing portion."
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Interview notes:
- Could the test be administered later in the school year to prevent (after the test) giving up (in list)
- What other forms of assessments are there available?

- The SGP evaluation protocol is horribly difficult & prevents teachers in preceding grades from collaborating, because 5th grade teachers do not want 4th grade students to do well. It pits teachers against teachers.
- There's no way that the SGP should be 30%.
- Teachers don't want to teach in testing grades anymore.

Standout quotes:
"Why are teachers in grades 4 - 8 evaluated differently than the rest of the members of our union?" (30% SGP)
"Our administration told us that "it's ok" if we can't fit S.S. and Science into our daily lessons." (Elementary)
Note Taking Template

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Interview notes:

- High schooler / Middle school Board 教授; actively involved
- Length: too much / amount of time to learn the material
- Disruption to class
- Let the kids get a full year of learning.
- Parents have students who took IEPs. They can’t handle it.
- Frustration: Lack of Clarity to opt out / in.
- Testing needs to be reasonable 1 day of Math / 1 day of English. Parents would like SAT / ACT be more accurate. Consolidated testing.

Standout quotes:
- PARCC: Not levering up to potential (students are being stressed enough). Most parents are of no benefit to them learning. There are other learning assessments that are far more meaningful. Students done up to testing, had a month of straightest testing. Parents wanted to opt out of the tests.
- Many people don’t view an issue in state assessment.

Shorter, less stressful, less disruptive to learning.
Students who had no motivation to even present. Not interested in college. PARCC or assessments for graduation have become so political. Requirements are changing every year, some parents don't know kids must act for PARCC to graduate.

PTO - Save our Schools - anti PARCC - it is a product of political
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Interview notes:

Huge opt out rate. Students primed to take as many tests as possible. PARCC has lost its credibility. It is disruption for such a long time. Prepare students even if weather has impacted even days in school.

No vested interest in the test.

Sampled test prior to PARCC, students dragging sentences and using Chromebooks - very frustrating using technology - even though they know the context students are stressed. Sophomores don’t have to pass, but have to sit for it. Pearson gets theirs & students placed in a class just because they have not passed any tests for graduation requirements.

Standout quotes:
Note Taking Template

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Interview notes:

Grade 3 teacher Math/Science

Here as a parent, too. → anxiety for parent and student

PARCC questions - 3rd graders are not mature enough to answer the questions - "It's a reading test." → "Is the test appropriate?"

Lost instruction in preparation (computer tools, working on tech to become familiar with it)

A lot of pressure; teachers become anxious

Teaching to the test - test samples (e.g. open-ended questions)

After-school test prep

Length of the test - too long - 7 days

Standout quotes:

"I really liked NJ ASK." - didn't feel as much anxiety
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Interview notes:

- Vietnamese Ed
- Teacher: [Name Redacted]
- Middle School English
- 4th, 5th, 6th grade
- Test: Day Written
- Very aggression 8th & 9th
- Testing
  - Equality does not serve the students
  - 3 hrs 20 min. Students just sit
  - Feel the test doesn't mean.

- Pearson Lab Test
  - 3 reading/sampling 8.7
  - 34 6th, 6th gr. practice test

Student quotes:

As parent, the PARCC did not correlate for class 2018

Bottom line: Test March testing
**Note Taking Template**

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**Interview notes:**

**HS Teacher - MATH**

Teacher: Concerned about PARCC (do not see the results)

If students need to come up with better Grad Req.

We over test (6 Assessments) students mentally exhausted

Lost 2 mornings ELA 2 mornings math

Students don't see a value in it. No ability to do a diagram on iPad

Need Math/ELA for Grad Req. wording is confusing

PARCC trying to do too much

Kids spending the most out of time (smart kids)

Kids who pass their PARCC should not have to take it again

Why are we raising the bar when they are struggling

Computer shut down


**Standout quotes:**

- Benefit: "Parcc Practice Question" Problem tested on curriculum 70% - 90% of course

I am hoping we will consolidate our Standardized testing gain more from less standardized testing

You can't do the work on a computer (MATH)

No Retail Allowed

Standards for Alg 1, Geo, Alg 2 are mixed together in the HS math Standards

PARCC Perspectives Community Meeting
I do use some AAC intervention materials.

- but again we need to allow students to master the basics

- hope this meeting is that we don't create a test & then design a curriculum to hit the test

- need to look at what our children need & we want them to have learning how are subjects practiced in their lives
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Interview notes:
- Left very concerned about PARCC in elementary grades
- PARCC not a fair way to assess what our students
- Our NJ education system - backs at stake
- When you teach to a test, it doesn't at high stakes
- Math very confusing - tricky questions not completely appropriate
- Emphasis at elementary level should be on basic math
- Common core was supposed to allow students to become
  better grounded in the standards - this doesn't allow for it
- We are giving students too many methods to
  figure out a solution to math
- No benefit to PARCC but there is a benefit to
  standardized test

Standout quotes:
- No one has taken extra time to understand the test

PARCC hasn't caused me frustration - not the right word - a lack of basic skills so it
  can teach to smaller groups the way they learn
Note Taking Template
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Interview notes:
5th grade teacher/parent - looked at the fact that the PARCC doesn't help to teach or add anything to curriculum
- refused for her own child
- 80% of EVA6 for 10yr olds who speed through
- too much testing done year
- had a student hysterical crying over running out of time
- parents appreciated her taking care of child after
- not even used to buy curriculum
- with the WASC we would go through and could see what we need
- assistant out in hallways
- tech is moved without resources unavailable

Standout quotes: "Tasted 12 days out of 3 weeks
"It's an annoying frustrating instrument."
student said "Issues people done in 10 minutes, I feel stupid"
"I don't even tell me anything I don't know"
"Why am I spending all these days doing standardized testing"
"Make kids & teachers feel bad, administration feel crazy"
"Kids feel less than each time"
Note Taking Template

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Interview notes:

1. His English invited by friends.
2. He examined only 3 days 2 90 mins a day
3. No
4. Yes, the prep, long days, not knowing what is on it.
5. Clarence's had students fail and do it again

Standout quotes:
Stakeholder Interviewer Guide

Interviewer Instructions:
This questioning guide serves to conduct a 15-minute interview with an event participant. We ask that you attempt to address all the questions here but it should be a natural conversation. As the interviewer, you are working only to understand the perspective/experience of the interviewee and should avoid interjecting your own thoughts and experiences into the conversation beyond possible probing questions.

Interview Questions

- Who are you and what brings you here today?
- Why is this important to you? What’s at stake?
- What is YOUR PARCC story? (describe your specific experiences with PARCC)
- Has PARCC provided a benefit or been of use to you? Provide an anecdote/tell me THAT story ...
- Has PARCC caused you frustration? Provide an anecdote/tell me THAT story ...
- What do you hope comes out of this work?
- Is there anything else we should know?

PARCC Perspectives Community Meeting
AP exempt - District scores suffered

Benefits - More Technology & Infrastructure for the test

Setup similar to AP - test format

Over 4 years → Kids are getting accustomed to the style of questions

"Digital Natives" (kids)

"Testing tickets were a disaster"
Note Taking Template
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Interview notes:

H5. AP Teacher Coordinates tech for PARCC in class 1-2
Training is too "fuzzy"... need "tinkering time" & computer time
Amount of time + student computer time
Finish results in timely fashion
Some kids finish in 10 mins
Limited tech - how do we group them
Facility/logistical Concerns
Scheduling
"Refunds are warehoused somewhere"

Standout quotes:
"We're muddied the water with all this testing"
"If it's not AP, SAT, they don't have to do this"
"We're losing them (students)" (parrot this)

PARCC Perspectives Community Meeting
1st Year - 3 Weeks Delayed Opening "Unmanagable" & "Frustrating" Volume of Testing - PARCC, NJSLSCS-5 others

I'm here to hear other ideas & experiences.

"I want to contribute to effectively being tested" comment from a parent who wants more support.

No more it consumes time. It's got to go.

For teachers, more support, more resources, more time.

To kids - process is too frustrating. Test can't.

I expect you'll be part of this.
Note Taking Template

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Interview notes:

Middle School Math Teacher. Here is here to give his opinion. Will be teaching for a few more years
- Concerned students are too wrapped up in this
- No feedback for these students (for a long period of follow year)
- As a teacher, test scores come so late
- Gives example of teary-eyed middle schooler who did not know a math problem

PARCC has provided no use to this math teacher
Gives anecdote of student frustration.

Likes the PARCC for teachers like a coach of a football team. The team
plays and the coach cannot watch the game and no one

tells him what went wrong or right, just the score

Standout quotes:

David's football anecdote.

PARCC Perspectives Community Meeting
Note Taking Template
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Interview notes:
- Concerned about direction of assessment
  - Urban students (disassociation from education)
  - Representation urban ed
  - Cares about community (service sector economy, 1st gen Americans, limited parent involvement)

  Current assessment system disconnects us from parents - especially students w/ disabilities
  - PARCC gets finished in 20 min by students
  - Benefit of PARCC is causing education to become more content focused & causes grade level collaboration (teachers ask for help)

Standout quotes:
- The stress of assessment is daunting to students so they give up & guess.
- Community-based approach to assessment is meaningful (community-based solutions).
Notes continued:

Frustration: how PARCC impacts student at risk, with learning disabilities
* the test does not show growth for students below grade level.

Hopes:

Assessments that are meaningful for students, educators & celebrates successes

We need to give students a sense of success, that our children can have and achieve more - have choice.
Note Taking Template

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**Interview notes:**

NJEAA MS teacher 27 yrs of ELA (didn't pass PARCC students)

- Teaching skills the kids need for living

Strong PARCC objective

Strong minority population, economically disadvantage K-8

- Teaching district but new MS where she works

- Try fun creative projects "stressed about" because there isn't time

- Experienced & has child change in confidence because of her test scores of ASK (determining anxiety)

- No benefits to describe

- Frustrating due to schedule: Teachers not testing become nummey

- There are interruptions & distractions: Lunch was very late due to technology struggles

**Standout quotes:**

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PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

[Redacted name] High School [Redacted Social Studies teacher] - Implementing PARCC worse than the test. Not enough resources/computers for the test. Schedules were altered to accommodate the number of students taking the test. As a teacher, felt that he didn't receive the same information to help prepare students for the test. Extra Math materials. Frustation with not having resources for the students to take the test - not enough chromebooks or computers.

Lost productive time with the students for testing. Testing environment is not a familiar area to the students due to lack of technology.

Flexibility as to when the state testing occurs.

Elementary schools have the technology but the technology teachers were eliminated - lost computer skills or not able to work the chromebooks. Large bilingual population. Assessments needed in native language.

Standout quotes:

It's a high stakes test for the students that causes a lot of frustration.
Hope to get a fair system for all students.
Less of an impact from taking away from
regular education time.

A. NJ
Note Taking Template

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**Interview notes:**

"It takes a significant amount of time out of students days." - [Redacted]

"7 days is long." - [Redacted]

"I hope the state shows more what the students do." - [Redacted]

PARCC round table is a good way for people to have a say in PARCC testing.

From a teachers perspective students beat them selves up about not getting good grades.

Standout quotes: [Handwritten note]

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PARCC Perspectives Community Meeting
Note Taking Template
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**Interview notes:**

Math Teacher - 8th Grade
He wants to impact assessment to help his kids succeed
Already have issues with confidence about math
Testing is a part of life -
His students are fearful of PARCC

As a teacher - his challenge is to prepare his students to be competitive.
Test prep not sufficient as is. Needs updating
Would like test to be geared to learning styles of younger generation.

**Standout quotes:**
Note Taking Template

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Interview notes:

* need data faster, save + more available

* volunteer advocate for G+T children, active in NJEA, parent + grandparent

* when teachers aren't able to use data from tests, it is a waste of info, time + money

* need the data that can actually impact individual students

* with gifted, it should not be capped by grade level - if that isn't where the child is at

* gifted students were not allowed to be in class together so teachers' scores could "share the wealth"

* Q3A - local norms can find the kids in math + language arts, but not other subjects

* using PARCC as only test to show growth is unfair to some students who "aren't good test takers"

Standout quotes:

"map was a better...

"If there is a door open to change, voices are needed."

"If there is a chance to have a voice, I'm here."

"Frustration about student placement."

"Balanced with other kinds of assessments."

"Creativity should be a 21st century skill."

If they walked in with the skills PARCC tests, what does it do for them?
As a parent, I feel frustrated. My children struggle to keep up with the curriculum. It's not getting through, it's just not sticking. I feel like they're not developing the skills they need for the future.

Why do the tests not reflect the real-life applications of learning? It's not fair. My children are not catering to the school's expectations. They need to develop critical thinking and problem-solving skills, not just memorize facts.

I'm concerned about their future. How do they prepare for college? What about their social skills? They lack empathy and understanding. They need to learn how to interact with others.

Parents deserve to be heard. We want our children to succeed. Please consider our concerns and help us navigate this challenging time.
Note Taking Template

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Interview notes:

- Listened in & heard what one state is thinking about assessment.
  I want to have a voice.
  Change PARCC.
  Success of my students & NJEA members are at stake.

Brings anxiety for students & teachers.

I'm not a tested area (teach history).

PARCC driven curriculum - less project based not as exciting to teach history.

Standout quotes:

- Testing for 2 months, because of computer availability.
  - Kids can't go to library or computer lab.
  - B.S.I. kiosks taking tests in afternoon.
  - Paid for backup testing from [redacted], but server didn't support backup.
  - So kids lost essays and had to redo them all over again.

PARCC Perspectives Community Meeting
- 6 days of PARCC
- 12 days I ready
- 4 days of science

15-25 benchmarks for each of the 4 content subjects
80-100 benchmarks a year

- Some of my kids are not good test takers, but they are intelligent
- great doing projects.
Note Taking Template

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Interview notes:

Concerned family member and educator

- My niece will take PARCC next year for first time, nephew = special ed student taking 8th grade PARCC, not on level - PARCC does not differentiate (EXTRA TIME doesn't help) - 2 hrs won't make them know more

- Hopefully they can offer something different for special ed students - my beginning & end of year assessment-like MAP testing

- Frustration that my nephew feels, taking the test and feeling pressure to take the extra time even though he didn't know any more

- Not been useful - in past nephew didn't care, stakes were lower

- 10th grade nephew worried that he won't pass the PARCC - comes to school every day, works hard, may not be able to graduate - Teachers will only focus on those they know will pass.

Standout quotes:

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

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

A High Spec Ed Teacher, Behavioral Disabilities
Students feel frustrated and demoralized
Standardized tests have interfered here, felt like she was always a great test taker but students shouldn't be held to that standard
Students shouldn't be stressed by tests
Students shouldn't be held to that
Watching students take tests, only 3 minutes
Portfolio based assessments that show growth
No benefit, not useful, can't prepare students
Institutional strategies don't teach the actual experiences in the college classroom
Hopes students can be assessed for where they are

Standout quotes:
Note Taking Template

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Interview notes:

Parent: fed up w/ assessments & punitive nature/damage to school ratings
obsssion of standardized testing
Trust schools to do right by our students
PARCC - son: "so instead? what is the test?"
Stowe: "opted out many students researched decided PARCC is not doing anything helpful"
No benefit to testing other than becoming advocate for education
Frustration: Yes # of students that wouldn't graduate
Use of Results!!

Hopes - we focus on other issues that just test scores
- assess students & NOT use scores to punish
Check out - Mass. -> anti-testing consortium

Standout quotes:
"It's got to change - the damage is to community as well as school"
"Test was not designed to evaluate teachers"
**Note Taking Template**

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<tr>
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<tbody>
<tr>
<td>Come to this meeting to reflect on PARCC.</td>
</tr>
<tr>
<td>Major concern is special education students and how this test supports and conflicts with each child’s specific goals. Are they being negatively affected?</td>
</tr>
<tr>
<td>Technology set up and issues</td>
</tr>
<tr>
<td>Concern with testing conditions and set up between districts for consistency.</td>
</tr>
<tr>
<td>Benefit? Technology purchased in the district. Feedback to relevant but could be more timely.</td>
</tr>
<tr>
<td>PARCC is time consuming and learning stops and students are taken out of their normal routine.</td>
</tr>
<tr>
<td>Frustration? Wi-Fi. Accommodations needs to clarify and more aid to special ed student needs.</td>
</tr>
<tr>
<td>Hope. Be more informed about other districts and testing issues.</td>
</tr>
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<table>
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Interview notes:
- [Redacted] 4th grade teacher in [Redacted] waited to join discussion.
- Important because it directly affects job. Always thinking about teaching to PARCC.
  - Part of teacher rating. Reputation is at stake.
- Just administered for 3 years - can be intense because nervous about breaking protocol.
- Can see students' scores so it can help inform his teaching. Also shows weaknesses in curriculum.
- Frustrating because of amount of time devoted to PARCC (2 weeks) keeping 10 yr olds quiet is frustrating.
- Region is there, but implementation can be difficult.

Standout quotes:
I hope there is change that makes sense, not just change for change.
Note Taking Template

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Interview notes:
High school math teacher - Geometry

Unfairness in how test is written - a lot to read, digest, and answer overwhelming to then questions about test questions right after test, hadn't seen before

have not seen benefit yet - hasn't changed what I do in the classroom. Scores come back long after students have moved on.

has caused a lot of frustration - tested on subjects before teaching year is finished - taught on whole course before the course is finished.

do need an assessment - prefer something less subject specific - cumulative would be better - similar to 11th grade

Standout quotes:
Speaking on behalf of students.
Test should be written to all levels of kids -
Note Taking Template

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Interview notes:

Multiple roles held - spec ed, teacher, parent, community member.
Sts. w/ IEPs - not academically able/prepared, not a suitable assessment tool (PARCC) - "grade level appropriate" is too far above their realistic IEP goals/abilities.
- Frustration from sts, add special needs.
  - quiz model, not a single standard.
  - assessment shouldn't exclusively focus on college readiness. Vocational aptitude should also be utilized.
  - frustration in part leads to opt-out movement.
- Student freedom due to duration/length of test - helps create student frustration.

Standout quotes: PARCC = students' frustration.

- We want student to be able to be successful, not frustrated.
- We should help, not hinder them.
- Text is unfair to sts w/ disabilities.
Note Taking Template

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<tr>
<td>Special Ed teacher Math</td>
</tr>
<tr>
<td>Better understanding if the test</td>
</tr>
<tr>
<td>What are they going to throw at us next?</td>
</tr>
<tr>
<td>If teach at a VoTech, will go straight to work after HS, not relevant to them in their future life, new college bound based on high school exit test would be relevant to them</td>
</tr>
<tr>
<td>Many tech issues, trouble answering these questions/ format &amp; feeling frustrated</td>
</tr>
<tr>
<td>Much frustration, tech problems, no help from the state, students don’t know how to operate the phone (Smart phone world)</td>
</tr>
<tr>
<td>Hope the state sees the need for a multi-level based exam - many populations not served</td>
</tr>
<tr>
<td>See the need for assessment but they all don’t have to have the same education, but everyone can excel in “Personal Finance”</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>“How do I pay my taxes? Open a bank account?”</td>
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**Interview notes:** Former English Teacher. First period an unlaiden conversation. Students don't have books they studied. Discussing the teacher's role. Sitting with scribe of stories among students can be they have little chance of better receiving your presentation. At the beginning of PARCC contains a narrative about PARCC's standardized test. Similarities and differences. Example is a huge key difference: students need to answer writing of the assessment when all other tests read with outline. Students learn with paper and pencil, need to learn so they can communicate clearly to the colleagues. Presentation format of the test. Examples: students can read comprehension, students to see questions. However, students are to base the final PARCC scores. Students score based on documentation. Students can not complete scoring. They are direct phone feedback.

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**Standout quotes:**
Note Taking Template
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Interview notes:
- Interviewer: teacher non-related subject
- Interview: 7th grade S.S. Teacher, NJEA Member
- Have seen students not take standardized tests
- Frustration, frustrated, struggling
- Question: Why put kids through this
- Admin: “It’s the Law”

Students can’t do much, I think it’s a failed
Absolute right to opt out

Test time - IEPs not considered
When student finishes early, they have to sit in silence
Not allowed to log out, read

Standout quotes:
"I'm here to make a difference"
"Parents: absolute right to opt out"
"Demolish effect, PARCC on effect on students"
"At what point walk the walk instead talk the talk?"
It's clear what they're trying to do.

- Not merged in specific program springboard.

Supported colleagues.

Difficult - loss of time (2 week) for Pre.

Teacher - miss content instruction.

Trains effort - looked up afterwards.

- Punishing colleagues - on EAPS stuff when student.

Don't take test seriously.

- What do scores mean, yet id late.

- H.S. laugher.

Trumped through legis. loop.

- Unaware of how to prepare students, what on the test, who other.

Positive change - system.

Students need to be held accountable, forgets.

Admin. speeches.

- Why can't test be spread out to see more of a growth.

- 11 chromebook initiative.
Note Taking Template

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Interview notes:

- ESL teacher in [blank] (elementary) - has administered PARCC - 3rd month of pulling S's to administer. Has to cancel other classes to administer tests.
- Some students take it seriously; accommodations are not helpful (diction training & extra time) come help students be of policy. Students expected to test one year after entering school (it takes 5 yrs to develop fluency) - parents want to be compliant.
- Also has to give access test in addition to PARCC.
- Students mostly struggled on ELA due to word knowledge/not understanding what the questions are asking. They do better in math overall (except problem solving).
- District admin asks for explanation after scores come out, but doesn't provide much support in the lead up to testing.
- Level of success really depends on students' home lives.
- PARCC not aligned with curriculum, doesn't reflect student performance.
- Tests would be more diversified for different subgroups like ESL students.
- Better accommodations are needed in general performance based assessment.

Standout quotes:

"Students who have been in the country for 1 year are expected to take PARCC."
**Note Taking Template**

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<td>does not agree with the PARCC.</td>
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<tr>
<td>She did her dissertation on high stakes testing on the HSPA.</td>
</tr>
<tr>
<td>She said a test that's fair should be developed. Testing should not be given just for the sake of testing and for lining pockets of agencies, like Pearson. As a test administrator, she experienced computer glitches etc. Some students take test in 3 min. Special need students do not understand the test and refuses to take it. Feels that PARCC has provided NO benefit and is a waste of time. PARCC has caused a great deal of stress for parents, students and staff.</td>
</tr>
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<td>She hopes that this will produce a better assessment.</td>
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**PARCC Perspectives Community Meeting**
Note Taking Template
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Interview notes:
- Algebra & Geom: 26 just graduated
- Watches students; feels he's long been suffering
- Student couldn't say be his worried about the test
- Algebra I test is graduation requirement- some test is the whole ball
- Spec. Ed students got things that they've
- Kids on Free Reduced Lunch- took away meals & their learning
- Kids who are in trades don't need Algebra I;
  we haven't even gotten to so much curriculum that they're tested on
- Missing pieces that's not connecting
- Formulas not given when they need it

Standout quotes: Kids on Free & Reduced lunch- took away their meals & their learning
Note Taking Template
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Interview notes:

Mom of Joe/KS - Former teacher
- Requirements - graduation + on administrators
  - sophomore will not walk, ROTC, A+ student
  - because of refusal
- Stays for ROTC
- Refused PARCC for both students
  - technical
  - privacy
- Tells students their worth violating rules by saying they took it / refused
- Violates rules by saying they took it / refused
- Tell students what they can be based on PARCC
  - anyone can buy students info.
  - “fairness” comparing kids with computers to those with cell
  - assess them with prepared material

Standout quotes:

**Creates chaos!**
- Tells students all they’ve worked is useless
- Disparity from school to school - low income
- “We made people” before PARCC
- Miles’ 12 days - Some kids couldn’t eat lunch - won’t eat at all
- Will they pull scholarships if he doesn’t test?*
- Need the money.

PARCC Perspectives Community Meeting
Note Taking Template

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**Interview notes:**
- S6P in fall put her on a CAP (12 TPS)
- Pulled S6O to bring score up
- S6P (had students counted towards her or maternity)
- Distant fixed situation
- Punishing students teacher for lack of effort is unethical
- Kids brought pillows to sleep after test
  - Kids clicking through

**Standout quotes:**
- Scores being used to evaluate kids but kids not taking it seriously
- Admin's more concerned about test running smoothly
- SUPT does NOT PRESSURE PATHCUP PREP
- DOES NOT LIKE LOST INSTRUCTION TIME
- SCHEDULE IS TOPSY TURVY PLANNING LESSONS
- DOES NOT SUPPORT ART STANDARDIZED TESTS
- TOOK PATHCUP PRACTICE TEST ON SCARLETT-
  - HAS MASTERS IN ENGLISH
  - LEARS SCARLETT Lette
  - GOT 1 OUT 4 CORRECT

MORE TEACHER DESIGNED PORTFOLIO
Note Taking Template

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**Interview notes:**

- Vocab another combination
- Jessica wants to be involved in the process of creating a new assessment
- Fair assessment format we have to lay attention to time to make a claim and to have a voice
- Pace has taught students how to look for evidence in text
- Using a lot of non-fiction in classroom

**Standout quotes:**

- Look at digital format, make it easier to highlight on all pages. Also, students are not going to do as well on an electronic test.
  - Jessica

*Note taker was a 4th grade student.*

**PARCC Perspectives Community Meeting**
Note Taking Template
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Interview notes:
- She was invited here by her principal and classroom teacher to get more info about PARCC.
- The teachers get to see what she struggles with and what she's doing well with.
- Math PARCC they ask questions that they haven't learned about yet; it's frustrating, annoying, stressful.
- Frustration - yes; grammar is scored and the stories are confusing; questions regarding is difficult.
- She hopes to be a better journalist.
- What would you - see, strategies for transition words, dictionary, teachers can help during the assessment.

Standout Quotes:
"The PARCC may make it so that I don't become as successful as others or go to a good college."

"Creativity doesn't come out of nowhere you have to use your mind."
Please contract up this year.
Note Taking Template

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**Interview notes:**

**Parent**
- 14th graders refused
- He decided to take it. He says he wishes it wasn't a computer paper. He of annotations
- **BOE**
  - We are being held off this was
  - Investment in computers
  - Parts of curriculum are hampering in PARCC
  - Shouldn't be a stop and study
  - Super use data to inform and plan curriculum but not for specific students but for next year.

**Standout quotes:**
- We have assessments already built in throughout the year, worth our school investments.
- If not being used the way it was designed to use can find a way to get a smaller snapshot.
- College & Career Ready are 2 specific areas and different areas and PARCC doesn't address that, not fair to those who aren't going to college.
Note Taking Template
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Interview notes:
- SEL
- No changed - demonstrates lack of faith in educators
- Too long - interruption of instruction
- Takes things out of curriculum to accommodate
- Demoralizing to the profession
- Stressed out students
- Less "refusals" over the years
- Nightmare technology - works - WiFi

Standout quotes:
- Not authentic - unlike usual collaborative nature of class
- It doesn't touch of listening/speaking
- Drill back to 1 or 2 days
results. Come in August - filed - badly looked at - don't need to know when students fall academically

too much freedom with testing window

signing form for test security puts teacher on the line
Note Taking Template
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**Interview notes:**
- Work w/ at risk students that are disengaged
- Interested in the next assessments and where it will take the student
- Students taking high stakes testing are at risk of reverting back because of difficulty
- Want an understanding on graduation requirements beyond graduation requirements
- Testing technology difficulties
  - Provided a learning experience for the educator on the new ways testing is presented. Computer testing allowed for convenience of student transporter
  - The first year was frustrating w/ technology of wireless
- Hope real thought is put into the data received and putting in the requirement of the next assessment. Why are we creating the data

**Standout quotes:**
Note Taking Template

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Interview notes:

1. [Blank], I go to [Blank] Elementary. What brings me here is a journalism project for writing class, and my topic is PARCC. So my principal [Blank] invited me.
2. It's a big opportunity b/c kids don't get invited to see these big adult meetings.
3. My 1st year was 3rd grade and I was freaked b/c I didn't know anything about it. This year was a little easier b/c I knew what to expect. I was better with the tools.
4. Yes, it's gotten me a little smarter. It's helped me with my GC I had to write a lot of paragraphs.
5. Yes! Very much b/c you don't know what to expect. The tools are hard in 3rd grade. We only got so many practice tests.

Standout quotes:
- "This is a big opportunity for kids to be a part of a big meeting like this. Kids don't get invited to see these big adult meetings."
- "As kids, we want the time shorter. "We need a 5 min sketch break."
- "I'm getting better at talking to people I don't know."
- "I was shy, but I've been getting more excited to talk in meetings like this."

PARCC Perspectives Community Meeting
Note Taking Template
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Interview notes:
- Njea - 24 yrs teaching - input. What role do I see in
  the future?
- I test kids - would like to go something
  more
- 3rd year - too long. Kids "too long, too
  demanding."
- Teach to the test
- It's rotten.
- Frustration - teaching to test
- MSNBC in eval frustrating

Standout quotes:
- Hope find something more
  suitable
- 8 days of testing - too long

PARCC Perspectives Community Meeting
Note Taking Template

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Interview notes:

[Redacted]

Parcc is important because it lets the teachers know where the students stand.

The testing takes too long. Too many days. PARCC was helpful because it showed new questions and topics that still need to be explored.

The results of the test are unclear. What did I get wrong? What does my score mean? Stressful to take this test every year.

Standout quotes:

She wants to know which questions she got wrong.

How can I improve?
Note Taking Template

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<table>
<thead>
<tr>
<th>Interview Notes</th>
<th>Standout Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher support in building, great student participation. Lesson plans are geared around students academics.</td>
<td></td>
</tr>
<tr>
<td>*Sometimes difficult for student to leave class for band lesson. *Students ability for the music is difficult. *Exposure is the key. *Timing (test prep) holding the scores over a teacher's head, so they student cannot be taken out of class. *Benefit help during math.</td>
<td></td>
</tr>
<tr>
<td>Critical thinking (the pressure put on the students to hinder them from.</td>
<td></td>
</tr>
<tr>
<td>Everyone should be on the same page, teacher as well a special area teacher (Band) to help student be successful with the PARCC.</td>
<td></td>
</tr>
</tbody>
</table>

PARCC Perspectives Community Meeting
Note Taking Template
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Interview notes:
- Graham & Max: CMS listen, story, what will be better
  - decide classes, academic track
  - how well are children doing
  - health, well being, course, stress, unseen backpack
  - 9th Gr. Chromebook issues, test prep, thought process, IEP
  - Snapshot: confirmed Henry’s +/- a future.
  - Doesn’t test intellectual of a student, limit recalls
  - Ask if possible what about skills & judgment
  - Child’s frustration is a parent’s frustration, kids have issues handling stress, fear of... retention, letting parents, teachers want for him
  - Hope a test takes the whole child, children don’t come in 3 sizes but multiple, retain, interpret differently
  - More transparency, from GT Public Schools

Standout quotes:
- Unseen backpack!!
- Child’s frustration is a parent’s frustration
Note Taking Template

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**Interview notes:**

Performance Arts

*Not to see the emotional trauma of the students

Where are we going? Based on needs of students

Competitive testing - doesn't deal with the mental health of students or teachers.

Paper & Pencil test the 1st year

Watching little kids cry / student coming into gym

Inequality across the board

District to or must become more creative

High speed population 5 times higher

Budget cuts have hurt students

**Standout quotes:**

Parent involvement

Equity in schools

Collaborative efforts of all stakeholders
Has the PARCC caused a 35% drop in times the average
high family/homeschool/children taking care
of younger brothers
sacrifice to come in
Myles for this work - 85% goal - Assessment
should be more realistic. Everyone should
not be graded the same way

Time on Task - I READY - 5 different time
Cutting out music arts
Homemak Economics
Campbell County - one of the poorest counties
in the state. Unfairness / Losing site of
being teaches. Competition balance
We need to level is not fair /
the playing field. Different problem-solving
know the new diverse students in the
press. Create the real world for our
students need to know need to be more
with school - collaborate
admin. transparent engage
Note Taking Template
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Interview notes:
UDTS member interviewed NJEAs Consultant. Important to her that students need a test that accurately reflects what they're learning.
Students don't understand how to take these tests on computer. Due to unforeseen circumstances, the students were moved to new building where no internet access, etc.
Has PARCC benefitted students? No, parents have no power (to fight for their kids). They don't have enough money. Teachers are doing great but not accounting for home lives.

Standout quotes:
- "I've heard their frustrations for 5 years."
- "Teacher puts them in different categories."
- "Testing only... from April 10 to June."
- "Getting more testing than actual instruction."
Teachers buying their own supplies out of pocket. Not fair to them.

Wants us to develop a test in CA that is rigorous but still equitable; need to teach students how to manipulate test on computer.

Should NOT be 30% of the teacher’s evaluation — could penalize otherwise wonderful teachers.

What do when science/SS teacher quits and can’t be replaced? Filled by nothing but substitutes. Students need stability they just are not receiving.

"When am I going to be able to teach my class?"

"IEPs aren’t getting followed."

""
Note Taking Template

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Interview notes:

20th yr Chemistry teacher. Frustrated w/stand. test. Disruptive to process, not helpful. Disruptive in guiding; understands assessment & applies it; doesn’t feel PARCC gives true guidance; wants to see what assessment looks like & have guiding hand to show; is on data analyzing team for school; has experience with seeing data & is frustrated with how data is presented. Understands accountability for students/schools from public perspective. Trusting ed. syst., giving feedback as far as teachers/schools are doing.

Science teacher’s prep. Very disruptive; limited infrastructure; 2 days each test (2 weeks total); high school & testing by not teaching if a student is testing according to school policy; momentum is lost. Helps to provide structure & reinforce what is being taught in class. Reorganization of material in ECA + math dept.

Standout quotes:

"Disruptive to education process"

"I use assessment and apply it in my classroom to guide instruction, and PARCC doesn't offer that same kind of guidance for students or teachers."

PARCC Perspectives Community Meeting
Disruptive to education process 1-2 weeks in middle
do school year

Hope find a way to make useful to all stakeholders.
Note Taking Template
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Interview notes:
Vo-Tech teacher - Curious of Form and of event. Give my perspective.

Importance - have students who don't like. have aggression to PARCC. Need to advocate for students. Need a more fair system.

Experiences - Student taught NJASK. Issues of short test. Overwhelmed as teacher (additional workload to redesign). Block schedule + semester caused issues since not full year. Teach some is shorter out of time. Anxiety is worst test. Do all I can to prepare.

Benefits/use: Don't see a benefit. - (over)

Standout quotes:
Students have aggression to PARCC.
Block schedule + semester caused issues since don't teach same students all year round.

PARCC Perspectives Community Meeting
Frustration? Yes, makes me feel not prepared to do what Authentically lost to test prep.

Hopes? More authentic or unified assessment. Students know meaning of it & is relevant.


When do you get results? - Brown of Black Sandhok Fall scores June.
Note Taking Template

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Interview notes:

Commissioner of former Board member in

PARCC IS DISTRACTION - TEACHERS HAVE DIFFICULT JOBS
- RESOURCES OF TIME, TALENT,
- BUT DOESN'T INFORM TEACHING IN
- HOW DO CLASS GRADES COMPARE TO
TEST SCORES? DO THEY MATCH UP

IS THIS THE ONLY THING STUDENT PROGRESS SHOULD BE
JUDGED ON?

SON WILL TAKE IT TO INFORM AS MUCH AS POSSIBLE
DAUGHTER, HOMERS STUDENT, WILL TAKE IT TOO

Standout quotes:

- SON WITH IEP WILL ONLY SCORE 1-2 - HOW WILL
HE GRADUATE? SHOULD I SUE THE SCHOOL, THE STATE
IF HE DOESN'T GRADUATE?
- STANDARDIZED TESTING IS NOT STANDARDIZED AT ALL.
- FOCUS ON MAIN OBJECTIVE WHICH IS TEACHING KIDS
AS INDIVIDUALS
All kids have a curriculum
- because of PARCC that district did this initiative

Childhood anxiety - know it affects tenure evaluation
- know it is evaluation requirement

Focus on main objective - teaching kids as individuals
Note Taking Template

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Teacher/Pres Union here bc he's frustrated, doesn't measure anything except in high school as grad requirement; frustrated bc kids knew they didn't have to pass and they created a horrible testing situation as union pres. has to deal w teachers that don't have technology that works, don't have 1-to-1 comp so tests take 4-5 weeks, sgps are unfair; elementary teachers have sgps, high school teachers don't - where's the fairness in that

Pearson gave the EOY math test years ago before PARCC - stuff on that test that they hadn't learned/beyond what the curriculum had required at that point in the year. PARCC math/Geometry asks things that went out of date 20 years ago (like proofs). High school preps for PARCC for 2 weeks. No benefit. Previous tests, definitely.

I hope we get something doable - that's time sensitive.

Standout quotes:
**Note Taking Template**

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<table>
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<tbody>
<tr>
<td>☐ Parent) &gt; HAD AN EMAIL AND DISCUSSES PARCC REGULARLY - EXPOSURE TO STANDARDIZED TESTING IMPORTANT - OUT OF SCHOOL, FELT TESTING IMPORTANT BECAUSE PEERS OPTING OUT DAUGHTER IN FLAT WSK/PARCC SAME YEAR TECHNOLOGY PROBLEMS/ISSUES (DAWN A TOOK AGES 8A - POOR TECH, NO FEEDBACK FROM DAUGHTER'S EXPERIENCE - ☐ CLOSEKNIT COMMUNITY MANY OPTING OUT - DAUGHTER IS SOLID STUDENT BENEFIT - NOT SEEING BENEFIT OF PARCC BUT DOES SEE VALUE OF TESTING, DOES SEE PLACE FOR STANDARDIZED TESTING (DUB)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standout quotes:</th>
</tr>
</thead>
</table>
CONFLICT WITH DAUGHTER OVER NOT OPTING
OUT; FEARS DAUGHTER IS STRONG ON STANDARDIZED TESTS
HOPE WE MEET OUR GOAL AS A STATE
Note Taking Template

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Interview notes:

* Feel strong about our assessment, don’t get useful results
* We have limited time, we don’t really impact curriculum/teaching. Back off differentiation, more of a human element into the test so they can show what they can do. Students can get us help at all while testing.
* Kids sense of self, lost valuable learning time. Increased level of anxiety & depression.
* Girl told her that she didn’t get one answer correct and she (student has severe dyslexia) was totally stressed out.
* No benefit couldn’t figure out myself
* Frustration watching (babysitting) students for a week, instead of supplying additional
* Bare minimum testing to come out of it. Away from high

Standout quotes: Security, high stakes testing

- Trust educators to be able to use their assessments in timely manner. Use the info to teach students immediately.

* Do not replace PARCC with another high stakes, yearly assessment
Note Taking Template

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Interview notes:

Why here?

Advocate for niece. Involved in the community. Has concern about the idea of standardized testing. Being prepared for life's experiences.

Why important?

For niece and as an educator getting students prepared.

PARCC story: Niece has never had any problems with PARCC; however, some exposure may not allow students to perform well on PARCC. People have pre-judged our children with labels and students may not feel as if they can do more. As an administrator, she has upped the rigor that she expects from her teachers. Her teachers know that the labels can be changed. She knows that her frustration with PARCC is about the unfairness of students feeling as if they will never get that 4 or 5, because they read on a 3rd grade level. She hopes that an assessment will be crafted to show growth at an individual level to show how students grow, not just a blanket assessment measuring the students who are at grade level.

Standout quotes:

"This is serious."

"Measure of this is where you are at this moment on time."

"Now, you're building on where you are for a score."

"About meeting students where they are and providing opportunities for them to feel that they can go further."
Hopes:

The department will listen and integrate some of the concerns and ideas presented. These gatherings offer hope and she looks forward to more interaction from the department with the public.
Note Taking Template

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Interview notes:
- [Redacted] - facilitator - frustration
  - [Redacted] - spark change
  - no advantage - frustration - teachers are in can buried
  - taken at y class w/ student not talking test - taken to computer room and do "enrichment" activities
  - parents teacher, student, frustrated
  - came up with better testing tool
  - hope work today is not in vain - not band aid

Standout quotes:
work today not in vain or band aid
Note Taking Template

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Interview notes:

1. Spec Ed Eng Tech @ [redacted] - here today b/c PARCC was a debacle & I am here to be voice for others in my district.
2. I teach seniors, many are ED, a lot are C-bound, but others will follow HS in a Voc-Tech program. Everyone does not learn the same way at the same time & this does not measure. I had a kid nearly throw the comp. across the room. Especially w/ seniors. If they failed as juniors, they had to re-take it & had complete one-fifths.
3. I believe in assessments but not at the expense of their mental health.
4. PARCC Story: As I was not w/ my students, I was w/ my homeroom & we had many opted out. I had only 1 student & she was an ESL student; I was on the committee to preview for the test for staff & I ran it by my son who is a H S+ Honors student; he said he would not have passed it.

Standout quotes:
- Specificity of language for grades 3-5 was too difficult.
- "Being common sense back to state assessments".
- "I believe in assessments but not at the expense of my students' mental health."
- "They want us to differentiate EVERYTHING but they give us a ONE SIZE FITS ALL EXAM."
* auditory processing issues w/ many of my students —> The audio selections were very difficult for many of my SE students

- benefit or of use? Bene: got me to see what test writers think I shd. be covering
- I learned that we disagree; I realized I had to find relevant examples to the sample PARCC questions, which are challenging to find

- Hopes for this: glad to have a Gov that respects Educ + Tches — has app

- Hope that NJ sees that all students are not the same
- We are required to DIFFERENTIATE our lessons —> it is time also to DIFFERENTIATE our State Assessments
- not a 1 size fits all test —> If I were to teach w/o Differentiation, I would be scored a "1 out of 4" from an Observer who is observing me based upon Charlotte Danielson's method

PARCC made me cry — It was required to give Accuplacer to my lowest-performing student who had an IQ of 72 — is severely intellectually disabled (IQ 80)

"I told Mrs. P," I moaned, "I'm going to graduate, aren't I Mrs. P?"
Note Taking Template

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Interview notes: Don't want PARCC to be a graduation requirement. Not necessary. Could be learning the PARCC. Don't get score report and not motivated. Clicked through answers. PARCC is annoying to take. Hopes that the PARCC removed. Unfair to teachers because trouble because of students' mistakes.

Standout quotes: PARCC is a waste of time.
Note Taking Template

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Interview notes:

PARCC passed 3/3 times.
Testing fine, but the sitting writing for breaks is boring & dull.
PARCC not frustrating for students as much as teachers.

Standout quotes: “Some teachers' jobs are at stake during the PARCC, which isn’t fair to them.”
Note Taking Template

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Interview notes:
* Students do not have a choice into it.
  * Waste of time.
  * Mixed reviews
  * Story: “would rather be working out”
  * Students terrified
  * “I could not study for APs”
  * Students terrified
  * “No short cut is necessary”
  * Never does not apply to anything.

Standout quotes:
* Students can be stereotyped as not care.
  * Don’t see somewhat prominent.
Interview notes:

- It's mandatory.
- We have to do this.
- PARCC determines my college score, my score is at stake.
- It took forever to start, we didn't get breakfast.
- PARCC hasn't provided me a benefit, it was a waste of time.
- PARCC has caused me frustration to many questions you had to answer the first question to become one.
- I hope a passing grade.

Standout quotes:
Note Taking Template

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Interview notes:
- hasn’t passed because doesn’t take it seriously
- clicks through it not something want to do
- hasn’t helped in anyway
- frustration not knowing the information

Standout quotes:
Note Taking Template

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Interview notes:

Opinions on PARCC:

- Not that important – draining (can't concentrate after)
- PARCC is too lengthy, unnecessary
- Maybe helps with SATs to prepare, but not sure – could be beneficial
- Frustrations – why are some activities (reading a book) allowed between tests but not writing, reading notes for AP classes?
- Waste of time – could use this time to study / do other things
- PARCC could be optional
- More options necessary for students who don't have to take math
- Experienced tech problems one year, had to take a section during make-up, was pulled out of class to complete make-up
- Hard to get back to normal routine when PARCC occurs
- Likes our school's early dismissal / late arrival schedule on PARCC days.

Standout quotes:

"Impact on AP / SAT preparation."

"Why can't we study?"
Note Taking Template

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Interview notes:

- I want my opinions to be shared so there can be improvements.
- I usually try my best on the test, if there are some questions I don't know I may skip them.
- It is a benefit because it helps me practice with standardized testing (SATS).
- Not a benefit because there is some stuff I don't know.
- No frustration because it didn't cause any stress.
- I hope that we get rid of PARCC.

Standout quotes:

"we have too many tests junior year so parcc is just another un-needed weight on my shoulder,"
Note Taking Template
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**Interview notes:**
- Came because mandatory and wanted to gain insight into PARCC's problems
- Believe that although it takes time out of valuable instruction class time, it does in a way benefit the student to prepare them
- Helps me to doing well on other standardized tests like the PSAT, SATs, and ACT.
- Believes that when there's extra time when finished, she can't do other work, particularly for unrelated subjects, such as her AP Psychology exams coming up. She could have used that time to learn and study for Psych.

**Standout quotes:**
Note Taking Template

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Interview notes:

Important bc PARCC doesn't help
Opted out in middle school
No benefits - doesn't help w/ edu

Standout quotes:

Take away PARCC - it doesn't provide any useful info.
Stakeholder Interviewer Guide

Interviewer Instructions:
This questioning guide serves to conduct a 15-minute interview with an event participant. We ask that you attempt to address all the questions here but it should be a natural conversation. As the interviewer, you are working only to understand the perspective/experience of the interviewee and should avoid interjecting your own thoughts and experiences into the conversation beyond possible probing questions.

Interview Questions

- Who are you and what brings you here today?
- Why is this important to you? What's at stake?
- What is YOUR PARCC story? (describe your specific experiences with PARCC)
- Has PARCC provided a benefit or been of use to you? Provide an anecdote/tell me THAT story ...
- Has PARCC caused you frustration? Provide an anecdote/tell me THAT story ...
- What do you hope comes out of this work?
- Is there anything else we should know?
Note Taking Template

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Interview notes:
- lot of concerns about PARCC
- bad anxiety taking tests / graduation requirement
- if she knows question she will try her best
- gets annoyed so writes random answers
- provided not much for her education, helps teachers instead.
- caused lots of frustration, waste of time
- get taught things that aren’t even on the test
- hope we get better test questions
- develop an adaptive test
- gives everyone same level, when people are at different levels due to learning disabilities or IEPs
- Benchmarks should be statewide requirement instead
- Don’t understand how scoring works

Standout quotes:
Note Taking Template

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Interview notes:

* opposed to PARCC
  * PARCC does not benefit her teaching or students
  * feedback does not help as a reference for teaching
  * has been a motor
  * most students are bored/carelessly clicking answers
  * PARCC makes students less motivated
  * problems seen with test results
    * if scores are not met at the requirement teachers have consequences
      * not beneficial because students do not try their best,
      * scores take a long time therefore cannot place feedback on students

Standout quotes:

"supposed to show where I can improve as a teacher"
"teachers get punished"

Notes: There are other factors that cause low scores.
Assumption: Seeing students not try, all time that is used can be used towards something more beneficial.

Technology is not a problem having spare time after the PARCC is good.
Note Taking Template

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Interview notes:
- No clue as to why we do this, it's become the norm. It's just normal. No actual use, questions. Burden with APs and finals. Unnecessary.
- Hope that is over, that it will stop completely.
- It became a hassle with everything else.
- It's so boring, we can't do anything with the excess time.
- Scores are pointless, sent out too late.
- Teachers are being judged, makes people nervous.

Standout quotes:
- "questions on PARCC make no sense!"
Note Taking Template
The Notetaker should only listen and document the interview, not participate in the discussion. Please try to capture as much as possible and include direct quotes when able. Please use the back of this sheet if additional space is needed.

Interview notes:
- [redacted], was brought here today by her [redacted] teacher
- It is important because it was a test she had to take, nothing is at stake because she's done with it
- Parcc was very annoying
- Was not a benefit because she didn't know anything on it
- It caused her frustration because she didn't know anything
- [redacted] was the last one done

Standout quotes:
Note Taking Template

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Interview notes:

Price does

The price is important

I hate the price its a waste of time

Standout quotes:
Note Taking Template

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Interview notes:

- Want to share input on PARCC
- PARCC story - This year, only took English and had to stay for 2 more hours while others took math. "Cant do anything but sit and wait for others to finish"
- PARCC is not beneficial, sit in classroom for 4 hours
- Collided with AP test studying
- Frustrating because it only counts as a graduation requirement and we waste some time taking it after already passing it once. Again
- Hopes that no one has to stress about PARCC again
- "Test is taken too seriously for something that doesn't count for much"

Standout quotes:

"If I don't have to take the math portion, why do I have to sit and wait for everyone else to be done"
**Note Taking Template**

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<table>
<thead>
<tr>
<th>Interview notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* [redacted] was called to come here</td>
</tr>
<tr>
<td>* parce isn't important to him, just has to take it</td>
</tr>
<tr>
<td>* parce is more of a waste of time</td>
</tr>
<tr>
<td>* no frustration from parce, just trying to get through it</td>
</tr>
<tr>
<td>* hopes that someone will listen to the changes other students want to make, and would gladly take the parce when needs are fulfilled, and changes are made</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standout quotes:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

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**PARCC Perspectives Community Meeting**
Note Taking Template

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Interview notes:
- She came for food
- Important b/c she has to take this every year
- Sister will have to take soon. She cares about education.
- Experience + average takes test + does nothing + when goes home
- IDC never prepared for test
- It's not because test scores have provided a rank among classmates allows her to see how she did compared to others. Can be a good thing could be better.
- She hopes people see things from a student perspective.
- Only took it now instead of 3x a year.
- Doesn't like taking it in middle of year
- Caused frustration because she rather do other stuff like AP stuff.
- She partially blames the parents.

Standout quotes:
- "AP is unnecessary waste of time but doesn't mind taking it."
- Likes to see her place among others.
- "Same information over and over again."
- "Grandparents interested parent."
- "No one to blame but herself and the parents."
### Note Taking Template

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**Interview notes:**

- Parents are against it (getting arrested), they made it a requirement to graduate.

- No benefit, standard test that we have to take are all on paper so the PARCC doesn’t help, it’s just random stuff.

- No frustration because we don’t care, but we try, and don’t care if we get it wrong. In 3 years your PARCC score won’t matter.

- Hope to listen to use because we have good ideas and listen to our feelings.

### Standout quotes:

"I think I have a very strong opinion on standardized testing and I am glad that they are considering an opinion for once.

"I get taking it once, but taking it multiple times is a waste."
Note Taking Template

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Interview notes:

- Doesn’t know how race affects college
  - school
- Didn’t care about studying because he only had to take English & they
  - was prepared enough
  - standardized test
- Doesn’t find it frustrating, views
  - as a positive

Standout quotes:

"I don’t get mad about it, I just see it as a few days off it’s not a big deal."
Note Taking Template

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**Interview notes:**

1. Name is [redacted] and is here for [redacted].
2. This help determine what my future will be.
3. Parcc is difficult and stopped at a bunch of questions.
4. Parcc has not been a benefit.
5. Math portion is frustrating because sometimes you might be confused or might of not learned something.
6. Hopes to understand his perception of parcc better.

**Standout quotes:**

Parcc hasn't been a benefit.
Math is frustrating because sometimes you might be confused or might not of learned that thing.
Note Taking Template

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Interview notes: [Redacted] (Interviewee)

- PARCC is boring, "colleges don't look at it", no motivation
- PARCC causes frustration
- feels pressured to finish when everyone else finishes

Standout quotes:
Note Taking Template

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Interview notes:
- Finishing quickly and being bored after the fact
- We were not allowed to do puzzles or color, upset about it
- No benefit, unlike SAT + ACT
- Some frustration, has already met requirements so it seems pointless to her
- Not difficult, more annoying
  - "I prefer to rather not take it in general"
- Better than njask
- Likes getting out of school early, even though she had to take the test
- Waste of studying/doing hw time
  - "Yes because all ap classes were trying to review and we missed out on valuable class time"

Standout quotes:
Note Taking Template

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Interview notes:
- PARCC Story: Hesitant at first, gotten the hang of it after a few years.
- No benefit, didn't know much information (getting out of class)
  Hope to get students ideas shared and opinions expressed
- Useless
- Way too much time, huge waste of time
- Doesn't prepare us for anything in life

Standout quotes: "I think the PARCC is useless, it has stuff that we have not learned, so it's not a reflection of our knowledge."
Note Taking Template

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Interview notes:

"Helped by what he learned"

"Hopes they are changes to better answer it"

"Staffing is important"

"Likes getting involved for having playing cards"

"Almost got into trouble for having playing cards"

"Thoughts we should have more freedom after being done the test"

Standout quotes:
Note Taking Template

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Interview notes:

- Worried about scores for college
- Doesn’t think she passed the PARCC
- PARCC hasn’t benefitted her
- PARCC has frustrated her and no matter how hard she tries she still doesn’t do good
- Thinks teachers don’t prepare students enough for PARCC

Standout quotes:
Note Taking Template

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Interview notes:

Not important/test bad
Too much time
No use
Very frustrating

Standout quotes:
"Why are we here?"
"Comprehend something useful"
"What does Parcc Stand for?"
Note Taking Template

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Interview notes:

- Participating for PARCC
- Important: Graduate requirements
  - 4 yrs (taken)
  - Lengthy
- L7 require a lot of time
- L7 tired and unmotivated to do other work
- AP Testing (colliding with PARCC)
  - More time should be used for AP + PARCC
- Was it beneficial? (see what you learned from them)
- Frustration?: Yes be of ppl who don't take math portion

Standout quotes:
- Could be focused on AP Testing
  - Math portion: those who take math
- SAT is more impactful rather than PARCC
  - More in a sense that SAT is more important and is worth being stressed for
Note Taking Template
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Interview notes:
- Very frustrating to take the test
- Dr. Martin is the talkative
- He feels you have to just guess the answers
- The stories need to be easier to comprehend
- Not enough time
- Bring back easier questions, do on 1 page
- Add formatting

Standout quotes:
- We go into the test with a lot of anxiety and worries
- People really just guess on the test and leave it up to luck
- Too much time needed for reading
- More computer errors
- DJ should have our own test.
Note Taking Template

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Interview notes:
- It seems like a waste of a week, the only thing that students think of when they think of PARCC, is that they get to get out early
- With everything else in school it seems unreasonable to worry or waste time on the PARCC
- By the time PARCC hits, most students have felt they have little energy to put into it & they feel it's a waste of their energy.
- Students don't see any value in it especially compared to other classes
- That there is too much time on the PARCC, students then just have to sit in silence
- PARCC has no use to students. Students have only so much time for AP classes & the PARCC takes away from that
- Students wonder why this "Toddler Test" is a requirement for students to graduate.

Standout quotes:
"I feel like I only have 2 brain cells active when I'm taking the PARCC"

"Toddler Test"
Note Taking Template

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Interview notes:

[Redacted] because of English teacher

Does not think test is of importance

Would stay up very late at night so

He can keep doing test

Replace test with something else?

No frustration

Standout quotes:

"I do not like pace"

"nobody takes this test seriously"
Note Taking Template

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Interview notes:

Important to other people - graduation
Pointless / Boring after so many times
Something you have to do

PARCC doesn't help with SAT's or things were learning in class

Standout quotes:

Take away PARCC - don't feel as we need it

Doesn't help grades
* Set up for failure
Note Taking Template
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Interview notes:

If not prepared for PARCC
no use for it - no one tried like spits
too much time taken to take test

Standout quotes:
Note Taking Template

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Interview notes:
- He's Hungry and curious
- To achieve his goals to the best of his abilities.
- "I think PARCC is not a great evaluation due to my past experiences" (quote)
- It helped me by helping me to test take and helped prepare me for standardized test.
- Pace wasn't cause frustration I always prepare.
- Pace will help students benefit from them.
- No further questions.

Standout quotes:
"PARCC is an overstatement of the values to students."
Note Taking Template

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Interview notes:

- Too long and takes days away from actual learning
- We don't prepare for PARCC
- The questions are challenging and the questions do not relate to what we have learned in the school year
- Preparing more for SATs is more beneficial because it gets us into college

Standout quotes:

"Alternative tests that are beneficial to the students."
Note Taking Template

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Interview notes:

- changes

- this student feels we need changes

- previous wastes class time

- brought beans to parcc

- took seriously freshman, but didn’t see a need to try after passing

- no frustration - more steep, well rested for testing (and work)

- hope parcc is only required for freshmen (until you pass)

Standout quotes:
Note Taking Template

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Interview notes:
- [Redacted] came to participate in discussion
- To improve standardized testing for all students to better fit to evaluate students - felt that the PARCC takes away important time away from students
- The switch over from NJASK was tough
- It dragged her down, then help her succeed, AP testing & PARCC so it was not a major problem
- Teacher teach the test rather than teach to educate, student to help then succeed
- Hope that educators will find a balance so students can do well on testing
- The test interferes with students being able to do well
- It sad as a graduation requirement for schools, not right

Standout quotes:
"I believe standardized test such as PARCC, constrains a teacher's creativity & innovation to effectively educate students because when I had doubled up last year I noticed that my teacher dedicated a majority of class time toward teaching to pass the PARCC exams & not on more."

PARCC Perspectives Community Meeting
<table>
<thead>
<tr>
<th>Issues</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Force is more intense than the set norms of testing.</td>
<td>- Force adds to the stress of school, other forms of testing.</td>
</tr>
<tr>
<td>- I'm excited for pizza.</td>
<td>- I hope change happens to testing.</td>
</tr>
<tr>
<td>- This is just for meeting.</td>
<td>- Yes, the scores for kids to be fixed and formatted.</td>
</tr>
<tr>
<td>Besides being a graduation requirement, I don't know why force is important.</td>
<td>- Force helps with my test taking ability.</td>
</tr>
<tr>
<td>- Force does not represent my original intelligence.</td>
<td>- No idea. a 10th grader who has to</td>
</tr>
</tbody>
</table>

Note Taking Template: The note-taker should only listen and document the interview, not participate in the discussion. Please try to capture as much as possible and include direct quotes when able. Please use the back of this sheet if additional space is needed.
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Interview notes:
* Can affect them in the future
* Didn't take time because of exhaustion, hunger, etc.
* Helped reading skills + math skills
* Has caused frustration
* Hopes that we don't have to take PARCC

Standout quotes:
Note Taking Template

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Interview notes:
- rare to tell her story
- did not take math section but thought it was easy for her in previous years
- does not feel PARCC has been useful
- does not bother her
- missed a day
- would rather test with people
- does not stress about this test
- only graduation could be at stake but that is rare
- feels score is not accurate a does not show real growth
- just something to do
- feels that it is pointless

Standout quotes:
- "who enjoys testing?"
- "it's not that deep."
- "basing school's testing scores is not the way to go my dude"
Note Taking Template

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Interview notes:
- “I’m here because I wanted to express my views of the park.”
- “It is important because I have strong opinions toward the park. My mental health is at stake.”
- The interviewee says that the PARCC has in no way benefited me or been of any use.
- She hopes that these interviews help to make a better standardized test and change the testing to be more towards the curriculum we get taught.
- The interviewee wants NJEA to know that there needs to be a major change with the test because most students do not try on the test anymore.

Standout quotes:
- “Every year I show up, stare at a computer for hours, and end up failing despite my best efforts. It’s unreal.”
- “Park has caused me immense frustration and stress.”
Note Taking Template

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Interview notes:

- Regular student
- Wants to impact society
- Our mentality is at stake
- Just guesses and "wings" it on standard test
- Only cares so that she can pass
  - We shouldn't have to depend on standardized tests, that we take these honor courses.
- Failed PARR but got top 10 score in the ASVAP

Standout quotes:

- "PARCC has done anything beneficial for me; it just stresses me."
- "We need to trust our teachers' knowledge, not the tests."
Note Taking Template

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Interview notes:
- [Redacted] is here because she has to be
- Expressing negative opinions about PARCC
- Doesn't have a PARCC story
- PARCC frustrates her

Standout quotes:
Note Taking Template
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Interview notes:
- because he has to be here, pizza
  important because he's hungry
  went to school and took parce, drew a nice picture of him "slam dunking"
  he's never used parce in daily life
  has not benefitted, except he got to go home early which made him happy
  finished early but was frustrated because he could only read a book
  he hopes for a scholarship

Standout quotes:
"I thoroughly enjoy learning"
The entire plot of pulp fiction

One time - didn't know a question so I write

Deadly trouble answering questions because wasn't

Gives him experience

Has trouble with it

Doesn't like the getting up early

Doesn't like the public

PARCC is important - people thinking it's after 11am

Interview notes:

PARCC
Note Taking Template
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Interview notes:

I was told there would be pizza. I don’t know... They didn’t explain why we were here. Every single time I take PARCC I encounter at least one question that I haven’t learned. I guess PARCC shows me what I haven’t learned yet and prepares me for the test.

Yes! PARCC has caused me frustration because it is stressful, time consuming, or dull. I hope PARCC is given later. We haven’t yet learned everything, and it is some slower learners may not know a good amount of the test’s content.

Standout quotes:

The parcc is against us because not everything on it is taught by the time we take it.
Note Taking Template

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Interview notes:

[Redacted], 11th grade talk about PARCC
- PARCC shows what current skills you have learned
- Difficult to understand
- Different skills taught for PARCC
- Good testing skills and managing time
- Preparing for PARCC is different than learning in school

Standout quotes:
Note Taking Template
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**Interview notes:**

- How to make PARCC better
- Changing the test
  - **Both sessions**
  - **Change open ending in math**
- Do the test scores mess up with graduation?
- After the first open ended, she didn't do the rest.
- "PARCC has been: no use to me in any type of way" - wasn't really feeling it - want PARCC to be changed.

**Standout quotes:**
Note Taking Template
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Interview notes:
Her name is [Redacted] She wanted to talk about how PARCC shouldn't be mandatory she tried on some questions
-she says PARCC is beneficial for reading skills
-she doesn't like getting up early, thinking

Standout quotes:
Note Taking Template

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Interview notes:

[Redacted] mandatory had to be bare

Our future of testing
Frustrated Aces Chrome beat and walked out

No, no benefits
Yes, no story

Pulled to criterion:

Standout quotes:
Note Taking Template

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Interview notes:
- It's important he intelligence is being tested
- Stressful
- Goes to bed early before PARCC, has an idea on what's going on during PARCC
- English easy, math harder
- No benefit
- Wants to see what got wrong
- Frustrated
- N.J. ASK better

Standout quotes:
"I would rather do a written test than online"
Note Taking Template

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Interview notes:
Mandatory - so I have to be here
Important because it's our future of standardized testing
Frustrated with the PARCC
No, it has not provided a benefit.
Start doing the PARCC to the curriculum (things we learned)
Nope

Standout quotes:
'yes pace has caused!

because we have not

* better test is made

know before the test.

* no

be immense frustration

learned everything on the
to show what students
Note Taking Template

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**Interview notes:**

- and I am here today because I want to give feedback about PARCC.

- This is important to me because I want to take a test that actually means something. My valuable time is at stake.

- It is difficult to take the test on the computer because I find myself zoning out and getting distracted by the screen.

- No pace has not been of use or benefit to me because I do not gain anything and my score is not used.

**Standout quotes:**

- "My valuable time is at stake."
Note Taking Template

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Interview notes:

- I am anonymous at my English class brings me here today
- my graduation is at stake right now, since we have to pass
- mostly just wish fast so I can sleep afterwards
- I mean frustration, loss of sleep, testing for something that doesn't matter and stressing about the score
- I hope that parcc will not be required, or we can actually make it mean something

Standout quotes:

- parcc has no relevance in my life, zero
- parcc is dumb
Note Taking Template

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Interview notes:
- I'm
- the promise of free pizza
- I don't want my mom to be mad at me
- might not graduate if he does bad
- try to write about kilts
- became better at writing fast
- "trying to write equations is awful"
- hopes a good life is the result of this work
- no wacky experiences

Standout quotes:
- "Scottish people came out of nowhere with kilts!"
Note Taking Template

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Interview notes:

was forced to be here

Standout quotes:
Note Taking Template

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Interview notes:

Why so many tests we have to take this year. 5 tests for the same thing or outcome. PARCC was long, a lot of things on the exam not learned. Not learning from the PARCC. PARCC has caused stress. Make test a little simpler and shorter. Math is fine.

Standout quotes:
Note Taking Template

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Interview notes:

- I'm 17 year old and I came here because I was told I would be cutting if I didn't.
- The state thing in here is not being able to graduate.
- Believes PARCC is useless and doesn't affect how people learn.
- No, not really, because he doesn't take it serious.
- Yes, because it takes time out of my day that I could use for other things.
- He hopes that they take standardized test of the requirements for graduating.
- These tests don't benefit anyone if just put for pressure on students.

Standout quotes:
Note Taking Template

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Interview notes:
- was told to come
- My future education is at stake due to a test ability to judge my intellect.
- PARCC is never studied for, taken, loathed, and quickly forgotten.
- Not really a benefit except getting out of school early.
- PARCC has caused frustration due to it being a waste of time and not useful for college.
- What ever test you make us do make it more applicable for college.

Standout quotes:
"My time could have been better spent than doing PARCC"
Note Taking Template

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**Interview notes:**

- [Redacted] because my English class had to come
- I want to share parc experiences
- Me needs to pass to graduate
- Eighth grade opted out
- No odd stories
- Showed me how standardized tests work, improved testing skills
- The time stresses me as I was not very fast
- I learned to manage time better
- Hopes this leads to good future
- I would change the setting

**Standout quotes:**

"I opted out in 8th grade because I do not feel the parc is a necessary test."
Note Taking Template

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Interview notes:
- She said she had pretty much no choice to be here
- Get a good grade to Graduate
- Most of the time she tries
- No benefits
- A lot of frustration test too long
- Won’t have to take next year

Standout quotes:
Note Taking Template

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Interview notes:

- [Redacted]

- Grades at stake
- Hard learning to get ready
- Doesn't learn - fail
- No use to him
- Skipped through all questions - went to sleep
- Cause stressed - teachers overload info. Half the stuff he doesn't know

Standout quotes:

- [Redacted]
Note Taking Template

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Interview notes:
- here because she can't miss anymore school
- she likes to be successful and work hard in everything
- her PARCC story is getting stressed a lot
- she would rather do it later in the year
- she likes the NJASK better instead of computer test

Standout quotes:
"I like NJASK better because I like to write out my work more"
Note Taking Template

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Interview notes:

why forced to come

kids are leaving different these days

Too stressful because not enough time for a lot of work

No benefit

Kind of because it has things I don't know

What the school teaches? You feel me?

They should give out breakfast before and lunch after.

Standout quotes:
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Interview notes:
1. To talk about the poor
2. It's not really important to me. Our school's reputation is at stake
3. I never put in 100% effort because parents don't expect anything for us students
4. Parents have not been as involved as they should be
5. The system is too hard and discourages students
6. I hope the issue gets dealt with
7. No

Standout quotes:
Note Taking Template

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Interview notes:
- I was forced to come and I'm 16 years old going back.
- The fear of standardized testing at line.
- PARCC has always been troubelsome because it's material.
- Still haven't learned in highschool.
- Not really all it does is cause stress.
- \[\text{Yes it has}\]
- Think standardized testing gets eliminated.
- Standardized doing doesn't help.

Standout quotes:

"These test don't have any benefits"
Note Taking Template

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Interview notes:
1. To talk about the PARCC
2. My grade.
3. Stressful, doesn't make sense, doesn't make any sense.
4. It is not as harmful or beneficial to me.
5. Yes, it doesn't count towards your record or grade so it frustrates me that it's such a big deal.
6. No, no more PARCC
7. No

Standout quotes:
Note Taking Template

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Interview notes:
- [Redacted]
- This class brings me here today
- Important that he tests his intelligence
- Being confused
- PARCC has been no benefit or use to him
- PARCC hasn't caused frustration. Showed him a math problem he couldn't solve at one point
- Hopes that this work helps him see his scores

Standout quotes:
Note Taking Template

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Interview notes:
- [Redacted] English brings him here
- It's important because he gets to speak defense to volunteers
- Not a fan because he doesn't enjoy being tested on things he doesn't understand
- Shown him what needs improvement
- Frustrating when shown material not yet taught
- He hopes he can understand how the test levels him
- Nothing else

Standout quotes:
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Interview notes:
- Takes time out of school year
- Over stressful
- Try your best but most things have not been taught yet or not familiar with
- Does not mean anything
- Frustrating
- 
- Likes that the students are being heard

Standout quotes:
"Not pointless but is a waste of time"