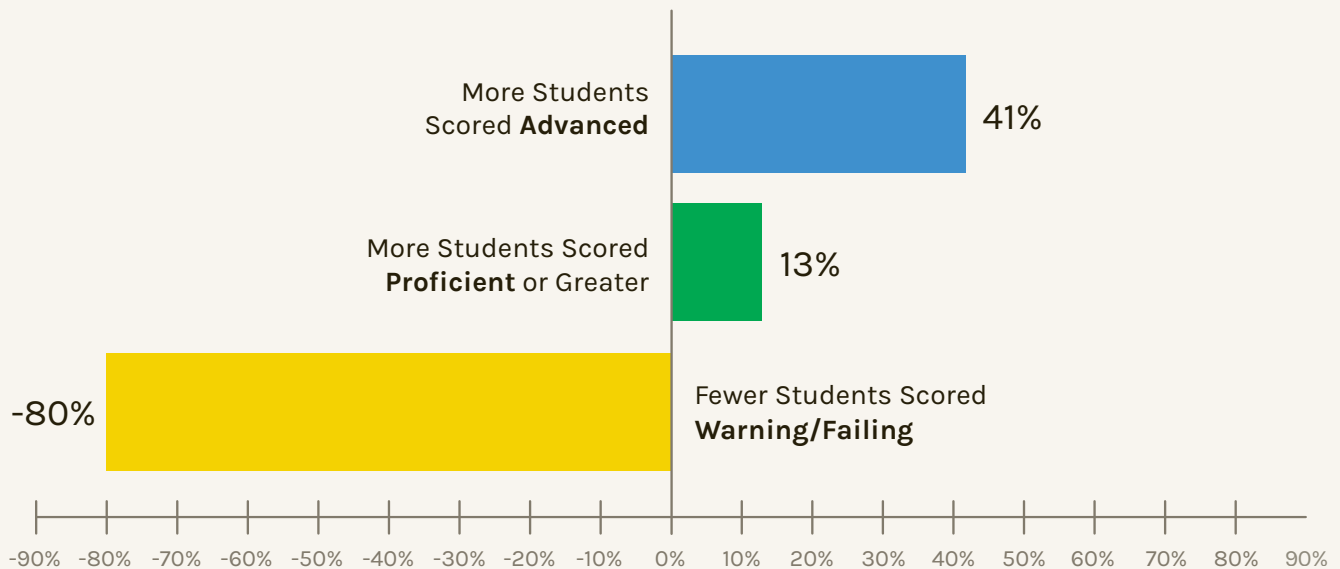


## 2017 Grade 5 MCAS Results: Emily G. Wetherbee School in Lawrence, Massachusetts

All Wetherbee Students Compared to the Massachusetts State Average:



### Wetherbee Subgroups Compared to the Massachusetts State Average:

#### STUDENTS WITH DISABILITIES:

- 100% More Scored **Advanced**
- 139% More Scored **Proficient**
- 5% Fewer Scored **Needs Improvement**
- 63% Fewer Scored **Warning**

#### GIRLS:

- 24% More Scored **Advanced**
- Met State Average for % Scoring **Proficient**
- 23% Fewer Scored **Needs Improvement**
- 13% Fewer Scored **Warning**

#### EVER ENGLISH LEARNERS:

- 214% More Scored **Advanced**
- 37% More Scored **Proficient**
- 93% Fewer Scored **Warning**



The KnowAtom partnership has included unwavering support, attention, and commitment to each and every educator. I am convinced that providing our educators and our students with the tools and support KnowAtom offers will ensure that the achievement gains already evidenced will continue to grow with each year.

**Dr. Mary A. Toomey, Assistant Superintendent for Curriculum and Instruction—Lawrence Public Schools**

# Key Elements of KnowAtom Support Students



## Hands-on inquiry transcends language.

The core of KnowAtom's next generation inquiry process is students investigating phenomena and designing solutions to problems hands-on. This approach ensures that regardless of their language, all students are engaged every day as scientists and engineers in the classroom.



## Complete curriculum solution provides multiple entry points.

KnowAtom's solution includes leveled nonfiction reading, Socratic dialogue, materials for student-led scientific and engineering investigations, and both formative and summative assessments. The content is also scaffolded from unit to unit and across grade levels.



## Innovative online tool increases student engagement.

KnowAtom's SocraCircle® is available for web-enabled devices, and allows all students to engage in meaningful, higher order dialogue with their class in a group text format moderated by the teacher.



## Formative assessments provide teachers and students with feedback in real time.

Formative assessments, especially those in a verbal format, which KnowAtom makes possible, provide students with feedback to inform their thinking and improve their current work. This also provides teachers with insight into how their practices impact student thinking.



The Socratic Seminar has been a game changer for students. Students have become leaders in the classroom and have risen to the challenge of holding an academic conversation with their peers.

Students show leadership and have great respect towards their peers during this time. Even the most challenging students hold a high regard for the seminar and its rules and format. Students have learned to respectfully agree and disagree with peer thinking and have learned to LISTEN to their peer ideas, which is a skill that will propel them forward in life. Students have learned to take academic risks and ask questions to either challenge their classmates or to clarify their own thinking!

**Jodie George**

5th Grade Teacher, Wetherbee School



I believe that the Socratic Seminar has allowed our students to engage in deep, meaningful discussion around content, which aligns perfectly with our school-wide priority of Accountable Talk. It also helps them to become accountable listeners, which is a life skill they all need. Students own their learning and have great success in this highly interactive learning adventure.

**Colleen Lennon**

Principal, Wetherbee School