

## Defined STEM – Working through the Performance Task - Grades 6-12

### Set the Stage

\_\_\_\_\_ Review Introduction to understand the problem/issue/challenge while working through the task.

\_\_\_\_\_ Review the *Career Video* and answer the guiding questions to connect the real world with the purpose for completing the task.

*Teacher/ Student Checkpoint: Discuss with your teacher your understanding of the introduction and review of the Career Video.*

### Explore the Background

\_\_\_\_\_ Read, View and Analyze the scenario.

- Review *Goal, Role, Audience, Situation, and Products*
- Discuss within your group what is important and why; Take notes on your group discussion identifying thoughts and ideas.

\_\_\_\_\_ Complete *Constructed Response(s)* or *Informative Literacy Task(s)*  
*Optional: (This can be done prior to video and performance task introduction or after)*

*Teacher/ Student Checkpoint: Discuss with your teacher what you know about the scenario. You may also want to share information gained from the Informational Language Task/Constructed Response (If completed). This may be done as an individual or group discussion or as a journal entry.*

### Do the Research (*Inquiry*) Developing questions for research.

\_\_\_\_\_ Decide the research questions to ask to help complete your research to prepare to complete the products for your audience. You can use the research questions associated with each product, come up with your own questions, or answer questions provided by your teacher.

\_\_\_\_\_ Do your research. You may use the *Learning Objects, Research Resources, and/or Videos* in Defined STEM. You may also use research resources provided by your teacher. Or, your teacher may want you to complete your own research on the topic.

*Teacher/Student Checkpoint: Once you have completed developing your questions, review your group's findings with the teacher before moving forward to do your research.*

*(Research & Collaboration) Planning, Investigating, and Analyzing.*

\_\_\_\_\_ Conduct research and share the answers to your questions with the group.

\_\_\_\_\_ Based on your group's analysis of the research: list recommendations, solutions, and/or decide the best way to move forward.

\_\_\_\_\_ Complete *Argumentative Literacy Task(s)*. *(This is optional)*

*Teacher/Student Checkpoint: Once you have completed your research, review your group's findings with the teacher before moving forward to build your product(s).*

## **Create the Product**

*(Collaboration) Construct Solutions/Products.*

\_\_\_\_\_ Review the rubrics for the product(s) to help guide your work.

\_\_\_\_\_ Create a product(s) in which you provide solutions, make recommendations, predictions, inferences, or take any other appropriate actions that are required. Make sure that the product(s) meet the needs of the audience.

*(Presentation and Reflection) Present findings.*

\_\_\_\_\_ Present your product(s) to the audience. Be prepared to support your decisions and the products you have developed with evidence to justify and support your findings.

\_\_\_\_\_ Reflect on your products and any comments from your teacher and/or audience. Use any personal, group, and/or audience reflections to revise your products as needed. Re-submit if necessary.

*Teacher/ Student Checkpoint with Product Rubrics:*

*Reflect on products based upon self-evaluation, rubric review, audience and/or teacher feedback. Were the Goal of the task and any other requirements met?*



