How much H.E.A.T. is generated in your classroom?

H.E.A.T. Lesson Scoring Guide

Higher-Order Thinking

The task requires students operating at the higher levels of Bloom's Taxonomy (e.g., Analyzing, Evaluating, Creating).

6. *Student learning/questioning at Evaluating/Creating levels*
5. *Student learning/questioning at Analyzing level*
4. *Student learning/questioning at Applying level*
3. *Student learning/questioning at Understanding level*
2. *Student learning/questioning at Remembering level*
1. *Students taking notes only; no questions asked*

Engaged Learning

The task asks students to show their "know how" on something important and challenging, not just their knowledge.

6. *Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom*
5. *Students collaborate to define the task, the process, and/or the solution*
4. *Students given options to solve a teacher-directed problem with possible collaboration*
3. *Students solve a teacher-directed problem*
2. *Students report what they have learned only with possible collaboration*
1. *Students report what they have learned only*

Authentic Connections

The task reflects what people might actually do in the real world—real life issues, themes, and/or problems.

6. *The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students*
5. *The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation*
4. *The learning experience provides extensive real world relevance*
3. *The learning experience provides limited real world relevance*
2. *The learning experience provides no real world application, or represents a group of connected activities*
1. *The learning experience is missing or too vague to determine relevance*

Technology Use

Technology (e.g., computers, handhelds, peripherals) is used in a seamless fashion to promote student learning.

6. *Student-directed technology (classroom or BYOD) is used for task completion involving new and different ways of learning*
5. *Student-directed technology (classroom or BYOD) is used for task completion*
4. *Teacher-assigned classroom technology is used by students in conventional ways for task completion*
3. *Teacher-assigned technology use (classroom or BYOD) appears to be an add-on or is not needed for task completion*
2. *Classroom technology is used only by the teacher*
1. *No technology use is evident or its use is not applicable to the learning*

LoTi