

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 Webb's Depth of Knowledge (e.g., Strategic Thinking, Extended Thinking).

- 6 Students create new learning at the Extended Thinking level
- 5 Students arrange learning at the Extended Thinking level
- 4 Students justify learning at the Strategic Thinking level
- 3 Students apply learning at the Skill/Concept level
- 2 Students explain learning at the Recall level
- 1 Students take notes only; no questions are 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 collaborate to solve a teacher-directed problem with possible options
- 3 Students solve a teacher-directed problem
- 2 Students collaborate to report what they have learned with possible options
- 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 involves students creating a product that has a real-world purpose beyond the classroom that directly impacts the students
- 5 The learning experience provides opportunity for students to apply their content understanding to a real world situation
- 4 The learning experience focuses on students exploring/discussing real-world content connections
- 3 The learning experience emphasizes real-world content connections made by the teacher
- 2 The learning experience represents a group of connected activities, but does not connect the content to the real world
- 1 The content of the learning experience is missing or too vague to determine relevance

Technology Use

Digital and/or environmental resources are used in a seamless fashion to promote student learning.

- 6 Students use self-selected digital resources to accomplish learning outcomes beyond conventional strategies
- 5 Students use self-selected digital and/or environmental resources to accomplish learning outcomes
- 4 Students use teacher-directed digital and/or environmental resources to accomplish learning outcomes
- 3 Teacher leads whole group learning with digital and/or environmental resources
- 2 Students' use of digital and/or environmental resources appears to be an add-on or is not needed for task completion
- 1 Digital and/or environmental resources are (1) not available, (2) not used, or (3) not directly connected to the learning

