Student Output =
H.E.A.T.
= Digital Learning

LoTi

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 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
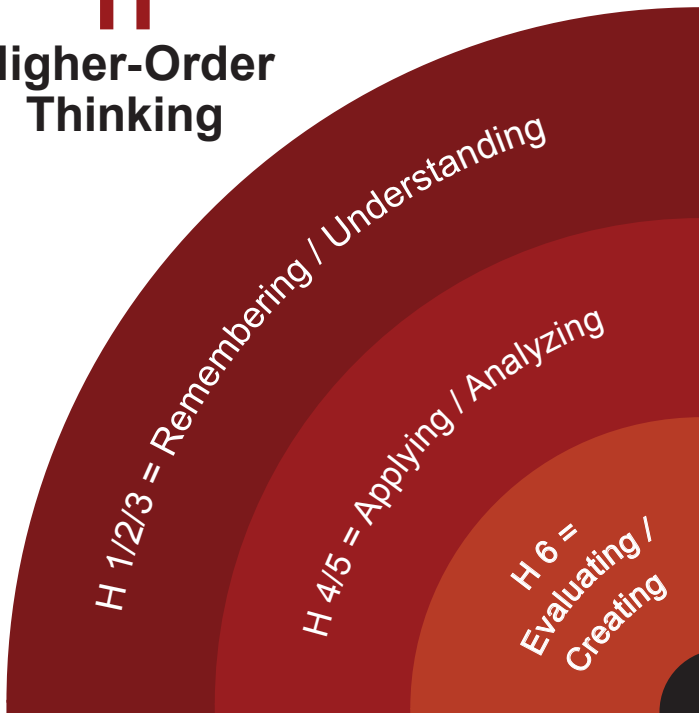
Technology Use

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
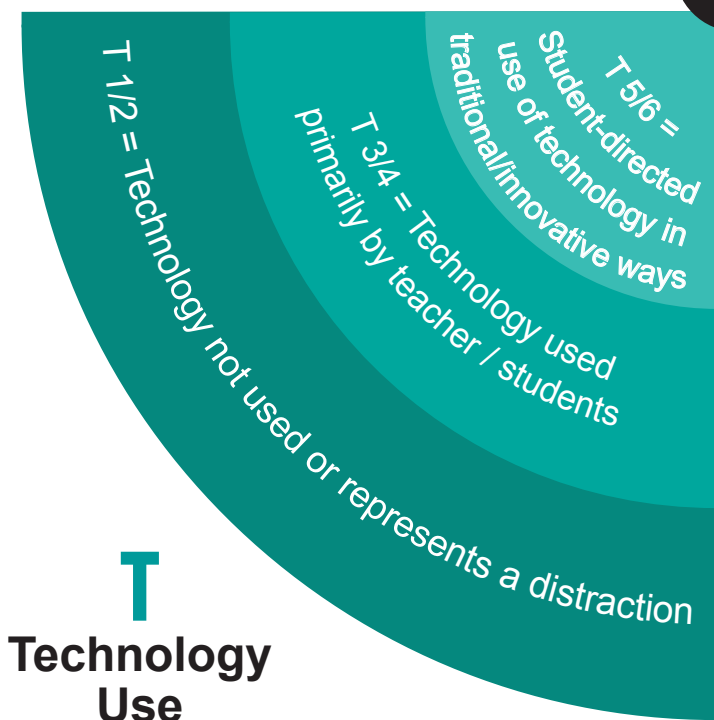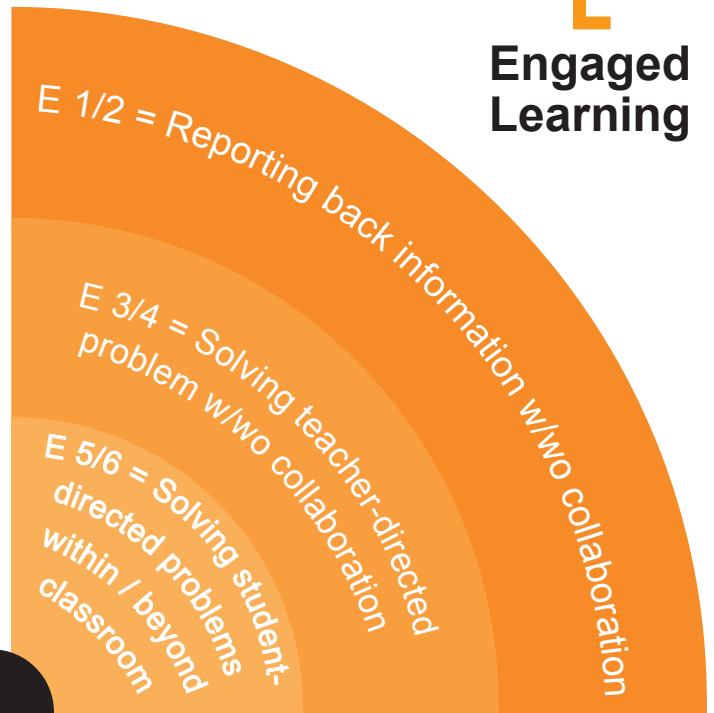
H.E.A.T. FRAMEWORK

LoTi

H
Higher-Order Thinking

- H 1/2/3 = Remembering / Understanding
- H 4/5 = Applying / Analyzing
- H 6 = Evaluating / Creating

E
Engaged Learning

- E 1/2 = Reporting back information w/wo collaboration
- E 3/4 = Solving teacher-directed problem w/wo collaboration
- E 5/6 = Solving student-directed problems within / beyond classroom

T
Technology Use

- T 1/2 = Technology not used or represents a distraction
- T 3/4 = Technology used primarily by teacher / students
- T 5/6 = Student-directed use of technology in traditional/innovative ways

A
Authentic Connections

- A 5/6 = Applied learning within / beyond class-room that impacts students
- A 3/4 = Real world connections made by the teacher / students
- A 1/2 = Too vague / No real world connections