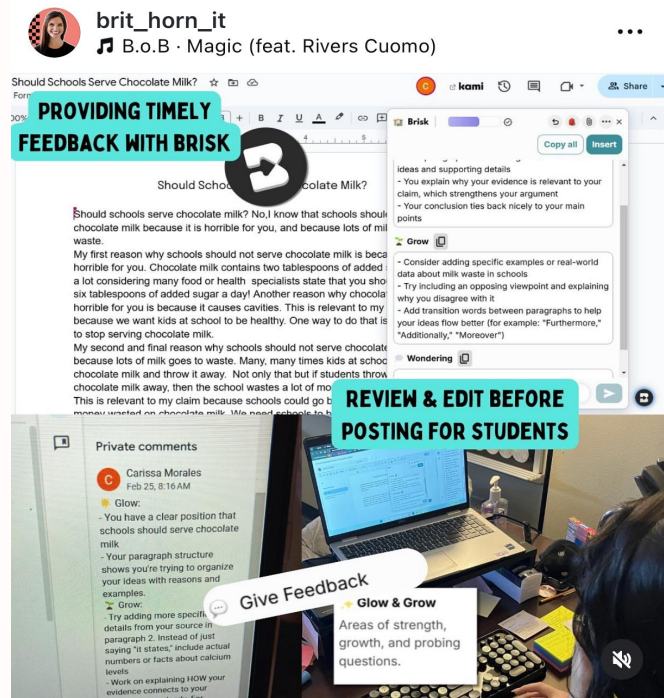


06

ISTE Standards for Students

ISTE Standards for Students: Teacher Reflection

Example 1:



What are the students doing?

My 5th grade students were working on opinion essays in Google Classroom. Their prompt was *"Should Schools Serve Chocolate Milk?"* They used Brisk to receive feedback and revise their drafts. Students engaged in the writing process by reviewing strengths and areas for improvement, and then independently made changes to improve clarity, evidence, and organization. It really encouraged them to take ownership of their writing.

How is the teacher engaging?

I used Brisk to generate Glow & Grow feedback for each student, then copied it into private comments in Google Classroom. I also included the Brisk feedback table at the top of their document so they had a clear reference while revising. It served as a great conversation starter during writing conferences — students came in already knowing what they wanted to improve, which made those meetings more focused and productive.

How does this impact/improve student learning?

Students received timely, specific feedback, the kind that would have taken me much longer to give manually. Because of that, they were able to make meaningful revisions while still in the flow of writing. The feedback was actionable, and students took initiative to strengthen their arguments, improve transitions, and consider their audience more carefully. It helped them become more reflective writers who understood that revision is part of the process, not just a one-and-done step.

ISTE Standards for Students: Teacher Reflection

Example 1:

The screenshot displays a digital workspace for a student's writing assignment titled "Should Schools Serve Chocolate Milk?". The interface includes a top navigation bar with a user profile (brit_horn_it), a music player (B.O.B · Magic (feat. Rivers Cuomo)), and a "Share" button. A large blue banner at the top reads "PROVIDING TIMELY FEEDBACK WITH BRISK". The main text area shows the student's draft, which discusses the health benefits of chocolate milk and the waste associated with it. A "Brisk" sidebar on the right provides feedback prompts such as "Ideas and supporting details", "Consider adding specific examples or real-world data about milk waste in schools", and "Try including an opposing viewpoint and explaining why you disagree with it". A "Wondering" section prompts the student to "Add transition words between paragraphs to help your ideas flow better". A "REVIEW & EDIT BEFORE POSTING FOR STUDENTS" banner is visible. Below the main text, a "Private comments" section shows a comment from Carissa Morales dated Feb 23, 9:16 AM, which includes "Glow" (praise for clear position and paragraph structure) and "Grow" (suggestions for adding more specific details and explaining how evidence connects to the argument). A "Give Feedback" callout box highlights "Areas of strength, growth, and probing questions."

Why is this way of doing things ideal for learning?

It keeps writing relevant. Students are working with real feedback in real time, and they feel empowered to make changes that actually improve their work. Brisk allows me to give high-quality support faster, but I still stay in control of the feedback and can add anything I need. What I love is that it encourages deeper thinking and helps students sharpen their voice and message, especially when writing for an authentic audience like school leadership.

How does this product fit into the learning ecosystem?

Brisk fits right into the tools we're already using ie. Docs, Google Classroom, all of it. I didn't have to change my workflow. Instead, it enhanced it. It gives me a way to provide focused support without taking away the personal part of teaching. It also makes it easier for students to receive feedback when it's most impactful, during the writing process, not days later. I love how accessible it is, right where I already work.

ISTE Standards for Students: Connections

Example 1:

brit_horn_it
B.o.B · Magic (feat. Rivers Cuomo)

PROVIDING TIMELY FEEDBACK WITH BRISK

Should Schools Serve Chocolate Milk?

Should schools serve chocolate milk? No I know that schools should not serve chocolate milk because it is horrible for you, and because lots of milk waste.

My first reason why schools should not serve chocolate milk is because it is horrible for you. Chocolate milk contains two tablespoons of added sugar, a lot considering many food or health specialists state that you should have six tablespoons of added sugar a day! Another reason why chocolate milk is horrible for you is because it causes cavities. This is relevant to my claim because we want kids at school to be healthy. One way to do that is to stop serving chocolate milk.

My second and final reason why schools should not serve chocolate milk is because lots of milk goes to waste. Many, many times kids at school throw away chocolate milk and throw it away. Not only that but if students throw away chocolate milk, then the school wastes a lot of money. This is relevant to my claim because schools could go to the money wasted on chocolate milk. We need schools to...

REVIEW & EDIT BEFORE POSTING FOR STUDENTS

Give Feedback

Private comments

Carissa Morales
Feb 25, 8:16 AM

Glow:

- You have a clear position that schools should serve chocolate milk.
- Your paragraph structure shows you're trying to organize your ideas with reasons and examples.

Grow:

- Try adding more specific details from your source in paragraph 2. Instead of just saying "it states," include actual numbers or facts about calcium levels.
- Work on explaining HOW your evidence connects to your claim.

Brisk

Ideas and supporting details

- You explain why your evidence is relevant to your claim, which strengthens your argument
- Your conclusion ties back nicely to your main points

Grow

- Consider adding specific examples or real-world data about milk waste in schools
- Try including an opposing viewpoint and explaining why you disagree with it
- Add transition words between paragraphs to help your ideas flow better (for example: "Furthermore," "Additionally," "Moreover")

Wondering

Areas of strength, growth, and probing questions.

A student uses Brisk to revise an argumentative essay in this exemplar by responding to categorized feedback focused on clarity, evidence, and structure. Brisk's AI-generated comments empower the student to independently identify strengths and weaknesses in their writing, encouraging a growth mindset and supporting **1.1.c – Feedback to Improve Practice (Empowered Learner)**.

The writing process becomes iterative and intentional as the student refines arguments based on specific prompts to clarify reasoning, add real-world evidence (like data on milk waste), and improve transitions. This aligns with **1.4.a – Design Process (Innovative Designer)**, as the student engages in a cyclical pattern of testing, adjusting, and finalizing their work.

Additionally, the feedback helps the students refine their tone and messaging for a school leadership audience, addressing **1.6.d – Customize the Message (Creative Communicator)**. Debating a real issue tied to school policies, the writing task itself also supports **1.3.d – Explore Real-World Issues (Knowledge Constructor)** as the student builds knowledge and constructs arguments grounded in relevant, lived experiences.

This artifact highlights how Brisk helps students become self-directed learners who seek out meaningful feedback, iterate on their work, and communicate more effectively. It demonstrates a clear alignment with multiple **ISTE Student Standards**.

ISTE Standards for Students: Teacher Reflection

Example 2:

The screenshot displays the Brisk dashboard interface. At the top left, a user profile for 'brit_horn_it' is visible. The main area is divided into several sections: 'Student Work' showing a document titled 'Rewards for Recycling' with a text editor; 'Attached Rubric' listing five criteria: 1. Central idea is clear and fully developed, 2. Evidence is sufficient and relevant, 3. Organization is effective, 4. Purpose/Audience is understood, and 5. Language conventions: Demonstrates consistent command of grade-level appropriate conventions, including correct sentence construction, punctuation, capitalization, grammar, and spelling; 'Student Chat with Boost' showing a chat window with a 'Brisk Boost' message; 'Brisk Writing Coach for our ECR' with a 'Boost student activity' button; and 'Teacher Monitors Progress' showing a progress bar with 'In Progress' and 'Submitted' status, and a 'Central idea: Is clear and fully developed' message.

What are the students doing?

My 3rd grade students were working on an Extended Constructed Response (ECR) as part of our STAAR test prep. They created their own claims and used Brisk Boost to help refine and complete their writing. As they worked, they received feedback on how to improve their ideas, structure, and clarity — all while staying in control of their final drafts.

How is the teacher engaging?


I attached the ECR rubric to the task so students could see what was expected, and I monitored their progress in real time through the Brisk dashboard. It allowed me to quickly step in and support students who were stuck or drifting from the objective. Instead of students waiting in a line for help, I could catch moments of need as they happened and provide just-in-time support.

How does this impact/improve student learning?

It completely changes the flow of writing instruction. Students don't have to wait to ask questions or get feedback. Instead, they receive personalized support immediately. That means more writing, less waiting. The best part is that Brisk encourages students to think critically about their own writing. They're learning how to evaluate and revise their work on the spot, which is a skill they'll use long after the test.

ISTE Standards for Students: Teacher Reflection

Example 2:

 brit_horn_it ...

Hint: This is the same type of copy your students will receive. To make changes to the activity, go back to the original document and create a new activity.

Student Work

File Edit View Insert Format Tools Extensions ...

100% Normal text Dictate ...

Rewards for Recycling

1 Many people try to recycle as much as they can. Still, lots of plastic, glass, and other recyclable materials end up in the trash. This means they go to a landfill instead of being used again. City lawmakers need to do more to make sure people recycle. The best way to do that is to reward people for recycling.

Attached Rubric

1. **Central Idea:** Is clear and fully developed
2. **Evidence:** Is sufficient and relevant
3. **Organization:** Is effective
4. **Purpose/Audience:** Is understood
5. **Language conventions:** Demonstrates consistent command of grade-level appropriate conventions, including correct sentence construction, punctuation, capitalization, grammar, and spelling


Student Chat with Boost

people could by in stores

Brisk Boost

That's a great point! You can explain how not rewarding people for recycling could lead to saving money and resources, which helps the environment. You might want to correct this idea to the evidence from "Laws for Less Trash," where reminders about recycling were shown to be effective.

Brisk Writing Coach for our ECR

 Boost student activity

Teacher Monitors Progress

In Progress In Progress Submitted

Central idea: Is clear and fully developed

1 2 3 4 5

Why is this way of doing things ideal for learning?


It builds independence. Students are getting high-quality, targeted feedback while they're still in the writing process, not hours or days later. That kind of support makes a huge difference in how confident they feel as writers. And because the feedback is structured around their actual work, it's easy for them to understand and apply. They're not just preparing for a test, they're developing skills they'll carry into future writing tasks.

How does this product fit into the learning ecosystem?

Brisk fits naturally into what we're already doing. It works alongside our rubrics, conferencing, and writing strategies without replacing them. Instead, it helps me give more focused, real-time support while still maintaining ownership over the learning. It makes writing instruction more efficient, more personalized, and more empowering for students. It's not just about saving time, it's about helping students grow into capable, confident writers.

ISTE Student Standards: Connections

Example 2:

 brit_horn_it

Hint: This is the same type of copy your students will receive. To make changes to the activity, go back to the original document and create a new activity.

Student Work

File Edit View Insert Format Tools Extensions

100% Normal text Dictat...

Attached Rubric

1. **Central Idea:** Is clear and fully developed
2. **Evidence:** Is sufficient and relevant
3. **Organization:** Is effective
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5. **Language conventions:** Demonstrates consistent command of grade-level appropriate conventions, including correct sentence construction, punctuation, capitalization, grammar, and spelling

Student Chat with Boost

people could by in stores

Brisk Boost

That's a great point! You can explain how not rewarding people for recycling could lead to saving money and resources, which helps the environment. You might want to connect this idea to the evidence from "Sales for Less Trash" where reminders about recycling were shown to be effective.

Brisk Writing Coach for our ECR

Boost student activity

Teacher Monitors Progress

In Progress

In Progress

Submitted

Central idea: Is clear and fully developed

1 2 3 4 5

1 2 3 4 5

In this exemplar, a 3rd-grade student uses Brisk Boost as an AI writing coach to develop a written argument about recycling. Brisk provides real-time suggestions to enhance clarity, text evidence, and organization. The feedback empowers students to reflect on their writing and make meaningful improvements, demonstrating alignment with **1.1.c—Feedback to Improve Practice (Empowered Learner)**.

The writing prompt challenges students to address a real-world environmental issue. Using Brisk Boost to refine their arguments and support claims with evidence, students actively build knowledge and engage in solution-oriented thinking, aligning with **1.3.d – Explore Real-World Issues (Knowledge Constructor)**.

As students revise their work, they participate in a structured writing process — developing, testing, and adjusting their ideas based on AI suggestions and a clear rubric. This demonstrates **1.4.a – Design Process (Innovative Designer)**, as students cycle through feedback and iteration.

The final product is a multi-paragraph argument communicating a complex idea — incentivizing recycling to improve environmental outcomes. Students are supported in organizing ideas and refining language, which aligns with **1.6.c – Communicate Complex Ideas (Creative Communicator)**.

This artifact illustrates how Brisk Boost promotes student agency, creativity, and deeper thinking by combining AI feedback with scaffolded writing practices. Students become more confident, capable writers who think critically about issues that matter to their communities and the world.

ISTE Student Standards: Teacher Reflections

Example 3:



brit_horn_it

...

What is visible to your teacher

Brisk Boost

Hello there! I'm the Giving Tree from Shel Silverstein's story. How do you think the boy changes throughout the story?

You

Something I did not like was the boy kept taking stuff and not saying thank you. I liked that at the end the man sat on the stump and they were all happy.

Brisk Boost

That's a great observation! The boy was happy to give, even though he always says thank you. Why do you think I kept giving to the boy, even when I had less and less to offer?

You

I think you kept giving the boy stuff because you are about him and you are kind.

Brisk Boost

That's right! I cared about the boy very much and wanted to make him happy. How do you think the boy's needs and wants changed as he grew older?

You

The boy was getting more mature and he was asking for stuff he needed, like the house he needed a house and kids because he was older and he did not want to be asking for stuff because he did not want to be asking for stuff.

Not Started 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

STUDENT PROGRESS

IN MORNING MEETING WE CHATTED WITH THE GIVING TREE

FOCUS: GRATITUDE

What are the students doing?

During our morning meeting, students used Brisk Boost to chat with *The Giving Tree* and reflect on the theme of gratitude. After reading the story together as a class, they had a chance to personally respond to the character in their own words. It was a thoughtful and creative way to get every student involved in thinking about kindness, giving, and emotional growth. Then, students shared their thinking in small groups and compared how they interpreted the characters' actions.

How is the teacher engaging?

While students were interacting with the Giving Tree, I was able to monitor their progress live from the Brisk dashboard. It helped me quickly identify who was really connecting with the story and who might need some extra support. If a student wasn't quite meeting the objective, I could check in right away and help guide them back on track — all while the rest of the class stayed engaged in their own reflection.

How does this impact/improve student learning?

This type of activity makes space for every student to have a voice. Even those who might not normally share during a group discussion had the chance to express themselves through writing. Because the chat is responsive, students feel like they're having a real conversation — which helps them think more deeply about the character, the theme of gratitude, and how it connects to their own lives. It holds them accountable for making a connection to the text, but in a way that feels personal and meaningful.

ISTE Student Standards: Teacher Reflections

Example 3:



brit_horn_it

...

What is visible to your teacher

Brisk Boost
Hello there! I'm the Giving Tree from Shel Silverstein's story. How do you think the boy changes throughout the story?

You
Something I did not like was the boy kept taking stuff and not saying thank you. I liked that at the end the man sat on the stump and they were all happy.

Brisk Boost
That's a great observation! The boy did take stuff and it makes me happy to give, even when I don't always say thank you. Why do you think I kept giving to the boy, even when I had less and less to offer?

You
I think you kept giving the boy stuff because you care about him and you are kind.

Brisk Boost
That's right! I cared about the boy very much and wanted to make him happy. How do you think the boy's needs and wants changed as he grew older?

You
The boy was getting more mature and he was asking for stuff he needed, like the house he needed a house and kids because he was older and he did not want to be asking for stuff because he did not need stuff.

IN MORNING MEETING WE CHATTED WITH THE GIVING TREE

FOCUS: GRATITUDE

STUDENT PROGRESS

	1	2	3	4
Not Started				
Engaged	1	2	3	4
Engaged	1	2	3	4
Engaged	1	2	3	4
Engaged	1	2	3	4
Engaged	1	2	3	4
Engaged	1	2	3	4

Why is this way of doing things ideal for learning?

In a traditional read-aloud, only a few students might speak up. But with Brisk Boost, every student gets to reflect and respond. The format encourages thoughtful reflection and helps students connect emotionally with the story. It's a quiet space for kids to be heard, to think through their ideas, and to practice empathy, all within the structure of a conversation that supports both literacy and SEL.

How does this product fit into the learning ecosystem?

Brisk Boost fits so naturally into morning meetings and SEL time. It supports our focus on character development, while also building reading comprehension and writing fluency. I don't need to change anything in my schedule, I just add this layer of interactivity that takes our discussions deeper and makes room for every student to engage in their own way.

ISTE Student Standards: Connections

Example 3:



brit_horn_it

...

What is visible to your teacher

Brisk Boost

Hello there! I'm the Giving Tree from Shel Silverstein's story. How do you think the boy changes throughout the story?

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Not Started 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

STUDENT PROGRESS

IN MORNING MEETING
WE CHATTED WITH THE GIVING TREE

FOCUS: GRATITUDE

In this exemplar, a student uses Brisk Boost during a class morning meeting to reflect on *The Giving Tree*, exploring how the characters grow and change throughout the story. The conversation centers on gratitude, allowing the student to express personal thoughts and demonstrate empathy. This personalized, dialogue-based format enables students to co-construct meaning through thoughtful interaction, aligning with **1.1.b – Customized Learning Environments (Empowered Learner)** as the AI adapts to student responses and supports individual reflection.

By engaging in an emotionally resonant conversation and expressing ideas through written dialogue, the student customizes their message based on the tone and theme of the discussion. Their responses are thoughtful and tailored to a beloved story's context, aligning with **1.6.d – Customize the Message (Creative Communicator)**.

ISTE Student Standards: Connections

Example 3:



brit_horn_it

...

What is visible to your teacher

Brisk Boost

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You

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You

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Not Started 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

Engaged 1 2 3 4

STUDENT PROGRESS

IN MORNING MEETING WE CHATTED WITH THE GIVING TREE

FOCUS: GRATITUDE

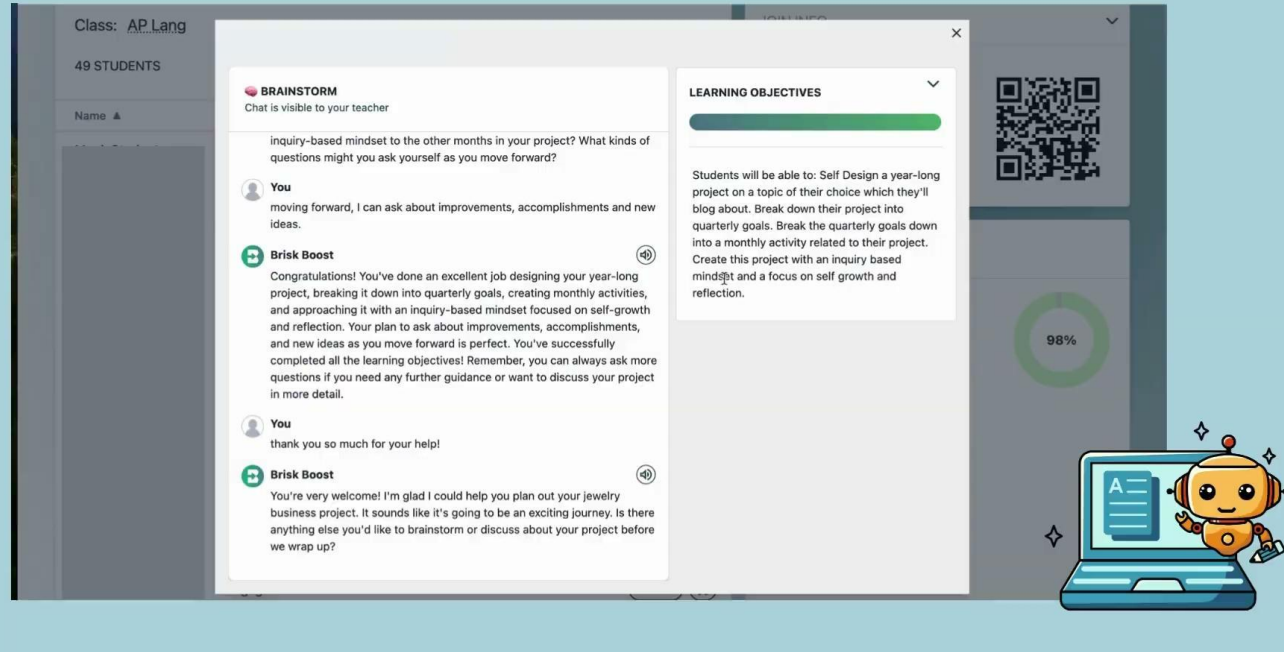
During our morning meeting, students used Brisk Boost to reflect on *The Giving Tree*, exploring gratitude and how the characters grew and changed. Brisk Boost gave each student a chance to share their thinking in their own words — even those who don't usually speak up.

After the activity, students shared their responses in small groups using discussion protocols and compared how they interpreted the characters' actions. Some saw the tree as generous, others thought the boy took too much — and they had real conversations about why.

This process supports **ISTE 1.7.b – Multiple Viewpoints** by helping students hear each other's perspectives, reflect on different ways of thinking, and learn to express their ideas in a respectful, collaborative way.

ISTE Student Standards Example 4:

How I use Brisk Boost for Brainstorming



The screenshot displays the Brisk Boost interface within a classroom setting. On the left, a sidebar shows the class name "Class: AP.Lang" and "49 STUDENTS". The main chat area is titled "BRAINSTORM" and includes a note "Chat is visible to your teacher". The chat history shows a conversation where a student asks for help with brainstorming ideas for a year-long project. A "Brisk Boost" bot responds with encouragement and advice, suggesting the student break down goals into quarterly activities and use an inquiry-based mindset. The student then thanks the bot, and it responds with further support and encouragement.

BRAINSTORM
Chat is visible to your teacher

inquiry-based mindset to the other months in your project? What kinds of questions might you ask yourself as you move forward?

You
moving forward, I can ask about improvements, accomplishments and new ideas.

Brisk Boost
Congratulations! You've done an excellent job designing your year-long project, breaking it down into quarterly goals, creating monthly activities, and approaching it with an inquiry-based mindset focused on self-growth and reflection. Your plan to ask about improvements, accomplishments, and new ideas as you move forward is perfect. You've successfully completed all the learning objectives! Remember, you can always ask more questions if you need any further guidance or want to discuss your project in more detail.

You
thank you so much for your help!

Brisk Boost
You're very welcome! I'm glad I could help you plan out your jewelry business project. It sounds like it's going to be an exciting journey. Is there anything else you'd like to brainstorm or discuss about your project before we wrap up?

LEARNING OBJECTIVES

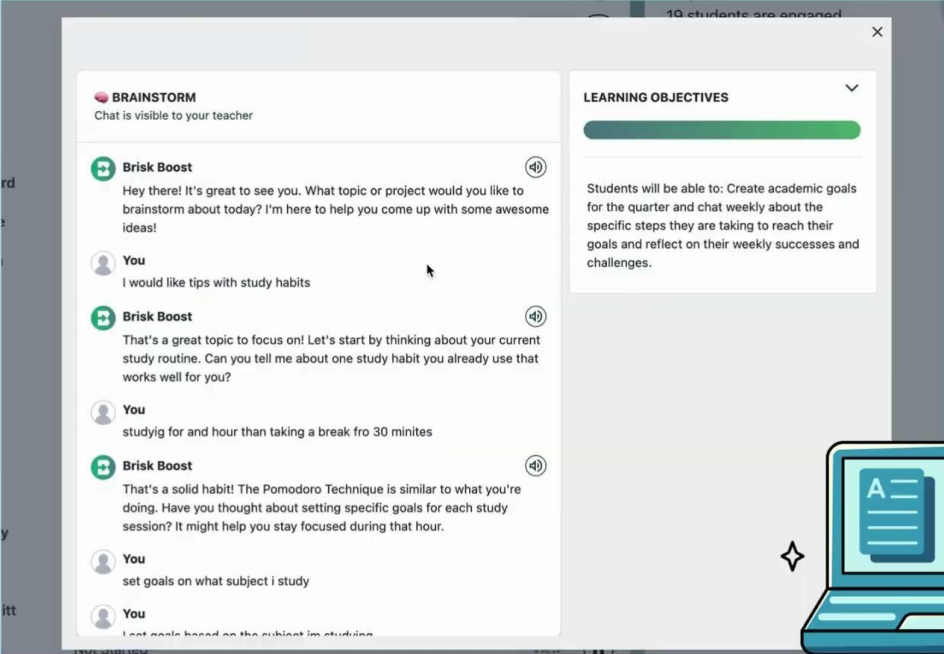
Students will be able to: Self Design a year-long project on a topic of their choice which they'll blog about. Break down their project into quarterly goals. Break the quarterly goals down into a monthly activity related to their project. Create this project with an inquiry based mindset and a focus on self growth and reflection.

98%

A cartoon robot character is shown at the bottom right, sitting on a laptop screen.

ISTE Student Standards Example 4:

How I use Brisk Boost for Goal Setting



The screenshot displays the Brisk Boost interface, which is divided into two main sections: a chat area on the left and a learning objectives area on the right.

Chat Area:

- Header:** BRAINSTORM (with a brain icon) and "Chat is visible to your teacher".
- Brisk Boost:** Hey there! It's great to see you. What topic or project would you like to brainstorm about today? I'm here to help you come up with some awesome ideas!
- You:** I would like tips with study habits
- Brisk Boost:** That's a great topic to focus on! Let's start by thinking about your current study routine. Can you tell me about one study habit you already use that works well for you?
- You:** studying for an hour and a half than taking a break for 30 minutes
- Brisk Boost:** That's a solid habit! The Pomodoro Technique is similar to what you're doing. Have you thought about setting specific goals for each study session? It might help you stay focused during that hour.
- You:** set goals on what subject I study
- You:** Let goals based on the subject I'm studying

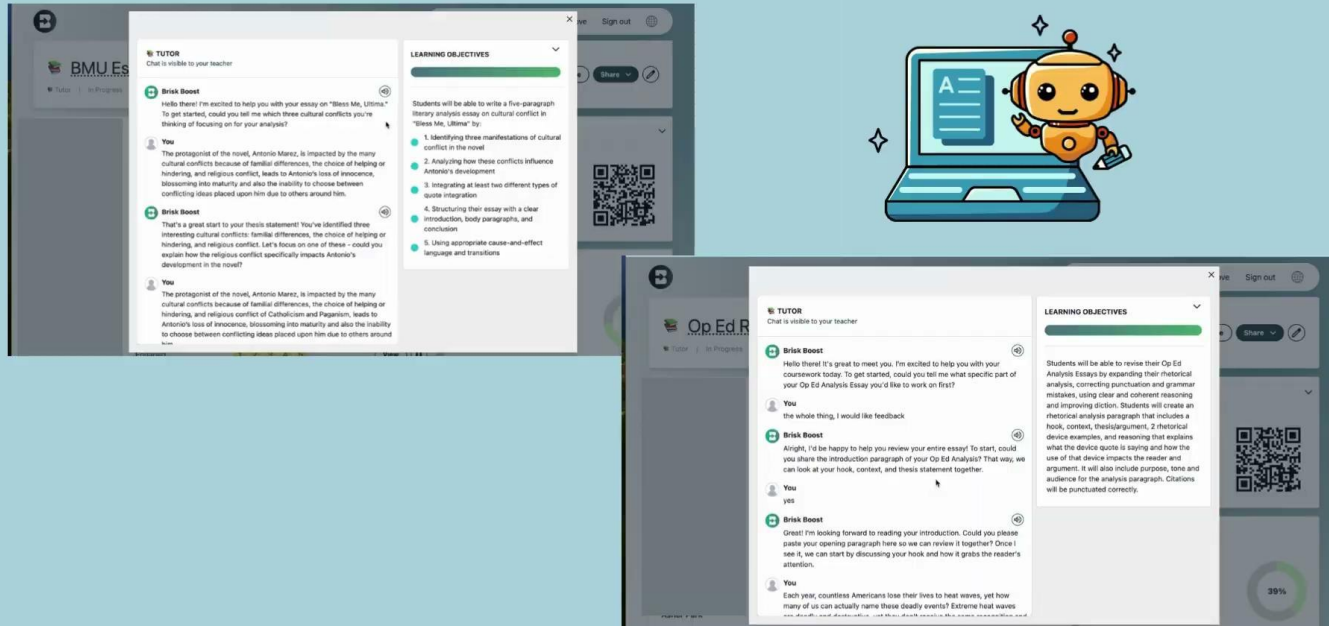
Learning Objectives Area:

- Header:** LEARNING OBJECTIVES (with a dropdown arrow).
- Progress Bar:** A green progress bar indicating completion.
- Text:** Students will be able to: Create academic goals for the quarter and chat weekly about the specific steps they are taking to reach their goals and reflect on their weekly successes and challenges.

Illustration: A cartoon robot with a yellow body and orange head is standing next to a blue laptop. The laptop screen displays a document with the letter 'A' and a checklist. The robot is holding a blue pen and has a small red light on its head. There are small blue starburst icons around the robot and laptop.

ISTE Student Standards Example 4:

How I use Brisk Boost As a Tutor



The image displays two screenshots of the Brisk Boost tutoring interface, overlaid on a light blue background. The interface is designed to look like a mobile app or tablet screen. On the right side of the interface, there is a cartoon robot character with an orange body and a blue head, sitting on a blue laptop. The robot is holding a blue notepad and a pen. The interface is divided into several sections:

- TUTOR**: Chat is visible to your teacher. This section contains a conversation between the user and the tutor.
- Brisk Boost**: This section provides specific feedback and guidance. In the first screenshot, it says: "Hello there! I'm excited to help you with your essay on 'Bless Me, Ultima'." In the second screenshot, it says: "Hello there! It's great to meet you. I'm excited to help you with your coursework today. To get started, could you tell me what specific part of your Op Ed Analysis Essay you'd like to work on first?"
- LEARNING OBJECTIVES**: This section lists the goals of the tutoring session. In the first screenshot, it says: "Students will be able to write a five-paragraph literary analysis essay on cultural conflict in 'Bless Me, Ultima' by: 1. Identifying three manifestations of cultural conflict in the novel. 2. Analyzing how these conflicts influence Antonio's development. 3. Integrating at least two different types of quote integration. 4. Structuring their essay with a clear introduction, body paragraphs, and conclusion. 5. Using appropriate cause-and-effect language and transitions." In the second screenshot, it says: "Students will be able to revise their Op Ed Analysis Essays by expanding their rhetorical analysis, correcting punctuation and grammar mistakes, using clear and coherent reasoning and improving diction. Students will create an rhetorical analysis paragraph that includes a hook, context, thesis/argument, 2 rhetorical device examples, and reasoning that explains what the device quote is saying and how the use of that device impacts the reader and argument. It will also include purpose, tone and audience for the analysis paragraph. Citations will be punctuated correctly."
- QR Code**: A QR code is visible in the bottom right corner of the interface.

The interface also includes a progress bar at the top right, a 'Sign out' button, and a 'Share' button. The background of the interface is a light blue color with a subtle pattern.

ISTE Student Standards: Teacher Reflection

Example 4:

What are students doing with the tool?

Students are using Brisk Boost as a tutor-like chatbot to help them plan their Google 20% Projects, set academic goals, and revise their writing. They're engaging with the AI to think more critically, improve their ideas, and make their writing stronger — all while staying in control of their own work. Brisk doesn't do it for them; it supports them by asking great questions and prompting deeper thinking.

What is the teacher's role or engagement with the tool?

I design student-facing activities with clear objectives and rubrics. Brisk acts as the tutor, guiding them with feedback while I check in to review their finished writing or goal-setting work. It helps me scale feedback so students still get meaningful guidance, even when I can't meet with them one-on-one.

ISTE Student Standards: Teacher Reflection

Example 4, continued:

How does this improve student learning?

Brisk allows students to get personalized support that meets them exactly where they are. Because it's differentiated, every student can move forward at their own pace and grow in the areas they need most, whether that's organizing their writing, clarifying their goals, or generating new ideas. It helps them think more creatively and learn through feedback, not answers.

Why is this an ideal example of student use of the product?

It mirrors what I'd do in a one-on-one writing conference — but I can't do that with every student, every day. Brisk helps fill that gap. It allows students to revise and reflect as often as they need, and gives them the space to learn through trial, error, and improvement.

How does the product support a learning ecosystem or culture of learning?

Brisk fits into our learning ecosystem by offering real-time, targeted support. It keeps students engaged in continuous learning and makes feedback part of our everyday culture. When students know they can revise and improve with meaningful support, they're more confident, and it helps me maintain a classroom where growth is expected and celebrated.

ISTE Student Standards: Connections

Example 4:

In this exemplar, students engage with Brisk Boost to plan activities for their Google 20% Projects, set academic goals, and revise their writing. The AI chatbot prompts students with questions that encourage deeper thinking, helping them to refine their ideas and articulate their objectives clearly. This process empowers students to take ownership of their learning journey, aligning with **1.1.a – Learning Goals (Empowered Learner)**.

As students interact with Brisk Boost, they receive immediate, personalized feedback on their writing and project plans. This iterative process allows them to reflect on their work and make informed improvements, demonstrating alignment with **1.1.c – Feedback to Improve Practice (Empowered Learner)**.

The teacher facilitates this process by designing AI-driven activities with clear rubrics and objectives, enabling students to navigate their projects with autonomy. By iterating on their ideas and incorporating feedback, students engage in a structured design process, which aligns with **1.4.a – Design Process (Innovative Designer)**.

ISTE Student Standards: Connections

Example 4 continued:

In this exemplar, a student uses Brisk Boost to plan a year-long, real-world project: launching their own jewelry business. Guided by the AI, students explore product ideas, target audiences, branding, and pricing strategies. There's no single path to success—students must evaluate options, make decisions, and revise their plans, demonstrating **1.4.d – Open-Ended Problems (Innovative Designer)**.

Brisk helps the student break the project into manageable components—like product development, marketing, and budgeting—allowing them to extract key information and map a clear strategy. This supports **1.5.c – Decompose Problems (Computational Thinker)** as they work through complex, multi-step challenges.

Finally, students tailor presentations and pitches to specific audiences, such as peers, customers, or school leadership. This ability to adapt content and tone reflects **1.6.d – Customize the Message (Creative Communicator)**.

ISTE Student Standards

How Educators Are Using Brisk in the Classroom



In this video, we get to hear directly from educators who are using Brisk AI to support teaching and learning in meaningful ways. They're using Brisk as a Chrome extension that works seamlessly with tools like Google Docs, Slides, and even YouTube. What's great is that it's free and super easy to integrate into everyday instruction.

Teachers talk about how Brisk helps them give personalized feedback to students quickly — which saves time and also supports students in revising their work more effectively. Brisk even adjusts reading levels, generates questions or summaries from YouTube videos, and helps differentiate content for learners with different needs.

One of the most exciting things is how Brisk supports students in becoming more reflective and independent. They're not just turning in assignments — they're engaging in a process of growth, using AI feedback to improve and communicate their ideas more clearly.



How the teaching and learning within the video aligns with the ISTE Student Standards:

- **Empowered Learner (1.1.c)** – Students use feedback from Brisk to improve their work, reflect on learning, and make revisions with purpose.
- **Knowledge Constructor (1.3.a)** – helps students gather, organize, and make sense of information, especially when working with video or text content.
- **Innovative Designer (1.4.a)** – Students engage in a process of trial, feedback, and improvement, especially when revising writing or creating projects.
- **Creative Communicator (1.6.a)** – Brisk allows students to choose appropriate tools and formats to share their ideas through writing, visuals, or presentations.