

USING AI TO RETHINK FEEDBACK: A PRACTICAL ENTRY POINT FOR TEACHERS

What you'll need

- 1. Laptop & Google Login Information**
- 2. Assignment Directions and Rubric saved in Word/Google Document**

ATTITUDE ABOUT
LEARNING



FIXED



GROWTH

MINDSETS

ASKED MYSELF

- WHAT AM I CURRENTLY DOING?
- AM I MODELING HOW THIS SELF-TALK SHOULD LOOK LIKE?

HOW DOES YOUR EVALUATION LOOK LIKE?

DOES YOUR RUBRIC FOCUS ON WHAT
THEY **CAN DO** (ASSETS)
OR WHAT'S **MISSING** (DEFICIT)?

MY EXAMPLE

CAN DO (ASSETS) MISSING (DEFICIT)?

	Exceptional	Developing	Beginning	
<p>Spark Are personality and passion evident? (Note that this does not mean adopting a persona wildly more animated than your natural self.) Do you engage your audience?</p>	<p>Work shows a sense of wonder or joy (host's body language and delivery is natural yet engaging, host is enthusiastic about the material, etc.). Material engages audience in a way that sparks curiosity and retains their attention. Recognizable creative risks taken</p>	<p>Some perceivable creativity and thinkingoutside-the-box (Integration of an unexpected element in script, variety of shot types used, etc.), work holds attention of audience.</p>	<p>Exhibits a fact-based/bullet-point mentality. Minimal enthusiasm or interest in topic matter (inaudible or unnatural delivery, textbook-style script, etc..)</p>	/25
<p>Clarity Are ideas successfully executed to quality final products?</p>	<p>Material successfully conveys ideas in clear and engaging manner. Script is light and engaging, clear narrative, production value (good audio, sound, lighting).</p>	<p>Material is discernible, though issues in cohesive written or visual narrative persist (story element is there but with excessive details, visual pacing is frenzied, camerawork is shaky, etc.).</p>	<p>Material is difficult to understand, see, or hear (overly verbose writing, incohesive storyboard, poor lighting and audio, etc.)</p>	/25
<p>Thoughtfulness Do you demonstrate and understanding of the social and educational contexts of your material?</p>	<p>Creator clearly draws upon social and/or educational contexts of audience to engage and educate (wording is appropriate, reflect understanding of the material fits into online video landscape, etc.). Every production decision is deliberate.</p>	<p>Clear efforts to integrate lessons into material (evident either in material itself or in daily blog reflection). Some care put into designing material that reflects understanding of its digital media context, mostly copying templates set forth by already-existing materials (hosting style directly copying existing YouTube host, for example).</p>	<p>Material is inappropriate or irrelevant for middle school-level science background audience. Creator is condescending toward audience, no integration of class workshop lessons into materials</p>	/25
<p>Challenging Have you pushed your audience to grow? Have you done so in the process?</p>	<p>Evidence that creator is stepping outside the comfort zone, clear adoption and successful integration of feedback (addresses all points, blog posts demonstrate understanding of improvement opportunities in previous project iterations, etc.). Material is substantive (contains something not normally found in middle school textbooks, for example).</p>	<p>Some growth of creator (improvements seen in material from previous iterations, reflections on blog, etc.), but incomplete adoption of feedback (may address only certain points, may not address points to the extent to which feedback specified, etc.). Material is sufficient but audience learns little that is new.</p>	<p>Content of material is of little depth or gimmicky, no growth of creator exhibited in material or blog posts.</p>	/25

DISCUSSION

- What do you notice?
- What kind of language are you primarily using?
- Are you modeling language that reinforces growth or fixed mindset?



HOW MIGHT WE CHANGE OUR LANGUAGE WHEN
EVALUATING OUR STUDENT'S WORK TO REINFORCE A
GROWTH MINDSET?

ASSET-BASED RUBRICS!

NOTEBOOKLM DEMO

OUR GOAL IS TO LEARN SOMETHING NEW AND RELEVANT IN REGARDS TO ASSET-BASED RUBRICS

Types of Questions you can ask Notebook LM

- *What is asset-based rubrics?*
- *What are the key principles of asset-based rubric language?*
- *Challenges or limitations to this approach?*
- *How can I maintain rigor and clarity while making this shift?*
- *How might this be relevant to the course I teach (subject/level)?*

NOTEBOOKLM VIA GOOGLE

STEP 1

The screenshot shows the NotebookLM homepage. At the top, there are navigation tabs: "All", "My notebooks", "Featured notebooks", and "Shared with me". Under "My notebooks", there is a "Create new notebook" button with a plus sign. Below it, several existing notebooks are displayed as cards, including "Asset Based Rubrics" (Feb 19, 2026 · 8 sources) and "Cultivating Executive Function..." (Feb 19, 2026 · 1 source). A red arrow points to the "Create new notebook" button.

STEP 2

The screenshot shows a dialog box titled "Create Audio and Video Overviews from your notes". It has a search bar with the text "Search the web for new sources" and dropdown menus for "Web" and "Fast Research". Below the search bar, there is a dashed box with the text "or drop your files" and "pdf, images, docs, audio". Underneath, there are buttons for "Upload files", "Websites", "Drive", and "Copied text". A red arrow points to the "Websites" button. Below the dialog box, there is a section titled "Website and YouTube URLs" with the instruction "Paste in Website and YouTube URLs below to upload as a source in NotebookLM". Three URLs are listed: <https://doi.org/10.1080/O2602938.2023.2299330>, <https://doi.org/10.1007/s11031-015-9488-8>, and <https://catlintucker.com/2025/04/asset-based-feedback-rubrics/>. A red arrow points to the bottom of this list.

STEP 3

The screenshot shows the "Configure Chat" dialog box for the "Asset Based Rubrics" notebook. It has a search bar and dropdown menus for "Web" and "Fast Research". Below the search bar, there is a section titled "Define your conversational goal, style, or role" with three options: "Default", "Learning Guide" (selected), and "Custom". Below this, there is a section titled "Choose your response length" with three options: "Default", "Longer", and "Shorter" (selected). A red arrow points to the "Learning Guide" button, and another red arrow points to the "Shorter" button. The background shows a list of sources for the notebook, including "11031_2015_Article_9488.pdf", "40670_2024_Article_2094.pdf", and "6 Key Questions to Build Better Rubrics".

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QUICK SHARE

*What **question** did you ask Notebook LM that **surprised you** or led to an interesting thought/insight?*

AUDIO OVERVIEW

Customize Audio Overview

Format

- Deep Dive** ✓
A lively conversation between two hosts, unpacking and connecting topics in your sources
- Brief**
A bite-sized overview to help you grasp the core ideas from your sources quickly
- Critique**
An expert review of your sources, offering constructive feedback to help you improve your material
- Debate**
A thoughtful debate between two hosts, illuminating different perspectives on your sources

Choose language

English

Length

Short (checked) Default Long

What should the AI hosts focus on in this episode?

- Summarize the key findings from both experiments.
- Highlight the core model of motivation.

+ Practical Application + Research Summary + Student Perspective

Generate

Studio

- Audio Overview
- Slide Deck (BETA)
- Video Overview
- Mind Map
- Reports
- Flashcards
- Quiz
- Infographic (BETA)
- Data Table

- illuminating Asset Assessment (8 sources - 61d ago)
- Empowering Learners Through Asset Design (8 sources - 94d ago)
- From Fixers to Builders (7 sources - 100d ago)
- Why Strength-Based Feedback Fuels... (6 sources - 103d ago)
- Assessment Quiz (6 sources - 103d ago)
- Asset-Based Higher Education Framework (6 sources - 107d ago)
- The Power of Assets Infographic (6 sources - 107d ago)

Add note

QUIZ

Chat

Closing
You just practiced a process—not a perfect product. The value isn't what the AI wrote. It's how you decided what to keep.

Customize Quiz

Number of Questions: Fewer Standard (Default) More

Level of Difficulty: Easy Medium (Default) Hard

What should the topic be?

Focus on questions based on growth versus fixed mindset, the audience is professional educators, assessment language when talking about students performance

Generate

By requiring faculty to **engage with the sources first**, you are ensuring they have a baseline understanding of "asset-based pedagogy" before they attempt to revise their own work 9 10 . Your suggested questions for this phase will help them ideate, y.

Ask a question or create something 9 sources →

NotebookLM can be inaccurate; please double check its responses.

Studio

- Audio Overview
- Slide Deck (BETA)
- Video Overview
- Mind Map
- Reports
- Flashcards
- Quiz
- Infographic (BETA)
- Data Table

- Pedagogy Quiz (9 sources · 1m ago)
- Illuminating Asset Assessment (8 sources · 61d ago)
- Empowering Learners Through Asset Design (8 sources · 94d ago)
- From Fixers to Builders (7 sources · 100d ago)
- Why Strength-Based Feedback Fuels... (6 sources · 103d ago)
- Assessment Quiz (6 sources · 103d ago)
- Asset-Based Higher Education Framework (6 sources · 107d ago)
- The Power of Assets infographic (6 sources · 107d ago)

Add note

CRITIQUE YOUR RUBRIC

Step 1. Upload Assignment Directions and Rubric

Prompt Suggestion:

*I have uploaded my Assignment Directions and Grading Rubric. Using the principles from the uploaded sources and our conversation, **evaluate** this rubric language. **Identify** where it is **deficit-based, where it is asset-based, and what may be missing**. Provide specific and structured critique.*

Step 2. Review Before You Revise

- What feedback do you want to **push back** on?
- What feedback from the AI do you **agree** with?
- What **improvement** can you make on the rubric **now**?

Step 3. Revise

Prompt Suggestion:

*Revise my rubric criterion: **[PASTE]**. Show the original exactly as written and highlight any deficit-based wording. Then rewrite it into Levels 1-3 using asset-based, student-friendly language that describes what students can do. Present the original and revised versions side-by-side, and include a brief 1-2 sentence rationale explaining what changed and why. Keep it rigorous for **[course]** and **[student population]**, **[optional;content standard]** using clear, observable language.*

From Deficit to Growth: Reshaping Rubric Language for Student Success

Traditional rubrics often use "deficit-based" language that reinforces bias. Reshaping into "asset-based" tools shifts focus to potential, turning assessment into a roadmap for growth.

DEFICIT-BASED (Problems)

THE DEFICIT TRAP

"Incomplete," "Unclear,"
"Below Standard"
erode confidence, reinforce
fixed mindset.



"May be missing
central claim
or relevant
counterclaims."

"Below
Standard /
Unacceptable"

"You didn't
include the
correct
formula."

ASSET-BASED (Possibilities)

THE ASSET ADVANTAGE

"I can" statements and labels
like 'Emerging' or 'Estriding'
foster intrinsic motivation
and self-efficacy.



"Identifies
possible claims
and counterclaims
to build an
argument."

"Emerging /
Getting
Started"

"You remembered
the first step;
let's revisit which
formule fits this
problem."



THE VALUE FOR THE MODERN STUDENT



Boosts Intrinsic Motivation
Students focusing on strengths show higher perceived competence and willingness to expend effort.



Enhances Equity and Inclusion
Asset framing helps mitigate unconscious bias toward underrepresented or introverted learners.



Reduces Academic Anxiety
Clear, positive language provides a 'safe' roadmap that encourages students to take creative risks.

DISCUSSION (TOPIC OR AI TOOL)

What's Muddy?

Still need to work through

-
-
-

What's Marvelous?

Something you'd like to change/
implement

-
-
-

YOU JUST PRACTICED A PROCESS—NOT A PERFECT
PRODUCT.

THE VALUE ISN'T WHAT THE AI WROTE. IT'S HOW YOU
DECIDE WHAT TO KEEP FOCUSED ON STUDENTS'
ABILITIES.