

ATL STUDY SKILLS & STRATEGIES PRESENTATION

UNIT 1: SELF-MANAGEMENT | ORGANIZATIONAL SKILLS

THE GOAL

Become the class expert on one study strategy. Research it, explain it, then lead a class activity in which students actually USE it. The activity is worth 50% of your grade. A slideshow of study tips is not enough.

ASSIGNED TOPICS — EIGHT GROUPS

- 1 STUDY SKILLS & HABITS: clear goals, productive study space, effective routines
- 2 STUDY STRATEGIES: self-testing / retrieval, spaced review, active learning
- 3 TIME MANAGEMENT: planner, priorities, realistic study schedule
- 4 TEST PREPARATION: practice tests, repeated review, study groups, test anxiety
- 5 CRITICAL / ACTIVE READING: key ideas, annotation, summary, questioning
- 6 PQ4R: Preview, Question, Read, Reflect, Recite, Review
- 7 MEMORY A: mnemonics, chunking, meaningful associations
- 8 MEMORY B: visualization, story links, memory palace

Groups 1–2 and 7–8 must choose DIFFERENT specific strategies; confirm your focus with the teacher.

YOUR DIRECTIONS

- 1 RESEARCH. Define the strategy and teach its steps; explain why it helps, when it works best, and a limitation or common mistake. Use at least TWO credible sources and describe evidence or expert guidance.
- 2 SHOW IT. Choose a realistic current freshman task (AP World, Biology, or Pre-IB English 2). Prepare a worked model showing how and why the strategy improves that task.
- 3 TEACH IT. Explain the process step by step; distribute any materials and give clear instructions BEFORE classmates begin. Every group member must have a meaningful teaching role.
- 4 RUN IT. Have classmates APPLY the strategy and produce something you can check, such as a schedule, annotated text, recall result, or practice response. Allow about FIVE MINUTES for active practice.
- 5 CHECK IT. Reveal your model or expected result. Let classmates compare, correct, and identify one way their work could improve. Presenters must circulate or actively support the practice.
- 6 APPLY IT AGAIN. Explain specifically WHEN, HOW, and WHY freshmen should use the strategy in their own classes, and when another approach might work better.
- 7 CREDIT SOURCES. Cite outside claims, visuals, and examples. End with a SOURCES / WORKS CITED slide. Google is a search tool, not a source; AI output is not research evidence.

PRESENTATION REQUIREMENTS — GRADED

4 × 4 RULE: NO MORE THAN FOUR BULLETS PER SLIDE; NO MORE THAN FOUR WORDS PER BULLET.

NEVER LOOK AT THE SCREEN WHILE PRESENTING. DO NOT READ SLIDES.

Face your audience, speak naturally, and practice transitions. All members contribute. Aim for 10–12 minutes including the class activity.

WHAT SUCCESS LOOKS LIKE: Classmates leave able to use your study strategy independently.

ATL STUDY SKILLS & STRATEGIES — PRESENTATION RUBRIC

CIRCLE ONE LEVEL PER ROW • 10 CRITERIA × 10 PTS = 100 • CLASS ACTIVITY: ROWS 3–7 (50 PTS) • SCORE: _____ / 100

CRITERION (10 PTS)	10 — EXEMPLARY	8 — PROFICIENT	6 — DEVELOPING	4 — LIMITED
1. Knowledge & research	Accurate steps; explains credible evidence AND one real limitation.	Correct steps and sources; evidence or limitation receives little explanation.	General definition; unclear steps or weak supporting research.	Important steps wrong or unsupported.
2. Relevance & reasons	Shows a specific school task; explains WHY the strategy fits and WHEN it does not.	Appropriate task and benefit; explains fit only generally.	Vague example; connection to schoolwork weak.	No convincing example or reason to use strategy.
3. Worked model	Complete real example; explains EVERY key decision so others can repeat it.	Correct model, but some steps or choices go unexplained.	Incomplete model; classmates must guess at key steps.	No useful model or several major errors.
4. Activity design	Class MUST use the actual strategy to create checkable work requiring choices.	Class uses strategy and produces work, but activity is mostly guided.	Activity mainly asks trivia or repeats facts; little use of strategy.	Activity absent or unrelated to strategy.
5. Instructions & pacing	Materials ready; directions, timing, and roles clear; activity begins promptly.	Class follows directions with minor clarification or delay.	Confusion, missing supplies, or pacing interferes with practice.	Class cannot complete activity without teacher intervention.
6. Participation & guidance	Nearly everyone actively practices; presenters circulate, guide, and help.	Most participate; presenters give some useful help.	Several students passive; group offers little guidance.	Presenters lecture while most classmates do not practice.
7. Check & transfer	Shows model; students correct work and state WHEN/HOW they will reuse skill.	Checks work and suggests a school use; feedback remains general.	Weak check or vague advice about future use.	No useful check or application to later work.
8. Sources & citations	At least TWO credible sources; claims and visuals credited; complete sources slide.	Two credible sources and slide; a few attributions unclear.	One weak source or several missing credits.	Sources absent or claims largely unsupported.
9. Slide design: 4 × 4	All slides meet FOUR bullets maximum and FOUR words each; visuals aid learning.	4 × 4 fully observed, but visuals do little to clarify ideas.	One or more 4 × 4 lapses; clutter distracts.	Repeated rule violations; slides become the script.
10. Speaking & teamwork	Never looks at screen or reads slides; clear delivery, smooth handoffs; ALL contribute.	One quick screen glance or awkward transition; all contribute.	Repeated screen-looking or reading; uneven participation.	Mostly reads or faces screen; unprepared or absent members.