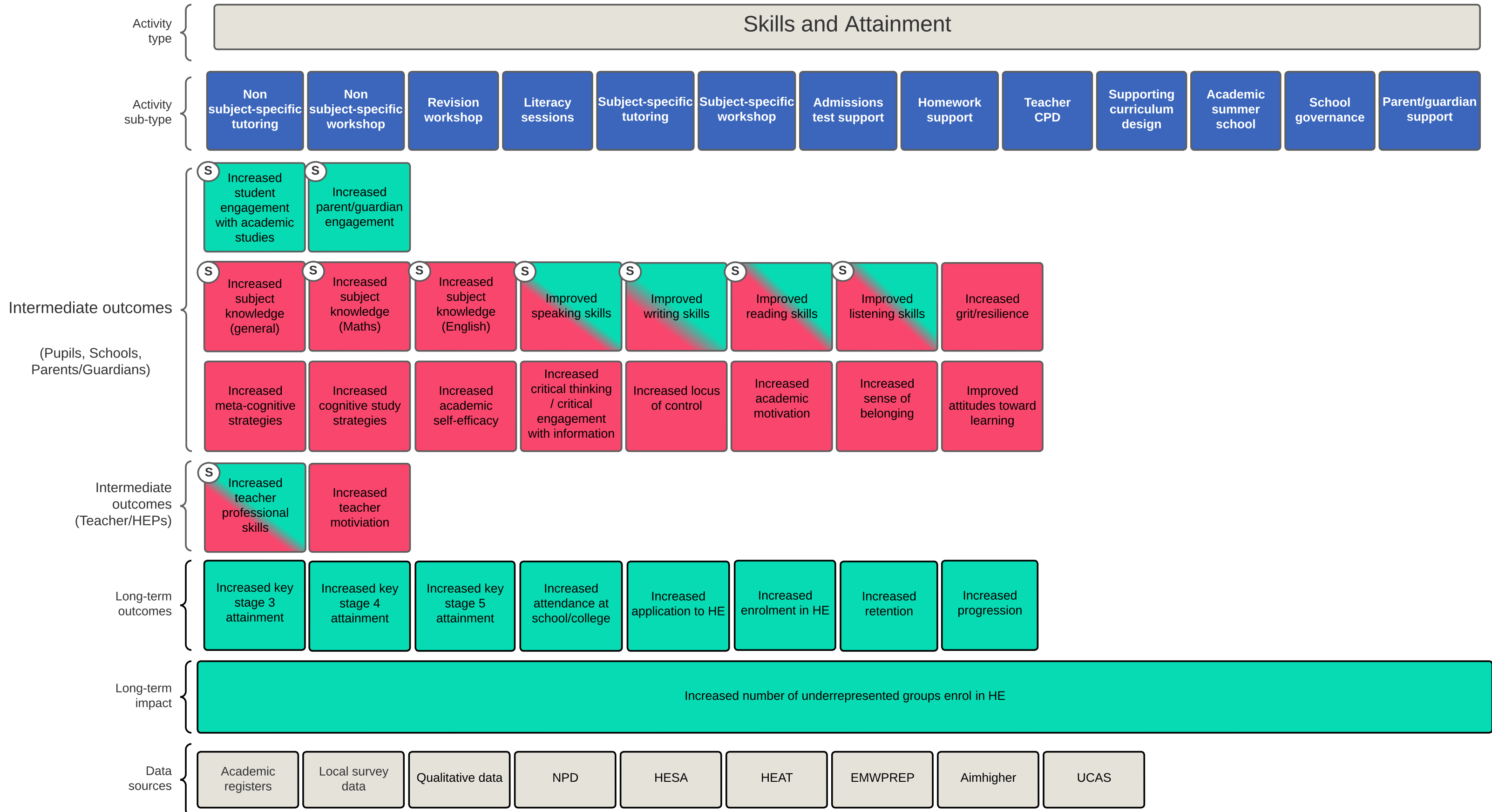


TASO's Attainment-Raising Mapping Outcomes and Activities Tool (AR-MOAT)

Key

- Behavioural outcomes
- Non-behavioural outcomes
- Behavioural/Non-behavioural
- S Short-term outcome (could also be intermediate and/or long-term)



Key



Behavioural outcomes



Non-behavioural outcomes



Behavioural/Non-behavioural

Definitions for outcomes: Behavioural and/or Non-behavioural outcomes

Subject knowledge	Students' knowledge and understanding of a specific academic subject	Academic self-efficacy	Student' confidence in their abilities and skills necessary to perform well academically	Teacher professional skills	The skills teachers need to effectively teach and support the learning of their students, including: pedagogical knowledge and skills; subject knowledge; communication skills; classroom management; and assessment and evaluation.
Meta-cognitive strategies	The approaches a student uses to monitor, plan and direct their own learning	Critical thinking / critical engagement with information	The extent to which a student thinks critically and uses strategies that facilitate reflective and logical reasoning	Academic motivation	Students' investment in their learning and their desire to learn and master the learning material
Cognitive study strategies	The approaches a student uses to complete academic tasks and to prepare for and successfully take tests	Locus of control	The extent to which students believe their future success depends on their skills and effort (internal locus) or chance and the actions of others (external locus)	Sense of belonging	The extent to which a student thinks they would feel connected to the higher education environment, peers, faculty and others students, if they were to progress to higher education
Attitudes toward learning	Students' beliefs, feelings, and opinions about the learning process	Teacher motivation	Teachers' investment in their teaching and their desire to make a positive difference in the lives of their students	Grit / Resilience	Students' belief that they can overcome setbacks and barriers in the learning process
Subject knowledge (English)	Students' knowledge and understanding of English	Subject knowledge (Maths)	Students' knowledge and understanding of mathematics		
Reading skills	Students' ability to comprehend, interpret, and analyse written text	Speaking skills	Students' ability to communicate effectively through spoken language		
Writing skills	Students' ability to effectively communicate ideas, thoughts, and information through written language	Listening skills	Students' ability to receive, comprehend, and interpret spoken language effectively		
Students' engagement with academic studies	Student' active involvement in their education and academic activities – participation in class discussions, asking questions, and contributing to group activities	Key stage 3 attainment	Students' academic achievements and progress during Key Stage 3 of the education system	Key stage 4 attainment	Students' academic achievements and progress during Key Stage 4 of the education system
Parent / guardian engagement	Parents/guardians' active involvement in the educational journey and decision-making process of their child(ren).	Key stage 5 attainment	Students' academic achievements and progress during Key Stage 5 of the education system	Attendance	Students' presence and regular participation at school/college
Applications to HE	Students' application to a higher education institution	Enrolment in HE	Students' registration and enrolment in a higher education institution	Retention/progression	The extent to which students continue their studies at the same institution or remain enrolled in their chosen programme