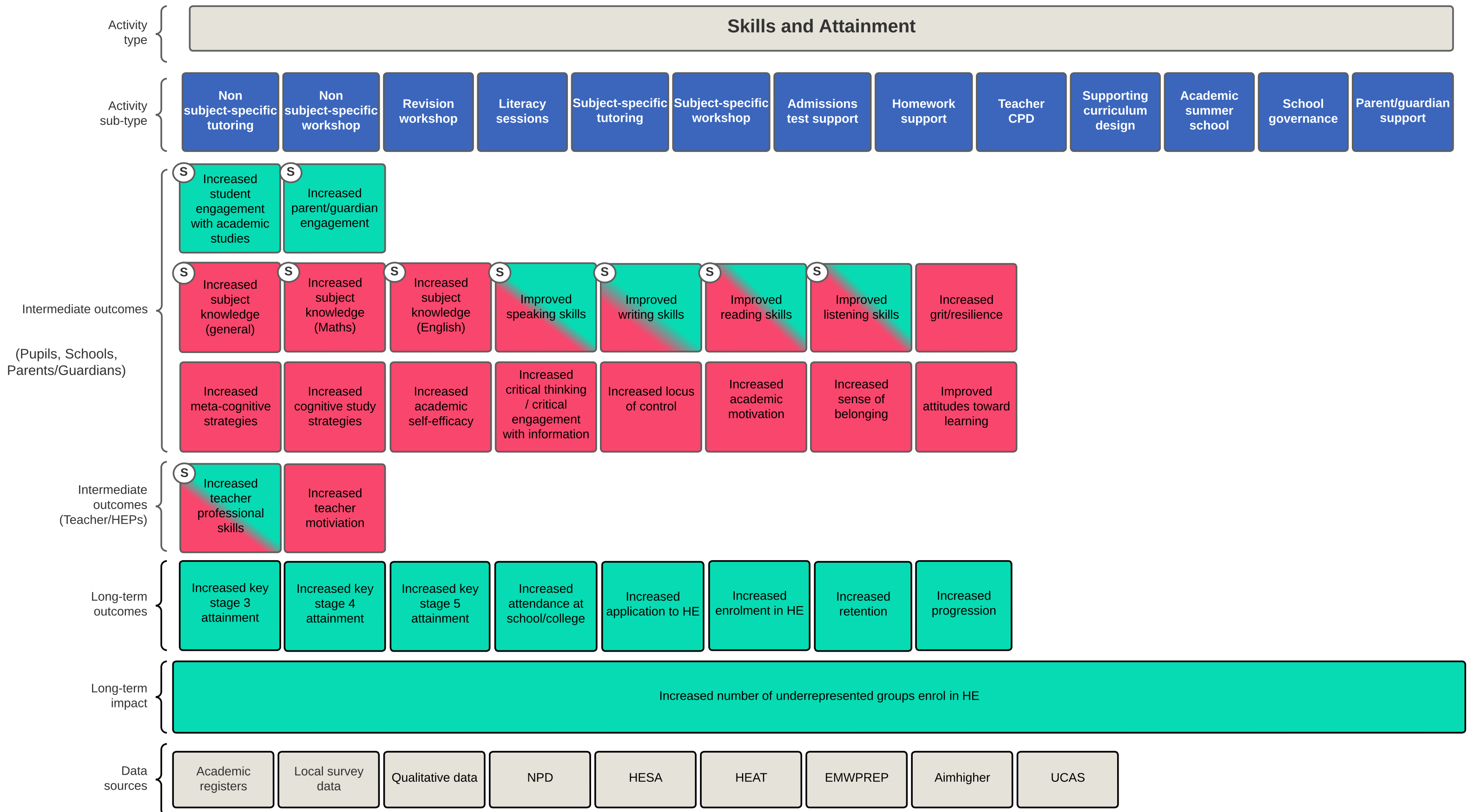


# TASO's attainment-raising Mapping Outcomes and Activities Tool (AR-MOAT)


## 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

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