MIRA

Metacognition · Inner Life · Resilience · Agency

Classroom Instruments

Rubrics · Checklists · Self-Assessment Records · Examples by stage and instrument

For teachers · Direct use in the classroom
Adaptable to any subject and stage · Compatible with competency-based curricula

Developed by Juan María Rodríguez
MIRA Pilot School Network · 2025–26

How to use this document

This document contains all the instruments you need to apply the MIRA model in your classroom. You can use them on your own, without your school having adopted the full model, and you can start with just one.

> The minimum viable starting point: choose one instrument — the star record for a Primary task, or the checklist for a Secondary project — and apply it in your next unit. The MIRA cycle is partially activated from the first instrument you use. Full coherence arrives when all four instruments in the system are present in the design of a unit, but that is the horizon, not the starting point.

What this document contains

Part	Content
Part IGeneric instruments	The instruments in their adaptable form for any subject: star record (Early Years and Years 1–4 Primary), generic A–D rubric (Years 5–6 Primary and Secondary), checklist (Secondary), Progress Narrative and the MIRA Reflection Card.
Part IIExamples, Years 1–4 Primary	Three complete examples with context, phases, rubric and self-assessment for Years 1 to 4: experiential project, inquiry project and competency assessment.
Part IIIExamples, Years 5–6 Primary	The same three types for Years 5 and 6 of Primary: greater pupil autonomy, rubric with detailed descriptors, self-assessment before handing in.
Part IVExamples, Secondary	The three types for Secondary: YES/PARTLY/NO checklist, A1-A2-B-C blocks, 1–10 grade and Block C criteria.

From lighter to greater commitment

The instruments are ordered from the least to the most complex to adopt. If you are new to the model, start with Part I and apply a single instrument. If your school is in the process of implementation, use the complete examples from the Part that matches your stage as a starting point.

Level	Instrument	To get started
Level 1One instrument	Star record or checklist	Apply it to the next task or project without changing anything else in the design.
Level 2One unit	A–D rubric + self-assessment	Design a unit with the rubric as the starting point, and the pupil self-assesses before handing in.
Level 3One complete cycle	All four instruments in one unit	The four M·I·R·A conditions are present in the design: self-assessment, personal connection, real difficulty and an authentic product.

PART I

Generic instruments · Adaptable to any subject

I.1 Star observation record — Teacher's instrument

For the Early Years and Years 1–4 Primary · One copy per pupil · Use for experiential work and systematic observation

Pupil	Year group	Date	Unit / Project	Teacher
_____	_____	_____	_____	_____

Criterion	★☆☆ Starting out	★★☆ In progress	★★★ Achieved	Indicators + evidence
A · What I knowComprehension	Names concepts with help. Reproduces information provided.	Explains concepts in their own words. Draws some connection between ideas.	Explains and connects concepts independently. Applies them to new situations.	1. Uses the unit's vocabulary★☆☆☐ ★★☆☐ ★★★☐2. Connects ideas with one another★☆☆☐ ★★☆☐ ★★★☐Overall level: ★☆☆☐ ★★☆☐ ★★★☐Comment: _____
B · How I investigateApplication	Looks for information when guided. Does not ask their own questions.	Asks simple questions. Selects sources with guidance.	Plans the search, evaluates sources and argues with evidence.	1. Asks at least one question of their own★☆☆☐ ★★☆☐ ★★★☐2. Selects and evaluates the information★☆☆☐ ★★☆☐ ★★★☐Overall level: ★☆☆☐ ★★☆☐ ★★★☐Comment: _____
C · How I thinkCritical thinking	Describes what they see. Does not interpret or justify their answers.	Gives simple reasons for their decisions. Basic justification.	Argues with reasons. Recognises different points of view. Weighs up options.	1. Justifies at least one decision★☆☆☐ ★★☆☐ ★★★☐2. Asks a question their work does not

				answer★☆☆☐ ★★☆☐ ★★★☐Overall level: ★☆☆☐ ★★☆☐ ★★★☐Comment: _____
D · How I communicateCommunication	Conveys basic ideas. Needs support to organise themselves.	Communicates with partial coherence. Recognisable structure with prompts.	Expresses themselves clearly and correctly. Chooses the format suited to the purpose.	1. The work has a clear structure★☆☆☐ ★★☆☐ ★★★☐2. Uses subject-specific vocabulary★☆☆☐ ★★☆☐ ★★★☐Overall level: ★☆☆☐ ★★☆☐ ★★★☐Comment: _____

Overall level of the work	Next steps (criterion-referenced feed-forward)
★☆☆ Starting out ☐★★☆ In progress ☐★★★ Achieved ☐	_____ _____

When there is a discrepancy in level (Δ ≥ 1 star between the teacher's record and the pupil's), use that moment as a criterion-referenced feedback conversation.

I.2 Star self-assessment record — Pupil's instrument

For Years 1–4 Primary · One copy per pupil · Complete before handing in the work

My name	Year group	Date	My work is called
_____	_____	_____	_____

For each criterion, mark the stars you think your work deserves and write where the evidence is.

Criterion	How did I do it?	Where is the evidence in my work?
A · What I know(Comprehension)	★☆☆ Starting out ☐★★☆ In progress ☐★★★ Achieved ☐	I explain what I know in my own words in: _____I connect ideas in: _____
B · How I investigated it(Application)	★☆☆ Starting out ☐★★☆ In progress ☐★★★ Achieved ☐	I did something new (not copied) in: _____I made my own decision in: _____

C · How I think(Critical thinking)	★☆☆ Starting out ☐★★☆ In progress ☐★★★ Achieved ☐	I explained why I did something in: _____I asked a new question in: _____
D · How I communicate(Communication)	★☆☆ Starting out ☐★★☆ In progress ☐★★★ Achieved ☐	The structure of my work is in: _____I used subject vocabulary in: _____

MIRA Reflection Card — brief answer + YES / PARTLY / NO (your teacher will tell you which ones you'll answer this time)
What did I learn to learn in this project? (M) _____ YES ☐ PARTLY ☐ NO ☐
What does this project have to do with you? Why? (I) _____ YES ☐ PARTLY ☐ NO ☐
What was hardest, and how did I manage it? (R) _____ YES ☐ PARTLY ☐ NO ☐
What did I do in this work that no one decided for me? (A) _____ YES ☐ PARTLY ☐ NO ☐
It is not compulsory to answer all four in each project: the teacher chooses how many and which, according to the year group and the maturity of the class, rotating from one project to the next. In Primary, R, I and A (the leading conditions of the stage) should appear somewhat more often than M (which supports).

I.3 Generic A–D rubric — Years 5–6 Primary and Secondary

Adapt the descriptors to the specific content of your subject. Criteria A, B, C and D are the same across all subjects; what changes is what 'understanding', 'applying', 'arguing' and 'communicating' mean in each area.

	Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A	Comprehension What do I know?	Recognises some concepts with help. Reproduces information without elaboration.	Explains the main concepts in their own words. Connects familiar ideas.	Explains in detail and draws connections between concepts. Places them in context.	Explains with precision, draws original connections and transfers to new contexts.
B	ApplicationWhat do I do?	Only applies in situations identical to those covered. Needs a model or template.	Applies in similar situations with small variations. Follows a given template.	Transfers what they have learnt to new situations or real problems without a template.	Designs their own approach and solves complex situations independently.
C	Critical thinkingWhy?	Describes what they observe without interpreting or justifying their answers.	Asks the odd question of their own. Basic justification of their ideas.	Argues with reasons. Recognises different points of view. Weighs up options.	Argues with evidence. Spots contradictions. Builds their own well-founded judgements.
D	CommunicationHow do I present it?	Struggles to express themselves. Message unclear. Very basic vocabulary.	Expresses themselves clearly. Basic specific vocabulary.	Communicates clearly and precisely. Adapts register to context and audience.	Communicates creatively and rigorously. Solid structure. Register fully appropriate.

			Recognisable structure.		

How to weight the criteria: the four criteria can each carry 25% (standard weighting), or you can adjust the weighting according to the type of instrument. In an experiential project where the product requires investigation, you can give more weight to B. In a reading comprehension assessment, more weight to A and C. The weighting is decided before the task and communicated to the pupil.

I.4 Checklist — Secondary · Science and Humanities variants

The pupil completes this list before handing in the project. The teacher assesses starting from what the pupil has declared about their own work.

Criterion	Science variant(Mathematics, Physics-Chemistry, Biology, Technology…)	Humanities variant(Language, History, Geography, Philosophy, Languages…)
A · Comprehension (item 1)	I explain the concept or process in my own words, without copying the definition from the book or notes.	I explain the central idea of the topic in my own words, without reproducing the text used in class.
A · Comprehension (item 2)	I connect the concept to others I have studied before or to a real situation outside the classroom.	I place the idea in its context (historical, cultural, geographical) and connect it to something I already knew.
B · Application (item 3)	I apply the procedure or formula in a situation that is not exactly the same as one worked on in class.	I use what I have learnt to analyse a situation, text or case I have not seen before in class.
B · Application (item 4)	I justify the steps I followed or the decisions I made to solve the problem.	I justify my interpretation or position with reasons drawn from the work, not just my opinion.
C · Critical thinking (item 5 — same in both)	I identify at least one limitation of my solution or a factor that could change the result.	← Same item
C · Critical thinking (item 6 — same in both)	I ask a new question that my work leaves unanswered.	← Same item
D · Communication (item 7 — same in both)	The work has a clear structure: a recognisable introduction, body and conclusion.	← Same item
D · Communication (item 8 — same in both)	I use subject-specific vocabulary correctly and in the right place.	← Same item

I.5 Progress Narrative — Termly report

To replace or complement the standard termly report. Three dimensions with a colour code. The pupil reads their report before the family does.

	Dimension	What it communicates	Linked A–D criteria

●	Achieved (green)	Concrete evidence of what the pupil now solidly masters this term. Specific description, never generic.	Criteria A and B. What the pupil solves independently and consistently.
●	In Progress (amber)	Skills the pupil is building: they appear in some contexts but are not yet consistent. The pattern is described, not the error.	Criteria C and D. What is emerging with support but is not yet independent.
●	Next Step (blue)	One single specific, observable and achievable action for next term. Never more than one. Framed positively, in language accessible to the family.	Always aimed at the criterion with the greatest room for improvement. It is feed-forward, not correction.

I.6 MIRA Reflection Card — Pupil

For use at the close of any project or unit, at any stage. Four questions, one per condition. It is not necessary to answer all four every time: each stage gives guidance on how many and which to use (see the corresponding stage guide). For Years 1–4 Primary, this same card is completed with a brief answer and a YES/PARTLY/NO mark instead of free text (see I.2). From Year 5 of Primary and in Secondary, the card is open and is not graded.

MIRA Reflection Card · Your name: _____ · Project: _____
M — MetacognitionWhat did I learn to learn in this project? Which strategy worked best for me?_____ _____
I — Inner LifeWhat does this project have to do with you? Why?_____ _____
R — ResilienceWhat was hardest? How did I manage it? What would I do differently next time?_____ _____
A — AgencyWhat did I do in this project that no one decided for me?_____ _____

PART II

Examples · 1st and 2nd cycle Primary · Years 1 to 4 · Ages 6–10

★ scale · No numerical mark · Explicit scaffolding

The three examples in this part use Natural Science as the reference subject because its projects are easily observable, hands-on and connect well with the experience of a 6–10-year-old pupil. Adapt the context, the driving question and the final product to your subject while keeping the phase structure and the instruments as they are.

Example 1 · Experiential project · Years 1–4 Primary

«What lives in our playground?» — Natural Science

Type	Year group	Area	Duration	Grouping	Final product	Audience
Experiential project	1st–2nd cycleYears 1–4 (ages 6–10)	Natural Science	3 weeks6–8 sessions	Teams of 3–4	Illustrated field notebook	School library / other classes

Context and challenge

The school library wants to create a nature corner about the playground: a panel with the animals and insects that live there. Pupils go out to observe, record what they find and produce a field notebook with real drawings and real data. They do not copy from a book: they genuinely observe.

> *Driving question: What living things share the playground with us, and what do they need to live?*

Phases and timing

Phase	Name	What the pupil does	Evidence / deliverable
1	**Exploration(2 sessions)** Trip to the playground with a magnifying glass and an observation sheet. The team observes, draws and notes what it finds. The teacher does not say what to look for.	*Observation sheet: drawings + notes on where the animal was and what it was doing*	
2	**Classification(2 sessions)** The team sorts its findings: what does it eat? Where does it live? How does it move? Uses books or images to cross-check. Every decision	*The team's own classification table with its own criteria*	

	is noted with its justification.	
3	**Construction(2–3 sessions)** Produces the field notebook: drawings from life, the animal's name, where it was found and what it needs to live. The teacher gives criterion-referenced feedback on the draft.	*Draft notebook reviewed with feedback*
4	**Reflection(1 session)** Each pupil completes their MIRA Reflection Card and the team prepares the presentation.	*Individual reflection card + presentation outline*
5	**Presentation(1 session)** The team presents the notebook to pupils in another class or to the library. They defend their choices: why this animal? How did they classify it?	*Notebook handed over to the school + oral presentation*

A–D criterion-referenced rubric · Teacher (all 4 criteria weighted 25% each)

	Criterion	Starting out (★☆☆)	In progress (★★☆)	Achieved (★★★)	
A	Comprehension What do I know?	Names a few playground animals with help. Does not explain what they need to live.	Identifies several animals and states where they live or what they eat. Uses basic Science vocabulary.	Explains the animal's characteristics and connects them to its habitat. Uses subject-specific vocabulary.	Explains in detail, draws connections between the animal, its habitat and its needs. Connects to concepts such as food chain or ecosystem.
B	ApplicationWhat do I do?	Draws by copying images or without any real observation criteria. Decisions are made by the teacher.	Includes genuinely observed animals with some decisions of their own about how to classify them.	Selects animals with justified criteria. The classification has internal coherence and can be read without explanation.	The notebook is independent and original. The classification, the criteria and the drawings are consistent and useful for someone who was not in the playground.
C	Critical thinkingWhy?	Does not justify the decisions made. Describes what they see without interpreting it.	Asks a question about what they observed. Justifies a decision in a basic way.	Argues the decisions with reasons. Recognises there are different ways of classifying and	Argues with evidence. Notices that classification involves a decision with consequences. Asks a new question.

				assesses which is more useful.	
D	Reflection	The reflection card describes what they did but does not assess their process.	Mentions what went well and what was hard. The reflection is brief but honest.	Explains what they did, what they would improve and what they learnt. Connects the process to the product.	Reflects on the process and the product. Connects what they learnt to their own life. Asks a new question.

★ self-assessment record — Pupil · Complete before handing in

Criterion	How did I do it?	Where is the evidence in my notebook?
A · What I know about the playground animals	★☆☆☐ ★★☆☐ ★★★☐	I explain what they need to live in: p. ___I use Science vocabulary in: p. ___
B · How we made the notebook	★☆☆☐ ★★☆☐ ★★★☐	We drew for real (not copied) in: p. ___We decided the classification ourselves in: p. ___
C · Why we made these decisions	★☆☆☐ ★★☆☐ ★★★☐	I explained why in: p. ___I asked a new question in: p. ___
D · My reflection	★☆☆☐ ★★☆☐ ★★★☐	My reflection card is on: p. ___

Example 2 · Inquiry project · Years 1–4 Primary

«Why are there animals we can't see in the playground in winter?» — Natural Science

Type	Year group	Area	Duration	Grouping	Final product	Audience
Inquiry project	1st–2nd cycleYears 2–4 (ages 7–10)	Natural Science	4 weeks8–9 sessions	Individual with pair cross-check	Inquiry report + presentation	Classmates from another cycle

Context and research question

After the playground observation project, pupils wonder: where are the animals we saw in autumn? Each pupil chooses an animal from the field notebook and forms their own hypothesis about what happens to it in winter: does it migrate? Hibernate? Die? Hide?

> *Research question: Why can't I see [specific animal] in the playground in winter? What is really happening to it?*

Phases and timing

Phase	Name	What the pupil does	Evidence / deliverable

1	**Question and hypothesis(1–2 sessions)** Chooses the animal, forms their own question and puts forward an initial hypothesis with a reason: «I think [the animal] [does this] because…»	*Starting sheet: chosen animal + hypothesis + justification*
2	**Finding information(2–3 sessions)** Searches library books, encyclopaedias or nature websites. Notes where the information comes from and whether it seems reliable.	*Sources sheet: at least 2 sources + concrete facts about the animal*
3	**Analysis(2 sessions)** Compares the data with their hypothesis. Was it correct? Partly correct? Wrong? Produces an annotated diagram or drawing.	*Draft with analysis + annotated diagram or drawing · Teacher feedback*
4	**Report and reflection(2 sessions)** Writes the report (150–250 words for Years 2–3; 250–350 for Year 4). Completes the MIRA Reflection Card before handing in.	*Final report + MIRA Reflection Card*
5	**Presentation(1 session)** Presents their conclusions in 3–5 minutes. Answers questions about whether their hypothesis was correct and how they found out.	*Oral presentation with support (drawing, diagram or image)*

A–D criterion-referenced rubric · Teacher

	Criterion	Starting out (★☆☆)	In progress (★★☆)	Achieved (★★★)	
A	Comprehension	Names what the animal does in winter but does not explain why. Confuses	Correctly explains what happens to the animal in winter using basic Science vocabulary	Explains the process in detail and connects it to the animal's characteristics and	Deep understanding. Connects the animal's adaptation to concepts such as

		hibernating with sleeping or dying.	(hibernate, migrate, adaptation).	environmental conditions.	temperature, resources or survival. Transfers to another animal.
B	Investigation	Uses only one source or copies without selecting. Does not check the hypothesis against the data.	Uses at least two different sources. Gathers basic data. States whether their hypothesis was correct.	Uses two or more reliable sources, organises the data and checks the hypothesis against concrete evidence.	Solid research strategy. Spots if sources contradict each other. The hypothesis is assessed with real data and their own arguments.
C	Critical thinking	Conclusions repeat the data without analysing it. No reference to the hypothesis.	States whether the hypothesis was correct, even if briefly. Points to a possible cause.	Explicitly checks the hypothesis against the data. Argues the causes with evidence.	Solid argumentation. Spots the complexity of the phenomenon. Recognises the limitations of their own investigation.
D	Communication and reflection	The report is hard to follow. The reflection card describes without assessing.	The report has a recognisable structure. The reflection mentions what they learnt, even if briefly.	The report is well structured and uses Science vocabulary. The reflection connects process and learning.	Clarity and a voice of their own. The reflection shows genuine metacognition: the pupil knows what they learnt and what was hardest.

★ self-assessment record — Pupil · Complete before handing in

My animal: _____ My hypothesis was: ☐ Correct ☐ Partly correct ☐ Incorrect

Criterion	How did I do it?	Where is the evidence in my report?
A · What I know about my animal	★☆☆☐ ★★☆☐ ★★★☐	I explain what happens to it in winter in: p. ___I use Science vocabulary in: p. ___
B · How I investigated	★☆☆☐ ★★☆☐ ★★★☐	I used different sources in: p. ___I checked my hypothesis against data in: p. ___
C · What I conclude	★☆☆☐ ★★☆☐ ★★★☐	My conclusions about the hypothesis are in: p. ___
D · How I wrote it and what I reflected on	★☆☆☐ ★★☆☐ ★★★☐	My MIRA Reflection Card is on: p. ___

Example 3 · Competency assessment · Years 1–4 Primary

«Animals and what they need» — Natural Science

Type	Year group	Area	Duration	Scale	MIRA condition	
Multi-level competency	1st–2nd cycleYears	Natural Science	40–50 min	★☆☆ / ★★☆ /	M — The pupil	

assessment (A1-A2-B-C)	2–4 (ages 7–10)			★★★(no numerical mark)	checks what they know alone	

INSTRUCTIONS FOR THE PUPIL · This assessment has four blocks. You may do them in any order you prefer. Read each question carefully before answering. Write in your own words: copying from the book does not show you have understood. When you finish, complete the self-assessment record BEFORE handing in.

READ CAREFULLY BEFORE YOU BEGINSeveral small animals live in the school playground. During autumn, the Year 3 class observed and recorded: ladybirds on the roses, snails under damp plant pots, sparrows in the trees and ants near the sunny wall. In winter, some of these animals disappeared. The class wondered: where did they go?

BLOCK A1 · Direct comprehension · Level: ★★☆

Answer using the information in the text. You do not need to look up anything else.

1. Where did they find the snails? Why do you think they were exactly there?

2. Name two animals from the text and write what they need to live (use your own words).

3. What does it mean for an animal to «disappear» in winter? Write at least two possibilities.

BLOCK A2 · Guided application · Level: ★★☆ / ★★★

Follow the steps we give you.

4. Ladybirds spend the winter grouped together under tree bark. Follow these steps to explain why:
   Step 1: What temperature does a ladybird need to survive? _____
   Step 2: What does the tree bark offer them that they don't have outside? _____
   Step 3: Write a complete sentence explaining why they group together: _____

5. Do you think sparrows also disappear in winter? Use what you know about what birds need to justify your answer.

BLOCK B · New situation · Level: ★★★

There are no given steps in this block. Decide for yourself how to answer.

6. A classmate says: «In winter animals die and in spring new ones are born». You disagree. Use what you know about hibernation, migration or animal behaviour to explain that they are mistaken. Give at least two concrete examples.

BLOCK C · Reflection and argumentation · Level: ★★★ (the hardest)

There is no single correct answer. What is assessed is the quality of your reasoning.

7. The council wants to carry out works in the school playground in December: removing the plant pots, pruning all the trees and cleaning the walls. A nature expert says it would be better to wait until March. Do you agree with the expert? Argue your position using what you know about the playground animals in winter. Your answer must include: your clear position, two reasons with examples from the text or from what you know, and something you recognise you are not entirely sure about.

A–D criterion-referenced rubric · Teacher · Natural Science Years 1–4 Primary

Criterion	Starting out (★☆☆)	In progress (★★☆)	Achieved (★★★)	
A Comprehension	Names animals but does not explain their needs or connect them to the environment.	Explains what at least two animals need using basic Science vocabulary.	Explains and connects the animal's needs to the characteristics of its habitat. Uses subject-specific vocabulary.	Deep understanding. Connects the animal's needs to concepts such as adaptation, survival or ecosystem.
B Application	Only answers when given all the steps. Does not transfer to different situations.	Applies the Block A2 template and reaches a basic, correct conclusion. Some reasoning error.	Applies with the template and transfers without one in Block B. Justifies with concrete examples.	Transfers independently and argues with evidence. Spots nuances or exceptions.
C Critical thinking	Does not argue, or gives circular arguments. Does not distinguish opinion from evidence.	Gives at least one argument with a concrete example. Recognises something they do not fully know.	Argues with two or more concrete examples. Recognises a limitation of their own reasoning.	Argues with solid evidence, spots the complexity of the phenomenon and does more than reproduce what was learnt.
D Communication	The answers are disconnected phrases or copies of the text. The reader cannot	The answers include some explanation and basic vocabulary.	Each answer is accompanied by an explanation. Uses	Communication is precise. The reasoning is reproducible by a

	follow the reasoning.	Recognisable structure.	Science vocabulary correctly.	reader who does not know the question.

Self-assessment record — Pupil · Complete BEFORE handing in

Name: _____ Year group: _____ Date: _____

In this work…	Starting out ★☆☆	In progress ★★☆	Achieved ★★★	Evidence (question no.)
A · Comprehension: I explained in my own words what animals need to live.	☐	☐	☐	Question no. ___
B · Application: I used what I know about animals in a situation that did not give all the steps.	☐	☐	☐	Question no. ___
C · Critical thinking: I argued my position with at least two examples and recognised something I do not fully know.	☐	☐	☐	Question no. ___
D · Communication: my answers can be understood without any further explanation from me.	☐	☐	☐	Question no. ___

The question where I expressed myself best is no. ___	**What I found hardest was: _____**	**If I could improve something, I would change: _____**

PART III

Examples · 3rd cycle Primary · Years 5 and 6 · Ages 10–12

Rubric with detailed descriptors · Self-assessment before handing in · No numerical mark

The three examples in this part use Natural Science (projects) and Mathematics/Language (assessment) as reference subjects. The instrument's logic is identical in any subject area: adapt the content, the driving question and the descriptors for criteria A and B to your subject while keeping the structure.

Example 4 · Experiential project · Years 5–6 Primary

«Designing the most sustainable garden at school» — Natural Science

Type	Year group	Area	Duration	Grouping	Final product	Audience
Experiential project	3rd cycleYears 5–6 (ages 10–12)	Natural Science	3 weeks7–8 sessions	Teams of 3–4	Garden proposal with a justified report	School leadership or parents' association

Context and challenge

The school leadership wants to renovate the school garden and has asked Year 5–6 pupils to produce a well-founded proposal: which plants to choose, how to arrange them and why that arrangement supports biodiversity and saves water. They do not make a decorative mural: they make a genuine proposal that the leadership team will consider.

> *Driving question: How would we design a garden that supports biodiversity, saves water and looks good — and can we justify every decision with data?*

Phases and timing

Phase	Name	What the pupil does	Evidence / deliverable
1	**Investigation(2–3 sessions)** Looks for native plants and plants that attract pollinators. Analyses the current garden's conditions (orientation, soil type, shade). Uses plant guides, science websites and direct observation.	*Investigation sheet: chosen plants + scientific justification + sources*	
2	**Design(2 sessions)** The team designs the garden layout: scale plan, layout criteria, choice of species. Every decision is	*Annotated draft plan + decision criteria · Criterion-referenced teacher feedback*	

	noted with its justification.	
3	**Writing the report(2 sessions)** Writes the report (400–500 words): objectives, justified plant selection, final plan, expected impact. Completes the checklist before handing in.	*Final report + plan + completed checklist*
4	**Presentation(1 session)** The team presents the proposal to the leadership or parents' association. Defends the decisions and answers questions about the plant selection and the design.	*Formal presentation + proposal handed in*

A–D criterion-referenced rubric · Teacher (all 4 criteria weighted 25% each)

	Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A	Scientific understanding	Names plants without explaining their characteristics or why they suit the garden.	Explains what native plants are and why they support biodiversity. Identifies at least two justified species.	Explains in detail the characteristics of the chosen species and connects them to concepts such as ecosystem, pollination or the water cycle.	Deep understanding. Connects the plant selection to the impact on the local ecosystem. Uses data and sources to support every decision.
B	Design and application	The plan copies an existing model or has no layout criteria of its own. Decisions are made by the teacher.	The plan has some independent decisions with a degree of justification. The layout takes account of orientation or soil type.	The plan is coherent with the criteria of biodiversity and water saving. Decisions are justified with data from the investigation.	The plan is original, functional and fully justified. The design decisions are coherent with one another and with the sustainability goal.
C	Critical thinking	Does not justify the decisions. Describes the plan without interpreting its impact.	Asks a question about the consequences of the design. Justifies a decision in a basic way.	Argues the decisions with data. Recognises there are different solutions and assesses why theirs is better suited to the goal.	Argues with evidence. Spots limitations of their own design. Assesses the real impact of the proposal with scientific judgement.
D	Communication and reflection	The report is hard to follow. The reflection describes without assessing the process.	The report has a recognisable structure. The checklist is	The report is well structured and uses Science vocabulary precisely. The	The report is clear, rigorous and has its own voice. The self-assessment shows genuine

			complete, even if briefly.	checklist is well calibrated.	metacognition: the pupil knows what they learnt about nature and about themself.

Checklist — Pupil · Complete BEFORE handing in the project

Name: _____ Team: _____ Date: _____

Assessment item	Yes	Partly	No	Evidence (location in the work)
A · Comprehension · What do I know about plants and the ecosystem?				
I explain in my own words what a native plant is and why it supports local biodiversity.	☐	☐	☐	p. ___ / _____
I connect at least two of the chosen plants to the impact on the garden's ecosystem (pollinators, water, soil).	☐	☐	☐	p. ___ / _____
B · Design · How did we make the decisions for the plan?				
The team made its own decisions about what to plant and where, using criteria of biodiversity and water saving — we did not copy an existing garden.	☐	☐	☐	p. ___ / _____
The plan is functional: someone who has not seen the garden can understand the layout and the criteria without us explaining it.	☐	☐	☐	p. ___ / _____
C · Critical thinking · Why this proposal and not another?				
I can explain why we chose these plants and not others, with at least one reason related to the sustainability goal.	☐	☐	☐	p. ___ / _____
I recognise at least one limitation of our proposal or something we did not take into account.	☐	☐	☐	p. ___ / _____
D · Communication and reflection				
The report has a clear structure (objective, justified selection, plan, expected impact) and uses Science vocabulary correctly.	☐	☐	☐	p. ___ / _____
I have completed this list honestly: I only marked YES for what genuinely appears in the work.	☐	☐	☐	p. ___ / _____

Example 5 · Inquiry project · Years 5–6 Primary

«Why is there more plastic in some rivers than others?» — Natural Science

Type	Year group	Area	Duration	Grouping	Final product	Audience
Inquiry project	3rd cycleYears 5–6 (ages 10–12)	Natural Science	4 weeks8–10 sessions	Individual with pair cross-check in phases 2–3	400–600-word inquiry report + presentation	Classmates / Year 6 Exhibition

Context and research question

The class has studied water pollution and plastics in the sea. Each pupil chooses two specific rivers or natural areas in Spain and forms their own hypothesis about why one has more plastic pollution than the other.

> *Research question (each pupil forms their own): Why are there differences in plastic pollution between [two specific natural areas]?*

Phases and timing

Phase	Name	What the pupil does	Evidence / deliverable
1	**Question and hypothesis(1–2 sessions)** Chooses the two areas, forms their own question and puts forward a hypothesis with justification: «I think [area A] has more plastic than [area B] because…»	*Starting sheet: chosen areas + hypothesis + justification + why this case matters to them*	
2	**Gathering data(2–3 sessions)** Looks for data from environmental reports, news, or websites of organisations such as WWF, Greenpeace or the Ministry for Ecological Transition. Assesses the reliability of each source.	*Sources sheet: at least 3 sources + organised data table + reliability assessment*	
3	**Analysis(2 sessions)** Checks the data against the hypothesis. Identifies causes (land use, tourism, nearby industry, environmental awareness). Produces their own comparative graph or table.	*Draft with analysis + own graph · Criterion-referenced teacher feedback on the draft*	

4	**Report and reflection(2 sessions)** Writes the report (400–600 words). Completes the checklist before handing in. Includes the MIRA Reflection Card.	*Final report + checklist + MIRA Reflection Card*
5	**Presentation(1 session)** Presents conclusions in 5–7 minutes with visual support. Answers questions about the hypothesis and the methodology.	*Oral presentation + visual support (own graph or map)*

A–D criterion-referenced rubric · Teacher

	Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A	Understanding of the environmental issue	Uses terms such as «pollution» without explaining what it means or distinguishing types.	Explains what plastic pollution is and correctly applies it to the two chosen areas.	Explains the phenomenon precisely. Places the areas in context and connects to concepts such as ecosystem, food chain or human impact.	Deep, nuanced understanding. Connects pollution to wider human, geographical and economic dynamics. Uses data to support the analysis.
B	Investigation and methodology	Uses only one source or copies data without organising it. Does not check the hypothesis against the data.	Uses two or more sources with basic data. Cites the sources. The graph exists but is not their own work.	Uses three or more reliable sources. Organises the data. Assesses reliability. The graph is their own work with real data.	Solid, diversified strategy. Their own graph is clear and useful for the argument. Spots methodological limitations.
C	Critical thinking	Conclusions repeat the data without analysing it. No reference to the hypothesis.	States whether the hypothesis was correct. Points to a cause of the differences found.	Checks the hypothesis against the data. Argues the causes with evidence. Recognises the complexity of the phenomenon.	Solid argumentation. Spots multiple causes. Recognises the limitations of their own investigation and asks new questions.
D	Communication and reflection	The report is hard to follow. The reflection describes without assessing.	The report has a recognisable structure. The reflection mentions what they learnt, even if briefly.	The report is well structured and uses Science vocabulary. The reflection connects process and learning.	Quality and a voice of their own. The reflection shows genuine metacognition: the pupil knows what they learnt about the topic and about how to investigate.

Checklist — Pupil · Complete BEFORE handing in

Name: _____ Areas compared: _____ and _____

Assessment item	Yes	Partly	No	Evidence (location in the work)
A · Comprehension · What do I know about plastic pollution?				
I explain in my own words what plastic pollution is and correctly apply it to the two areas I compared.	☐	☐	☐	p. ___ / _____
I connect the differences found to the human impact on those areas (land use, tourism, industry).	☐	☐	☐	p. ___ / _____
B · Investigation · How did I gather and organise the data?				
I have used at least three different sources (official report, news item, environmental organisation) and stated why I consider each one reliable or not.	☐	☐	☐	p. ___ / _____
I have produced at least one graph or table myself with real data (not copied from any source).	☐	☐	☐	p. ___ / _____
C · Critical thinking · What do I conclude and how do I argue it?				
My conclusions check the initial hypothesis against the data: I explain whether it was correct, incorrect or partly correct, with concrete evidence.	☐	☐	☐	p. ___ / _____
I identify at least two causes of the differences found and recognise at least one limitation of my own investigation.	☐	☐	☐	p. ___ / _____
D · Communication and reflection				
My report has a clear structure (question and hypothesis, data and analysis, conclusions) and uses Science vocabulary precisely.	☐	☐	☐	p. ___ / _____
I have completed the MIRA Reflection Card honestly: I explain what I learnt about the topic AND about how to investigate.	☐	☐	☐	p. ___ / _____

Example 6 · Competency assessment · Years 5–6 Primary

«The class allotment: fractions and proportionality» — Mathematics

Type	Year group	Area	Duration	Scale	MIRA condition	

Multi-level competency assessment (A1-A2-B-C)	3rd cycleYears 5–6 (ages 10–12)	Mathematics · Fractions and proportionality	50–55 min	Emerging / Basic / Advanced / Excellent(no numerical mark)	M — The pupil checks what they know with no outside help	

INSTRUCTIONS FOR THE PUPIL · This assessment has four blocks. You may do them in any order you prefer. Read each question carefully before answering. Write down your reasoning: how you think matters as much as the final result. When you finish, complete the self-assessment record BEFORE handing in.

READ CAREFULLY BEFORE YOU BEGINThe Year 5 class has decided to plant a school allotment in the playground. They have divided the space into equal parts. The whole rectangle measures 6 m long and 4 m wide.Layout: Tomatoes: 3/8 of the total · Lettuces: 1/4 of the total · Carrots: 1/8 of the total · Aromatic herbs: the restEach week the watering group uses 12 litres shared out in proportion to the space taken by each crop.A packet of tomato seeds: €2.40 for 1 m². Lettuce seeds: €1.80 per packet for 1 m².

BLOCK A1 · Direct comprehension · Level: Basic · Criterion A

Answer using the information in the text. You do not need to do any complex calculations.

1. What fraction of the total space do the tomatoes take up? Write it down and explain in your own words what that fraction means.

2. The total space is 24 m² (6 m × 4 m). How many square metres correspond to the lettuces? Show the calculation.

3. What fraction of the total space do the aromatic herbs take up? Explain how you worked it out.

BLOCK A2 · Guided application · Level: Advanced · Criteria A + B

Use the information in the text and the steps we give you.

4. The watering group shares out the 12 litres in proportion to the space. Follow these steps to work out how many litres the tomatoes receive:

   Step 1: Write the fraction of the space taken up by the tomatoes: _____

   Step 2: Work out what part of 12 litres corresponds to that fraction: _____

   Step 3: Check that the litres for all the crops add up to 12: _____

5. Last year the tomatoes took up only 1/4 of the space. This year they take up 3/8. Have they gained or lost space? How many m² more or less? Explain how you compared the two fractions.

BLOCK B · New situation · Level: Advanced · Criteria B + C

There are no given steps in this block. Decide for yourself how to solve the problem and explain your reasoning.

6. The council offers to extend the allotment by an extra 8 m². Two proposals:A) Share out the 8 m² in proportion to what each crop already has.B) All 8 m² for aromatic herbs because it is the smallest crop.a) How many m² would each crop receive under proposal A? Show the calculations.b) Which of the two proposals seems fairer to you? Justify it with at least one mathematical argument.

BLOCK C · Reflection and argumentation · Level: Excellent · Criteria C + D

This block does not have a single correct answer. What is assessed is the quality of the reasoning and how you explain it.

7. The class wants to buy seeds to plant the tomato area and the lettuce area. With the available budget (‘18) they can only buy seeds for one of the two complete areas.a) Work out how much it would cost to fully plant the tomato area and how much for the lettuce area. Show the calculations.b) Which area would you buy for? Argue your decision using the data from the assessment. Your answer must include: the cost of each option, a reason that is not just the price, and a limitation of your own decision.

A–D criterion-referenced rubric · Teacher · Mathematics Years 5–6 Primary

Criterion	Emerging	Basic	Advanced	Excellent
A Comprehension	Identifies the fractions in the text but does not explain what they mean. Errors converting fraction to area.	Correctly explains which fraction corresponds to each crop and calculates the area of at least two crops without errors.	Correctly calculates all the areas, explains the meaning of the fractions in their own words and checks the total.	Deep understanding: explains, checks, and spots if any figure in the problem is inconsistent.
B Application	Only applies when given all the steps. Cannot adapt the	Applies the proportional split using the given template. Makes a calculation error but	Applies the proportional split without a template in	Designs their own strategy, applies it precisely and spots a

	procedure to a different situation.	the method is correct.	Block B. Justifies the chosen procedure.	possible error or edge case.
C Critical thinking	Does not justify their decisions. Simply chooses without arguing, or gives circular arguments.	Gives at least one mathematical argument to justify their decision in Block C.	Argues with data from the problem, recognises that their decision has advantages and drawbacks.	Argues with numerical evidence, introduces a perspective not given in the question, and spots a genuine limitation in their reasoning.
D Communication	Calculations appear without explanation. The reader cannot follow the reasoning.	Calculations have some explanation. Recognisable structure, though incomplete.	Each calculation is accompanied by a brief explanation. Uses mathematical vocabulary correctly.	Communication is precise and complete. The reasoning is fully reproducible by the reader.

Self-assessment record — Pupil · Complete BEFORE handing in

Name: _____ Year group: _____ Date: _____

In this work…	Emerging	Basic	Advanced	Excellent
A · Comprehension: I explained what each fraction means in my own words and correctly calculated the areas.	☐	☐	☐	☐
B · Application: I used the proportional split in a situation that did not give all the steps.	☐	☐	☐	☐
C · Critical thinking: I argued my decision with data from the problem and pointed out something I had not taken into account.	☐	☐	☐	☐
D · Communication: my calculations are accompanied by explanations and I used correct mathematical vocabulary.	☐	☐	☐	☐
The question where my reasoning shows best is no. ___	**The question I found hardest is no. ___**	**One thing I don't fully understand is: _____ _____**		

PART IV

Examples · Secondary Education · Years 1 to 4

YES/PARTLY/NO checklist · A1-A2-B-C blocks · 1–10 grade

The three Secondary examples use Geography and History as the reference subject and illustrate the progression between years: Year 1 (competency assessment), Year 2 (experiential project) and Year 3 (inquiry project). The Science variant of the checklist is available in Part I of this document.

Example 7 · Competency assessment · Year 1 Secondary

«Water as a resource: scarcity, distribution and conflict» — Geography and History

Type	Subject	Year group	Duration	Weight in the grade	MIRA condition
Multi-level competency assessment (A1-A2-B-C)	Geography and History	Year 1 Secondary (ages 12–13)	65 minutes	60% competency · 40% experiential in core subjects	M — The pupil checks what they know with no outside help

Context of the assessment

The unit has covered the distribution of water in the world, human uses and the conflicts linked to scarcity. This assessment presents real data on three countries the pupil has never analysed together in class: it requires them to apply what they have learnt in a new context.

INSTRUCTIONS FOR THE PUPIL · This assessment has four blocks with different levels of demand. You may do them in any order you prefer. Read the stimulus carefully before you begin. The pass threshold (6) is reached by completing A1 + A2. To reach 8 you also need B; for 10, C.

STIMULUS · Read carefully before answeringAccording to World Bank data (2022), three countries show very different situations regarding access to drinking water:[COUNTRY A] Water stress index: 4.8 / 5 (extremely high) · Access to drinking water: 62% of the population · Average annual rainfall: 89 mm[COUNTRY B] Water stress index: 1.2 / 5 (low) · Access to drinking water: 98% of the population · Average annual rainfall: 1,240 mm[COUNTRY C] Water stress index: 3.1 / 5 (high) · Access to drinking water: 81% of the population · Average annual rainfall: 450 mmNote: water stress measures the pressure on available freshwater resources relative to their use.

BLOCK A1 · Recognition and direct comprehension · 4 pts · ceiling 4 · Criterion A

a) Define in your own words what water stress is. (1 pt)

b) Which of the three countries has the most serious water-access problem? Justify your choice with two figures from the stimulus. (1 pt)

c) Explain, without copying the text, why water is a renewable but limited resource. (2 pts)

BLOCK A2 · Guided application · 2 pts · ceiling 6 · Criteria A + B

d) Following the steps of the analysis we practised in class, explain what relationship you observe between rainfall levels and water stress in the three countries. Is the relationship direct, or are there other factors? (2 pts)

BLOCK B · Independent transfer · 2 pts · ceiling 8 · Criteria B + C

e) The following graph (not available in this example) shows the change in access to drinking water in Country A between 2000 and 2022. What conclusion do you draw about the relationship between infrastructure investment and access to water? Support your answer with at least two figures. (2 pts)[In your real assessment: insert here a graph of your own making, using real data from a reliable source]

BLOCK C · Critical reflection · 2 pts · ceiling 10 · Criteria C + D

f) A politician in Country A proposes building a large dam on a river shared with two neighbouring countries. Do you think this is a good decision? Argue your position using at least two concepts from the topic, taking into account the neighbouring countries' point of view. (2 pts)

Block C marking criteria

Assessment criterion	0 points	0.5 points	1 point
Use of topic concepts	No topic-specific concept appears.	At least one concept appears but is used imprecisely.	Uses two or more topic concepts correctly and in the right place.
Coherence of reasoning	The ideas do not connect with one another. The	The ideas follow on in a basic way, though	The argument has a clear logical structure:

	argument is circular or contradictory.	with some incoherence.	position → reasons → conclusion.
Consideration of other viewpoints	Presents only their own position without considering that of the neighbouring countries.	Mentions the neighbours' viewpoint but does not integrate it into the argument.	Integrates the neighbouring countries' viewpoint and uses it to qualify or reinforce their position.
Support from the assessment's data	The argument is generic, with no reference to the data presented in the assessment.	Mentions some data but vaguely or without specifics.	Cites at least one concrete piece of data from the earlier blocks to support their position.

Note for the teacher: Before handing out the assessment, explain the four blocks verbally, their points ceilings, and that the pupil may attempt them in any order. The pass threshold (grade 6) is reached by passing A1 + A2. A pupil who has not studied but reasons well can reach 4 (A1 only). A pupil who has studied well can reach 6 without touching Block C.

Example 8 · Experiential project · Year 2 Secondary

«The Reconquista in our area: we are historical guides» — Geography and History

Type	Subject	Year group	Duration	MIRA conditions	Replaces	Weight
Experiential project	Geography and History	Year 2 Secondary (ages 13–14)	3 weeks6 sessions + 1 presentation	R + A(with an element of I)	One of the term's assessments	40% in core subjects1st cycle Secondary

Context and challenge

The town council has asked the school to produce a short historical guide to the traces of the Reconquista in the local area, for a new digital cultural-tourism resource. Pupils do not write a book summary: they investigate the real local area, make decisions about what to include, and produce material that will genuinely be used.

> *Challenge: How would you explain the mark left by the Reconquista in our area to someone who does not know the history of Spain?*

Phases and timing

Phase	Name	What the pupil does	Evidence / deliverable
1	**Proposal(1 session)** The team chooses the local heritage feature to investigate and forms its own question: why is this castle / church / place name here? Proposal approved by the teacher.	*Proposal sheet: chosen feature + question + justification*	

2	**Investigation(2 sessions)** Gathers information from historical sources, the council website, a virtual or in-person visit. Identifies the historical context (Al-Andalus, Christian kingdoms, the advancing frontier).	*Sources sheet (at least 3) + content draft with concrete data*
3	**Production(2 sessions)** Produces the guide entry: 300–400-word text + image or map + 3 interesting facts. The teacher gives criterion-referenced feedback on the draft before the final version.	*Draft reviewed with feedback · Checklist completed before the final submission*
4	**Presentation(1 session)** The team presents its guide entry as if they were real tour guides: 5–7 minutes + questions from the class.	*Oral presentation + guide handed over to the school / council*

A–D criterion-referenced rubric · Teacher (Humanities variant)

In this project, criteria A and B each carry a 30% weighting because mastery of the historical content and the ability to produce a useful piece of material are the central goals. C and D each carry 20%.

	Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A	Understanding of the historical content	The text uses historical terms incorrectly or copies them from the book without reworking them.	The text correctly explains what the Reconquista was and places the chosen feature in the correct period.	The text places it precisely in context, connects Al-Andalus with the Christian kingdoms and uses its own historical vocabulary.	Deep understanding. Connects the local feature to wider historical dynamics (frontier, coexistence, architecture). Uses sources to support the analysis.
B	Application: a useful product with the pupil's own decisions	The text is a copy or paraphrase of a single source. There are no independent decisions on selection or presentation.	The text has some independent decisions but closely follows a single source. The structure is that of the textbook.	The team selected the information with their own judgement, adapting the register for the tourist (not the exam). The product is functional.	The guide is original, useful and has its own voice. The decisions on selection, format and register are consistent with the real audience and are justified.
C	Critical thinking	There is no reflection at all on why this feature is	Points to some connection between the feature and its	Explains why this feature is significant in the context of the local Reconquista.	Analyses the feature as a historical source: what it tells us, what it hides,

		here or what it tells us about history.	historical context, though superficially.	Recognises different possible interpretations.	and what limitations the investigation has. Spots bias in the sources.
D	Communication and reflection	The self-assessment is superficial or inconsistent with the project handed in.	Completes the checklist honestly. The reflection mentions what went well and what did not.	The checklist is well calibrated. The reflection connects the process to the product and proposes a concrete improvement.	The self-assessment is precise and demanding. The reflection shows genuine metacognition: the pupil knows what they learnt about history and about themself as an investigator.

Checklist — Pupil (Humanities variant) · Complete BEFORE handing in

Name: _____ Team: _____ Heritage feature: _____

Assessment item	Yes	Partly	No	Evidence (location in the work)
A · Comprehension · What do I know about the Reconquista and the feature I investigated?				
I explain in my own words what the Reconquista was and place the chosen feature in the correct historical period (I do not copy the book or Wikipedia).	☐	☐	☐	p. ___ / _____
I connect the local feature to the wider historical context (relations between Al-Andalus and the Christian kingdoms, the advancing frontier).	☐	☐	☐	p. ___ / _____
B · Application · Have we made our own decisions in the guide?				
The team decided what to include and what to leave out with a clear criterion related to our audience (the tourist who does not know the history).	☐	☐	☐	p. ___ / _____
The register and format of the guide are suited to a real tourist: it is not a class assignment disguised as a guide.	☐	☐	☐	p. ___ / _____
C · Critical thinking · Why is this feature significant?				
I explain why this feature is a trace of the Reconquista and what it tells us about the history of our area.	☐	☐	☐	p. ___ / _____
I identify at least one limitation of our investigation or a question that was left unanswered.	☐	☐	☐	p. ___ / _____
D · Reflection				

I have completed this list honestly: I only marked YES for what genuinely appears in the work.	☐	☐	☐	p. ___ / _____
I can explain which decision was hardest to make in this project and why we made it that way.	☐	☐	☐	p. ___ / _____

Example 9 · Inquiry project · Year 3 Secondary

«Why do people emigrate from our country?» — Geography and History

Type	Subject	Year group	Duration	MIRA conditions	Replaces	Weight
Inquiry project	Geography and History	Year 3 Secondary (ages 14–15)	4 weeks7–8 sessions + presentation	I + R + A	One of the term's assessments	20% in core subjects2nd cycle Secondary

Context and research question

The unit has covered migratory movements: causes, types and consequences. Each pupil forms their own research question about Spanish emigration (or emigration from their family's country of origin) and checks it against real data from national statistics offices, Eurostat or the UNHCR.

> *Research question (each pupil forms their own): Why do people emigrate from [specific country], and what consequences does this have for the country of origin and destination?*

Examples of questions generated by pupils: «Why did my grandparents emigrate to Germany in the 1960s?» · «What makes a Syrian refugee choose Spain rather than France?» · «Is Spanish emigration over the last 15 years reversible?»

Phases and timing

Phase	Name	What the pupil does	Evidence / deliverable
1	**Question and hypothesis(1–2 sessions)** Chooses the migratory phenomenon, forms their own question and puts forward a hypothesis with justification.	*Starting sheet: question + hypothesis + why this specific case matters to them*	
2	**Gathering data(2 sessions)** Looks for statistical data (national statistics offices, Eurostat, UNHCR) and qualitative sources (news, testimonies). Assesses reliability	*Sources sheet: at least 4 sources + organised data table*	

	and organises the information.	
3	**Analysis(2 sessions)** Checks the data against the hypothesis. Identifies causes and consequences. Produces at least one graph of their own. The teacher gives criterion-referenced feedback on the draft.	*Analysis draft with graph · Criterion-referenced teacher feedback*
4	**Report and reflection(1–2 sessions)** Writes the final report (500–700 words). Completes the checklist before handing in. Includes a reflection paragraph on the hypothesis.	*Final report + completed checklist + reflection paragraph*
5	**Presentation(1 session)** Presents conclusions in 6–8 minutes. Answers questions about the methodology and the data.	*Oral presentation with visual support (own graph, map or table)*

A–D criterion-referenced rubric · Teacher (Humanities variant · all 4 criteria weighted 25% each)

	Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A	Understanding of the migratory phenomenon	Uses terms such as «emigrant» and «refugee» interchangeably. Does not distinguish causes from consequences.	Correctly defines the key concepts and applies them to the chosen case.	Explains the phenomenon precisely, places the case in the global context and connects to human geography.	Deep, nuanced understanding. Distinguishes types of migration, connects to wider geopolitical or economic dynamics.
B	Investigation and methodology	Uses only Wikipedia or the book. No statistical data. Does not assess reliability.	Uses two or more different sources with basic data. Cites the sources. The graph exists but was copied.	Uses four or more sources, including statistical data from official sources. The graph is their own work with real data.	Solid, diversified strategy. Their own graph is clear and useful for the argument. Spots methodological limitations.
C	Critical thinking: hypothesis and conclusions	Conclusions repeat the data without analysing it. No reference to the hypothesis.	Conclusions partly answer the question. Mentions whether the hypothesis was correct.	Explicitly checks the hypothesis against the data. Argues the causes and consequences with evidence.	Solid, nuanced argumentation. Spots multiple causal links. Recognises the limitations of their investigation and asks new questions.

D	Communication and reflection	The report is hard to follow. The reflection describes the process without assessing it.	The report has a recognisable structure. The reflection mentions whether the hypothesis was correct.	The report is well structured and uses human geography vocabulary precisely. The reflection connects process and learning.	Academic quality and a voice of their own. The reflection shows genuine metacognition: the pupil knows what they learnt and what was cognitively hardest.

Checklist — Pupil (Humanities variant) · Complete BEFORE handing in

Name: _____ Research question: _____

Assessment item	Yes	Partly	No	Evidence (location in the work)
A · Comprehension · What do I know about the migratory phenomenon I investigated?				
I explain in my own words the key concepts (emigration, push/pull factor, refugee) and correctly apply them to the case I investigated.	☐	☐	☐	p. ___ / _____
I connect the specific case to the global context of current migratory movements (it is not an isolated case).	☐	☐	☐	p. ___ / _____
B · Investigation · How did I gather and organise the data?				
I have used at least four different sources, including statistical data from official sources (national statistics offices, Eurostat, UNHCR or others), and stated why I consider each one reliable.	☐	☐	☐	p. ___ / _____
I have produced at least one graph or table myself with real data (not copied from any source).	☐	☐	☐	p. ___ / _____
C · Critical thinking · What do I conclude and how do I argue it?				
My conclusions check the initial hypothesis against the data: I explain whether it was correct, incorrect or partly correct, with concrete evidence.	☐	☐	☐	p. ___ / _____
I identify at least two causes of the migratory phenomenon and recognise at least one limitation of my own investigation.	☐	☐	☐	p. ___ / _____
D · Communication and reflection				
My report has a clear structure (introduction with question and hypothesis, body with data and analysis, conclusions assessing the hypothesis) and uses human geography vocabulary precisely.	☐	☐	☐	p. ___ / _____

In the reflection paragraph I explain what I learnt about the topic AND what I learnt about how to investigate (what went well, what I would change).	☐	☐	☐	p. ___ / _____

Summary: all 9 examples by stage, type and instrument

Ex.	Stage / Year group	Instrument	Area	MIRA conditions	Final product
PRIMARY Years 1–4 · Natural Science					
1	Years 1–4 Primary	Experiential project	Natural Science	R + A	Illustrated field notebook
2	Years 2–4 Primary	Inquiry project	Natural Science	I + R + A	150–350-word report
3	Years 2–4 Primary	Competency assessment	Natural Science	M	40–50-min written answer
PRIMARY Years 5–6 · Natural Science and Mathematics					
4	Years 5–6 Primary	Experiential project	Natural Science	R + A	Garden proposal with report
5	Years 5–6 Primary	Inquiry project	Natural Science	I + R + A	400–600-word report
6	Years 5–6 Primary	Competency assessment	Mathematics · Fractions	M	50–55-min written answer
SECO					

ND AR Y · Ge ogr aph y and Hist ory					
7	Year 1 Secondary	Competency assessment	Geo-History · Water	M	65-min written answer
8	Year 2 Secondary	Experiential project	Geo-History · Reconquista	R + A	Historical tourist guide
9	Year 3 Secondary	Inquiry project	Geo-History · Emigration	I + R + A	500–700-word report

How to add to this bank: every teacher can add their own examples following the same structure: project or assessment card, context and challenge, phases with evidence, an A–D rubric with descriptors of their own for their subject, and a self-assessment record or checklist. Share what you create with the pilot network: your adaptations are the most valuable resource for other teachers.