

MIRA

Metacognition · Inner Life · Resilience · Agency

Stage Guide

Primary Education

Assessment system linked to the MIRA Model

For teachers and cycle coordinators

Guide body · Printable instruments are in the Annex of this document

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1. The philosophy of assessment in Primary

Assessment in Primary within the MIRA model starts from a principle shared by learning research and the curriculum: assessing is not measuring how much a pupil knows, but understanding what they can do with what they know, and accompanying them in developing their capacity to learn.

In Primary there is no numerical grading. The outcome is always a descriptive report that shows the pupil and the family their profile of achievement across the four A–D criteria. The purpose of the instruments is not to grade: it is to diagnose, guide and return to the pupil information they can use to move forward.

Pupils take an active part in an integrated, ongoing assessment through which they begin to regulate their own learning effectively and act on constructive feedback. Agency and self-efficacy are central: pupils direct their learning with a strong sense of identity and self-confidence.

— Central principle of formative assessment in MIRA

1.1 The three types of assessment in Primary

Type	What it is	When it happens	Generates a grade
Formative assessment	The engine of the process. Built into daily practice: observations, conversations, work reviews, in-class activities and peer assessment.	Ongoing, daily	No
Summative assessment	At the close of each project or unit, the pupil demonstrates understanding through authentic tasks: projects, presentations, output.	At the end of each unit or project (approx. 3–6 per year)	Yes → descriptive report
Portfolio	A collection of selected work that shows the pupil's growth over time. Includes the pupil's own reflections.	Cumulative throughout the year	Not as a grade: yes as central evidence

1.2 Convergence of formative assessment × curriculum × MIRA

Element	Evidence-based assessment	Competency-based curriculum	MIRA condition
What is assessed?	Conceptual understanding, thinking skills, learner profile	Key competencies, assessment criteria	M+I+R+A: the four conditions of deep learning
How?	Observation, portfolios, authentic tasks	Observation, rubrics, varied output	Instruments are chosen according to the condition to be activated
Who assesses?	Teacher + pupil + peer assessment	Teacher + self-assessment + peer assessment	Always the pupil first (condition M), the teacher cross-checks
How is it communicated?	Narrative reports + portfolio conversations with the family	Termly qualitative report	The report shows the four conditions as evidence of the complete cycle

2. Progression of instruments by cycle

The four A–D criteria apply throughout the stage, but the instruments, the demands and the weight of each format vary by cycle. The progression is designed to gradually increase the pupil's autonomy as an assessor of their own learning.

**Early Years
(ages 3–5) ·
No numerical
grading ·
100%
observation**

Year group	Main instrument	Self-assessment (condition M)	Milestone
Age 3	Systematic teacher observation with a group rubric (Emerging/Achieved)	No: the child does not yet take part in the assessment	—
Age 4	Observation + start of the portfolio. The child chooses, with the teacher, which evidence to include.	Emerging: the child says what they liked most (orally)	Portfolio presentation to the family (end of year)
Age 5	Observation + portfolio + individual Why Corner. A–D profile visible in the report.	Guided oral self-reflection: What did I learn? What do I wonder?	Age-5 Mini-Exhibition: 2 pieces of evidence, 5 minutes, family present

**1st and 2nd cycle
Primary
(Years 1–4) ·
No
numerical
mark ·
Descriptive
A–D report**

Cycle	Core subjects (Comp/Exp)	Other subjects (Comp/Exp)	Self-assessment instrument (condition M)	Formal assessment
1st cycle Years 1–2	10% / 90%	0% / 100%	☆☆ / ★☆☆ / ★★★ record. The pupil locates the evidence in their own work	Systematic observation. No written assessment.
2nd cycle Years 3–4	30% / 70%	20% / 80%	☆☆ / ★☆☆ / ★★★ record. The pupil locates the evidence in their own work	1 application task per term (40–50 min). Block A + B.

Note on the star record in the 1st and 2nd cycles: the same instrument is used in both cycles. The difference lies in scaffolding, not in the instrument: in Years 1–2 the teacher may first point to an area of the work and the pupil confirms it; in Years 3–4 the pupil locates the evidence independently. The full record is in Annex 1 (teacher) and Annex 2 (pupil).

**3rd cycle
Primary**

(Years 5–6) · No numerical mark · Descriptive report + stage milestone

Cycle	Core subjects (Comp/Exp)	Other subjects (Comp/Exp)	Self-assessment instrument (condition M)	Milestone
3rd cycle Years 5–6	50% / 50%	40% / 60%	Rubric with detailed descriptors (mandatory before handing in the project). Same rubric for pupil and teacher. The pupil assesses first; the teacher spots inconsistencies and adjusts.	Learning Exhibition (Year 6) Pass/Not yet · Progression requirement for the stage

The logic that begins in the 3rd cycle and continues into Secondary: the pupil completes the rubric before handing in. The teacher assesses starting from the pupil's self-assessment, reviews the project and spots inconsistencies. This logic — pupil first, teacher cross-checks — is the same one used in Secondary with the checklist. The instrument changes; the logic does not.

3. Assessment instruments in Primary

3.1 Systematic observation (Early Years and 1st cycle)

In the Early Years and the first cycle of Primary, observation is the central instrument. It does not happen apart from the activity: it happens while the child plays, explores and creates. The teacher uses a weekly group record with the four A–D criteria on an Emerging/Achieved scale.

Criterion	What the teacher observes	Typical evidence in the Early Years/1st cycle
A Comprehension	Whether the child explains in their own words and connects concepts	Spontaneous conversations, dictation to an adult, oral answers in the Why Corner
B Application	Whether the child applies what they have learnt in new play or task situations	Handling materials, constructions, solving concrete challenges
C Thinking	Whether the child asks their own questions or justifies their decisions	The Why Corner, reflection circle times, conversations during the project
D Communication	Whether the child expresses and communicates their ideas clearly	Oral presentations, artwork, presentations to classmates

3.2 The star self-assessment record (1st and 2nd cycle)

The ★☆☆/★★☆/★★★ record is the central instrument for condition M in Years 1–4 of Primary. It exists in two versions with the same structure: the teacher's (Annex 1) and the pupil's (Annex 2). The pupil completes their own record; the teacher confirms or adjusts it based on the evidence located.

What sets this instrument apart is the evidence column: the pupil does not just state which level they are at, but points to exactly where in their work the evidence proving it can be found. This turns self-assessment into a genuine cognitive act, not an opinion.

At the end of the record, the pupil finds the MIRA Reflection Card (Annex 2), kept apart from the star record. In Years 1–4 it is completed with a brief phrase and a YES/PARTLY/NO mark. It is not compulsory to answer all four conditions in every 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 so that all four are covered over the year. In Primary, Resilience, Inner Life and Agency — the leading conditions of the stage — should appear somewhat more often than Metacognition, which here supports without leading.

3.3 The rubric with detailed descriptors (3rd cycle)

In Years 5 and 6 of Primary the star record evolves into a rubric with detailed descriptors. It is mandatory before handing in any project and uses the same Emerging/Basic/Advanced/Excellent scale as the teacher's version. The pupil assesses first; the teacher spots inconsistencies and adjusts.

Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A Comprehension	Recognises some concepts with help. Struggles to explain in their own words.	Explains the main concepts acceptably. 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 Application	Only applies in identical situations. Needs a model.	Applies in similar situations with small variations.	Transfers what they have learnt to new situations or real problems.	Designs their own approach and solves complex situations independently.
C Critical thinking	Describes what they observe without interpreting	Asks the odd question of their own. Basic	Argues with reasons. Recognises different	Argues with evidence. Spots contradictions.

	or justifying their answers.	justification of their ideas.	points of view. Weighs up options.	Builds their own well-founded judgements.
D Communication	Struggles to express themselves. Message unclear. Very basic vocabulary.	Expresses themselves clearly. Basic specific vocabulary. Recognisable structure.	Communicates clearly and precisely. Adapts register to context.	Communicates creatively and rigorously. Solid structure. Register fully appropriate.

3.4 The portfolio as a common thread

Stage	Who selects the evidence	Format	MIRA function
Early Years (ages 3–4)	The teacher, with growing involvement from the child	Visual: photographs, drawings, output	I — Inner Life: the child's connection with their own learning
Early Years age 5 / 1st cycle	The pupil, with the teacher's help	Visual + short text	M — Emerging Metacognition: the pupil begins to know their own process
2nd cycle (Years 3–4)	The pupil, independently	Text + evidence + star record	M + R — The pupil knows what they learnt and manages the feedback they receive
3rd cycle (Years 5–6)	The pupil, with reasoned selection and written reflection	Complete folder with prior self-assessment	M + I + R + A — Complete MIRA cycle. Culminates in the Year 6 Exhibition.

4. Stage milestone: the Learning Exhibition (Year 6 Primary)

The Learning Exhibition is the closing milestone of the Primary stage. It is not an exam or a display of work: it is the moment when the pupil demonstrates that the MIRA cycle has been completed and can hold it up independently before a real audience.

Assessment: Pass / Not yet · Progression requirement for the stage. There is no numerical grade. The Basic-level descriptors across the four A–D criteria are the minimum threshold to pass.

MIRA condition	How it takes shape in the Exhibition
M — Metacognition	Reasoned selection of 3 pieces of evidence from the portfolio (one per term or chosen area) with written justification of why each one represents their learning.
I — Inner Life	A 1-page written reflection prepared beforehand: what I chose, why, and what it says about me as a learner. The pupil connects knowledge with their own story.
R — Resilience	The preparation process includes at least one review with criterion-referenced feedback from the form tutor. The pupil incorporates the feedback before the public presentation.
A — Agency	A 5–8 minute oral presentation with a visual format of the pupil's choice (poster, digital, real object). The pupil chooses the format and defends their choices before the family.

5. Primary → Secondary transition protocol

The gap between assessment in Primary and Secondary is the most serious tension in the system. The pupil builds metacognitive tools over six years that disappear in Year 1 of Secondary. The three-step protocol below uses MIRA as a common thread.

Step	When	What is done	Responsible	
1 Transition folder	May–June, Year 6 Primary	The pupil selects 3 pieces of evidence from the portfolio and completes a record with the 4 MIRA questions: What did I learn to learn (M)? What genuinely mattered to me (I)? How did I manage a mistake (R)? What did I do that no one did for me (A)?	Year 6 form tutor + cycle coordinator	
2 Joint staff meeting	September (1 session)	The Year 6 form tutors explain to the Year 1 Secondary team the MIRA profile of each class: Do they have a self-assessment habit (M)? Have they done inquiry projects (I+A)? Can they handle criterion-referenced feedback (R)?	Head of studies	
3 Year 1 Secondary bridging unit	First 3 weeks	A 2-week mini-project that makes the complete MIRA cycle explicit. Introduces the 1–10 scale as a translation of the star scale. No pupil arrives in Secondary without knowing how the numerical rubric works.	Year 1 Secondary teaching team	

6. The termly family report: Progress Narrative

The termly Primary report contains no numerical grades. Its core is the Progress Narrative: a three-dimension, colour-coded system that reports where the pupil stands, what they are building, and what concrete action can drive the next step.

	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.

7. The SAT in Primary: tutorial support and continuous improvement

The Tutorial Support System (SAT) is the standing quality-assurance mechanism the school activates when the collective results of a competency assessment show that the class needs support. In Primary the SAT only affects the cycles that have formal assessments: the 2nd cycle (Years 3–4) and, more frequently and intensively, the 3rd cycle (Years 5–6).

The SAT does not assess the teacher. It assesses the system. When a significant percentage of the class fails to pass Block A of an assessment, the first question is: what does this tell us about the design of the assessment, the teaching sequence, or the needs of the class? The alert is always triggered at class level, never at the level of an individual pupil.

7.1 Why the SAT is especially relevant in the 3rd cycle

In the 1st cycle there are no formal assessments: the SAT does not apply. In the 2nd cycle there is one assessment per term worth 30%: the SAT can be triggered but rarely is. It is in the 3rd cycle (Years 5–6) that the SAT becomes fully significant: assessments carry 50% weight in core subjects, and the 3rd cycle is the stretch that prepares pupils for the transition to Secondary.

7.2 The SAT as part of quality assurance

The SAT is not an emergency protocol or an exceptional measure. It is the component of the MIRA model that ensures that, when the system is not producing the expected learning, the school detects the signal, interprets it and acts in a structured way. It has three features that set it apart from other pupil-support systems:

Proactive and systemic: it does not wait for a pupil to fail or drop out. It acts when collective results point to a trend, before the problem becomes individual.

Proposes concrete measures: each step prescribes a specific, observable action: what is done, who does it, and by when.

Identifies who is responsible: teacher, cycle head, stage coordinator, senior leadership. The SAT never leaves actions hanging.

7.3 Activation thresholds in Primary

The SAT activation thresholds are calibrated against the reference indicators of the Spanish education system. The national repetition rate in Primary stands at 1.1% (2022–23 school year, Ministry of Education), which means any signal of systemic failure in competency assessments is significant and calls for a structured response.

Cycle	Ordinary threshold	Critical threshold	Example, class of 25	Why this threshold
2nd cycle (Years 3–4)	≥ 20%	≥ 30%	Ord.: 5+ · Crit.: 8+	Low threshold because the assessment carries 30% weight and any systemic difficulty is amplified.
3rd cycle (Years 5–6)	≥ 20%	≥ 30%	Ord.: 5+ · Crit.: 8+	Same threshold but the response is more urgent: difficulties at this stage foreshadow problems in Year 1 of Secondary.

Adjustment by context: in schools with high socio-economic or cultural diversity (>25% immigrant pupils or a disadvantaged area), thresholds may be widened by 5–10 percentage points. See MIRA SAT — Extended Framework v2.0.

7.4 Four-step escalation protocol

Steps 1, 2 and 3 act at class level. Only step 4 goes down to the individual pupil, and only when the alert repeats in the same subject across two consecutive assessments.

Step	Name	Responsible	Actions	Timeframe	Output
1 MANDATORY	Diagnostic analysis of the class	Teacher	Review the assessment: was Block A accessible? Analyse where failure is concentrated (criterion A–D, block A1 or A2). Identify the likely cause. Note the school's context.	3 working days	Block 1 of the SAT Record
2	Collective reinforcement	Teacher + Cycle head	A reinforcement session focused on the most affected block and criterion. Aimed at the whole class, without singling out any pupil. If the cause is the design: review the level of Block A. Notify the cycle head in all cases.	Max. 1 week from step 1	Block 2 of the SAT Record
3	Group consolidation	Teacher	A consolidation activity different from the assessment (experiential, hands-on or collaborative format) that covers the same block from a different angle.	Max. 1 week from step 2	Logged in the scheme of work
4 MANDATORY if the alert repeats	Personalised support + review of the scheme of work	Teacher + Form tutor + Cycle head	(a) Identify pupils who did not pass A1 in two consecutive assessments and set up an individual support plan. Communication to the family. In highly diverse schools: coordination with the guidance counsellor. (b) Review the scheme of work for the affected block.	Max. 1 week from the 2nd alert	Block 3 + Block 4 of the SAT Record

7.5 The critical threshold: accelerated protocol

When the percentage meets or exceeds the critical threshold ($\geq 30\%$), all four steps are triggered simultaneously and the teacher–leadership meeting is held within 48 hours (not 3 days). The full assessment is repeated within a maximum of one week. Senior leadership receives immediate notification.

7.6 Early-warning indicators (before the assessment)

The SAT is formally triggered by competency assessment results. But the form tutor can and should detect earlier warning signs that anticipate the problem:

Absence: in Spain, 86% of Primary pupils never miss school (TIMSS/INEE; vs. 75% EU average). If a class falls below 85% regular attendance, the form tutor opens an informal monitoring process.

Late or missing submissions: a pattern of 2 or more consecutive weeks with pending submissions in the same class is a signal of disengagement or systemic difficulty.

Behaviour incidents: if ≥ 3 behaviour reports per class accumulate in a month, or a persistent pattern over 2 weeks, the form tutor brings it to the teaching team for group-level analysis.

These indicators do not automatically trigger the SAT Record, but they do trigger the form tutor's informal analysis process with the team.

7.7 The SAT Record: a single, evolving document

The teacher opens a single SAT Record when the alert is triggered. Only the blocks corresponding to the active step are completed. The record does not multiply: it grows with the process.

BLOCK 1 · Diagnosis (Step 1) — always complete · Timeframe: 3 working days

Subject / Year and class / Date of assessment: _____ / _____ / _____
No. of pupils / % not passing / Threshold triggered: _____ pupils · _____% · ☐ Ordinary ☐ Critical
Most affected criterion (A / B / C / D): _____ · Most affected block (A1 / A2 / B / C): _____
School context: ☐ Favourable ☐ Diverse ☐ High diversity
Likely cause: ☐ Block A design ☐ Insufficient teaching sequence ☐ Delivery incident ☐ Contextual needs of the class
Corrective measure triggered: ☐ Partial repeat ☐ Full repeat (critical threshold) · Reinforcement session date: _____
Teacher's signature / Date: _____ / _____

BLOCK 2 · Reinforcement session (Step 2) — complete if triggered · Timeframe: max. 1 week from Block 1

Description of the reinforcement session: _____
Block A revised for next assessment (Yes / No): _____ · Adjustment made: _____
Was the cycle head notified? ☐ Yes ☐ No (mandatory at critical threshold) Date: _____

BLOCK 3 · Individual support (Step 4a) — only if the alert repeats · Timeframe: max. 1 week

Pupil / Start date / Review date: _____ / _____ / _____
What I want to achieve (in the first person, drafted with the pupil): _____

Concrete action / Support I will receive: _____
Was it coordinated with the guidance counsellor? ☐ Yes ☐ No [Mandatory in highly diverse schools]
Communication to the family: ☐ Done ☐ Pending Date: _____ Responsible: _____
Pupil's signature / Form tutor's signature: _____ / _____

BLOCK 4 · Review of the scheme of work (Step 4b) — mandatory alongside Block 3

Agreed adjustment to the scheme of work: _____
Has a formal curriculum review been triggered? ☐ No (ordinary case) ☐ Yes (repeated critical threshold) — attach minutes
Teacher + leadership signature: _____

ANNEX 1 · ★ observation record — Teacher's instrument (printable)

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 know Comprehension	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 appropriately★★★ ☐ ★★★ ☐ ★★★ 2. Connects ideas or concepts with one another★★★ ☐ ★★★ ☐ ★★★ Overall level: ★★★ ☐ ★★★ ☐ ★★★ Comment: _____
B · How I investigate Application	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 research question of their own★★★ ☐ ★★★ ☐ ★★★ ☐ 2. Selects and evaluates the

				information used ★☆☆ ☐ ★★☆☆ ☐ ★★★ ☐ Overall level: ★☆☆ ☐ ★★☆☆ ☐ ★★★ ☐ Comment:
C · How I think Critical 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 taken in the work ★☆☆ ☐ ★★☆☆ ☐ ★★★ ☐ 2. Asks a question their work does not answer ★☆☆ ☐ ★★☆☆ ☐ ★★★ ☐ Comment:
D · How I communicate Communication	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 suited to its purpose ★☆☆ ☐ ★★☆☆ ☐ ★★★ ☐ 2. Uses subject-specific vocabulary appropriately ★☆☆ ☐ ☐ ★★☆☆ ☐ ★★★ ☐ 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 ($\Delta \geq 1$ star between the teacher's record and the pupil's), use that moment as a criterion-referenced feedback conversation.

ANNEX 2 · ★ self-assessment record — Pupil's instrument (printable)

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 (which part of your work shows it).

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 ☐
<i>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). The YES/PARTLY/NO does not assess the writing: it assesses whether the connection is present and specific — not a generic phrase — never whether “it is well written”.</i>

Your teacher will read your record first, then check your work. If they see something different from what you marked, they will explain it to you.

ANNEX 3 · Rubrics and checklists — 3rd cycle Primary (printable)

Teacher's and pupil's instrument · 3rd cycle Primary · Years 5 and 6 · Use to assess experiential and inquiry projects

Experiential project · Year 5 Primary · A–D rubric and checklist

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	Comprehension (What do I know?)	Names some features of the neighbourhood with help. Does not explain their function or connect them to one another.	Explains what a neighbourhood is and identifies its main features. Connects some of them to everyday life.	Explains the function of the features in detail and connects them to one another. Places the neighbourhood in a wider context.	Explains precisely and connects the features to concepts such as service, need or community. Transfers to other contexts.
B	Application (What do I do?)	Draws the neighbourhood by copying a model or without any selection criteria. Decisions are made by the teacher.	Includes basic features with some decisions of their own. A key exists but is not systematic.	Selects features with justified criteria. The key is coherent and makes the map readable without explanation.	Designs the map independently and originally. Selection, scale and key are consistent and functional for a real visitor.
C	Critical thinking (Why?)	Does not justify the decisions made. Describes what they see without interpreting it.	Asks a question about the neighbourhood. Justifies a decision in a basic way.	Argues the decisions with reasons. Recognises different ways of representing the neighbourhood. Assesses what works best for their audience.	Argues with evidence. Notices that a map involves a selection with consequences. Assesses the limitations of their own work.
D	Reflection	The reflection describes what they did but does not assess their process or the outcome.	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 or to other learning. Asks a new question.

Unified checklist · Pupil and teacher

The pupil completes this checklist when handing in the project. The teacher reviews it on receiving the submission, checking whether the evidence indicated is where the pupil says it is.

Assessment item	Yes	Partly	No	Evidence (location in the work)
A · Comprehension · What do I know about the neighbourhood?				
I explain what a neighbourhood is and the function of its main services, using vocabulary specific to Social Studies.	☐	☐	☐	p. ____ / _____ —

I connect the features included in the map to the needs of the people who live in the neighbourhood.	☐	☐	☐	p. ____ / ____ —
B · Application · How did we work on the map?				
The team made their own decisions about what to include and how to represent it (key, symbols, layout), without copying an existing map.	☐	☐	☐	p. ____ / ____ —
The map is legible and useful: someone who does not know the neighbourhood can find their way with it without us explaining it.	☐	☐	☐	p. ____ / ____ —
C · Critical thinking · Why did we make these decisions?				
I can explain why we included some features and left out others, with at least one reason related to the map's audience.	☐	☐	☐	p. ____ / ____ —
I recognise that other solutions were possible and I judge which one best suits the purpose of the map.	☐	☐	☐	p. ____ / ____ —
D · Reflection · Learning journal				
In my journal I wrote what I did, what went well, and what I would do differently next time.	☐	☐	☐	p. ____ / ____ —
I identify at least one thing I learnt that I did not know before starting the project.	☐	☐	☐	p. ____ / ____ —

MIRA Reflection Card

Apart from the rubric and the checklist, pupils complete the MIRA Reflection Card: one question per condition, open and ungraded.

MIRA Reflection Card — open answer, not graded
M — What did I learn to learn in this project? Which strategy worked best for me? _____
I — Why does this interest me? _____
R — What was hardest, and how did I manage it? _____
A — What did I do in this project that no one decided for me? _____
According to the year group and the maturity of the class, the teacher chooses how many and which questions pupils answer in each project, rotating from one project to the next. It is not compulsory to answer all four every time.

Inquiry project · Year 6 Primary · A–D rubric and checklist

A–D criterion-referenced rubric · Teacher

	Criterion	Emerging (1–4)	Basic (5–6)	Advanced (7–8)	Excellent (9–10)
A	Comprehension	Names public services but does not explain what they are or who they are for. Confuses a public service with a private business.	Explains what public services are and classifies them correctly. Identifies basic differences between the two neighbourhoods.	Explains, classifies and contextualises the services. Connects their distribution to concepts such as inequality or municipal planning.	Deep understanding. Connects the data to concepts such as equity, right of access or urban segregation. Transfers to different situations.
B	Investigation	Uses only one source or copies data without organising it. Does not verify the information.	Uses at least two sources. Gathers basic data in an organised way. Cites sources, even if simply.	Uses three or more different sources. Organises the data in a table or graph. Assesses the reliability of each source.	Designs a coherent data-gathering strategy. Assesses reliability with judgement. The graph is clear and useful for supporting the analysis.
C	Critical thinking	Describes differences without interpreting them. Conclusions repeat the data without analysis.	Identifies differences and points to a possible cause. The initial hypothesis is recognisable in the conclusions.	Argues the causes with data. Recognises different perspectives. Assesses whether the hypothesis was correct and why.	Argues with solid evidence. Detects multiple causes. Recognises the limitations of their own investigation.
D	Reflection	The reflection describes the process without assessing what was learnt or connecting it to their journey as a learner.	Mentions what they learnt and what was difficult, even if briefly.	Identifies which skill or capability they mainly worked on and justifies it with evidence from the project. Proposes what they would do differently.	Connects the learning to their own life or to wider questions. The reflection shows real growth, not just a description of the process.

Unified checklist · Pupil and teacher

Assessment item	Yes	Partly	No	Evidence (location in the work)
A · Comprehension · What do I know about the topic?				
I explain what a public service is and how it differs from a private business, using vocabulary specific to Social Studies.	☐	☐	☐	p. ____ / _____
I connect the differences in services found to wider social concepts (inequality, public policy, the history of the neighbourhood).	☐	☐	☐	p. ____ / _____
B · Investigation · How did I gather and organise the data?				
I have used at least three different sources and stated why I consider each one reliable or not.	☐	☐	☐	p. ____ / _____

I have produced a comparative graph or table that shows the differences between the two neighbourhoods at a glance.	☐	☐	☐	p. ____ / ____
C · Critical thinking · What do I conclude, and why?				
My conclusions answer the research question and state whether my initial hypothesis was correct, incorrect or partly correct, with evidence to justify it.	☐	☐	☐	p. ____ / ____
I identify at least two possible causes of the differences found and note a limitation of my own investigation.	☐	☐	☐	p. ____ / ____
D · Reflection				
I identify which skill or capability I mainly worked on and justify it with concrete evidence from the project.	☐	☐	☐	p. ____ / ____
I explain what I would do differently if I repeated this project and ask a new question that arose while investigating.	☐	☐	☐	p. ____ / ____

MIRA Reflection Card

The same as in Year 5: one question per condition, open and ungraded. It is the same Card that will continue into Secondary.

MIRA Reflection Card — open answer, not graded
M — What did I learn to learn in this project? Which strategy worked best for me? _____
I — Why does this interest me? _____
R — What was hardest, and how did I manage it? _____
A — What did I do in this project that no one decided for me? _____
According to the year group and the maturity of the class, the teacher chooses how many and which questions pupils answer in each project, rotating from one project to the next. It is not compulsory to answer all four every time.