MIRA

Metacognition · Inner Life · Resilience · Agency

Stage Guide

Secondary Education · Years 1–4

Assessment system linked to the MIRA Model

For teachers and pedagogical coordinators

Guide body · Annex: Pedagogical rationale for the MIRA checklist × competency-based curricula

> Note on the nature of this document: the assessment proposals set out in this guide (projects as an instrument, multi-level assessment, checklist) are presented here as an overall vision that gives the system sense and structure. They are starting proposals that the staff may enrich and adapt before adopting them. Nothing in this document is final until expressly approved by the teaching team.

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1. Principles of assessment in Secondary

Secondary is the hinge stage of the system. Pupils now have enough maturity for progressively demanding formal assessments, but experiential work remains central in the 1st cycle. The Secondary assessment system is built on three principles that the MIRA model puts into practice and that competency-based curricula require:

Principle	What it means in practice	Instrument that guarantees it
Criterion-referenced assessment (not holistic)	Each A–D criterion is assessed and reported separately. The pupil knows exactly what they are doing well and where they need to improve, not just the final mark.	A–D rubric in assessments and projects · Checklist (YES/PARTLY/NO) · Criterion-referenced teacher feedback
The pupil assesses first (MIRA condition M)	In every project the pupil completes the checklist before handing in. The teacher assesses starting from that self-assessment, spots inconsistencies and adjusts the mark using the A–D rubric.	Unified checklist (pupil and teacher) · The pupil does not use the rubric directly
Two complementary instruments (neither all assessment, nor all project)	The competency assessment verifies independent mobilisation of knowledge (condition M). The project verifies agency and sustained process (conditions R and A). Neither can replace the other.	Multi-level A1-A2-B-C competency assessment · Experiential or inquiry project (depending on year)

1.1 Key features of the system in Secondary

· The curriculum grade (1–10) is obtained from the weighted average of the four A–D criteria.

· Core subjects: Spanish Language, Mathematics, First Foreign Language, Biology-Geology, Physics-Chemistry, Geography and History.

· Other subjects: Physical Education, Music, Technology, Art, Second Foreign Language, Religion/Values, options.

· Competency assessments always present an external stimulus (text, data, real case) not covered in class.

· The Year 4 Personal Project is the stage milestone and is equivalent to the mandatory interdisciplinary capstone project required under most competency-based curricula.

· The termly family report brings the curriculum grade and the A–D criterion profile together in a single document. There are no separate documents.

2. Distribution of weightings by cycle

The weightings follow a deliberate progression: the higher the year, the more autonomy required. But MIRA does not set a single percentage: it defines a band for each cycle, within which each school decides its own balance between the competency component and the project component. The project component covers experiential work as a whole, without breaking it down further. The choice is made per cycle (not per subject or per teacher), holds for the whole year, and is set out in the school's Education Project. The floors of each band ensure that the competency assessment remains the dominant instrument — and that the SAT keeps its activation base — and that the project, where Agency lives, never disappears.

Cycle	Subjects	Competency	Project	Assessments/term	Suggested assessment format
1st cycle (Years 1–2 Secondary)	Core subjects	50–65%	35–50%	1–2	Text or image + 3–4 staged A1-A2-B-C questions · 60–70 min
1st cycle (Years 1–2 Secondary)	Other subjects	30–50%	50–70%	1	Practical application task or simple analysis · 45–55 min
2nd cycle (Years 3–4 Secondary)	Core subjects	65–85%	15–35%	2–3	Real case with 2–3 sources · Extended answer · A1-A2-B-C · 70–80 min
2nd cycle (Years 3–4 Secondary)	Other subjects	50–70%	30–50%	1–2	Problem-situation in a new context · A1-A2-B-C · 55–65 min

2.1 Grading formula

Grade = (A–D average of projects × project weighting) + (A–D average of assessments × competency weighting). The school sets the weightings within the cycle's band. Example for Year 1 Secondary core subjects, with a school choosing 60/40: assessments → A–D average = 7.2 · projects → A–D average = 6.5. Grade = (7.2 × 0.6) + (6.5 × 0.4) = 4.32 + 2.60 = 6.92 → 6.9

3. The multi-level competency assessment

3. The multi-level competency assessment replaces the conventional exam format with a four-block instrument that makes explicit which type of learning corresponds to each grade band. Each block has a points ceiling: it is not possible to reach 10 without first passing through 6.

3.1 Why a multi-level assessment

The conventional exam scores recall of a fact the same as the ability to argue. A pupil who memorises well can score highly without having truly understood; one who understands but does not memorise may fail despite having learnt more. The multi-level model resolves this by assigning each type of learning its own grade band with a clear pedagogical meaning.

3.2 Block structure in Secondary

Block	Name	Points / Ceiling	A–D criteria	What is assessed	Types of question
A1	Recognition and direct comprehension	4 pts · ceiling 4	A — Comprehension	Identification, applied definition, explanation using the subject's own concepts. No change of context.	Definition · Reasoned true/false · Fill in the blank · Identify on a diagram · Short question
A2	Guided application	2 pts · ceiling 6	A + B	Solving with a given model or template. Connecting known concepts with scaffolding. Familiar context.	Match up · Interpret data with a template · Solve using a model · Compare two known elements
B	Independent transfer	2 pts · ceiling 8	B + C	New situation without scaffolding. The pupil analyses, compares or forms hypotheses independently.	Analyse a case · Interpret a new source · Reasoned comparison · Justified hypothesis · Apply a procedure in a new context
C	Critical reflection	2 pts · ceiling 10	C + D	Argue, evaluate or propose with their own justification. The pupil holds a position with evidence.	Argue a position · Evaluate a decision · Propose and justify · Short essay · Connect to real life

Grading rule: Final grade = A1 + A2 + B + C (direct sum, no access conditions). The pupil may attempt the blocks in any order. The pass threshold (grade 6) is reached by passing A1 + A2. To reach 8 they also need block B; for 10, block C. Each grade has a clear pedagogical meaning.

3.3 Differences between cycles

Element	1st cycle (Years 1–2 Secondary)	2nd cycle (Years 3–4 Secondary)
Starting stimulus	A single text or image · Context familiar to the pupil	2–3 sources (text + quantitative data + image) · Real case
Block A1-A2	With explicit scaffolding (template or model visible in the task)	Without scaffolding: the pupil constructs the answer independently

Block B	Guiding questions that steer the analysis	No guiding questions: independent structured answer
Block C	8–12-line reflection	15–25-line argued essay with evidence from the sources
Duration	60–70 min	70–80 min
MIRA condition mainly activated	M — The pupil checks what they know alone	M + R — Checking and managing with greater independence

4. The project as an assessment instrument

In Secondary the project is not an extra activity: it replaces one of the assessments in each grading period. The workload does not increase; what changes is the instrument. The project activates MIRA conditions that the assessment cannot: genuine agency (A) and managing a sustained process with feedback (R).

> *A project in Secondary is a task structured in phases, in which the pupil applies what they have learnt to produce something concrete through their own decisions (not copied), assessed with the A–D rubric and with mandatory self-assessment via the checklist before handing in. What sets a project apart from conventional work: (1) the pupil makes decisions about the process and the product, (2) there is at least one review phase with criterion-referenced teacher feedback before the final submission, (3) the pupil completes the checklist before handing in.*

4.1 Progression of project type by year

Year	Type	Main driver	MIRA conditions activated	Example
Year 1 Secondary	Experiential project	Making and producing something real for a real audience	R + A	Neighbourhood resource map handed to the school · Tap-water analysis in the lab
Year 2 Secondary	Experiential project with elements of inquiry	Making + forming their own hypothesis about the product	R + A (+I)	Designing a solution to a local problem with their own data · Report with a verified initial hypothesis
Year 3 Secondary	Inquiry project	Own research question + hypothesis + cross-checking with sources	I + R + A	Why does a region's economy change? · Argued report with data from official statistics or meteorological agencies
Year 4 Secondary	Personal Project (stage milestone)	The pupil's own interest + complete process + deep reflection	M + I + R + A	Product chosen by the pupil + process journal + oral defence before a panel

4.2 Minimum structure of any project in Secondary

Phase	What the pupil produces	What the teacher does	MIRA condition
1. Initial proposal	Question or purpose + work plan (what they will do, how, when)	Approves or adjusts the proposal. Checks that the product is authentic (not copiable).	I — the pupil formulates their own question or purpose
2. Development in phases	Draft or partial progress to hand in	Gives criterion-referenced feedback on the draft: points out the level reached on each active criterion and what is needed to progress.	R — the pupil manages error before the final submission
3. Self-assessment	Completes the checklist (YES/PARTLY/NO) before handing in	Reads the pupil's list first. Then reviews the project. Spots inconsistencies. Adjusts the mark using the A–D rubric.	M — the pupil knows their level before the teacher's verdict

4. Submission and final product	Product + completed checklist	Grades using the A–D rubric. Returns written criterion-referenced feedback.	A — the pupil demonstrates agency with a product that did not exist before

5. The checklist: self-assessment instrument in Secondary

The simplified checklist (8 items, YES/PARTLY/NO) is the central instrument for condition M throughout Secondary. The pupil completes it before handing in the project. The teacher assesses starting from what the pupil has declared about their own work.

5.1 How it is used

Step	Who	What they do	Why
1	Pupil	Completes the checklist before handing in: marks YES/PARTLY/NO on each item and points to where in the work the evidence is.	Activates condition M: the pupil states, in their own words, what they believe they have achieved.
2	Teacher	Reads the pupil's list first. Then reviews the project, checking whether the declared evidence is actually there.	Assesses starting from the self-assessment. Inconsistencies are information about the pupil's level of condition M.
3	Teacher	Adjusts the mark using the A–D rubric. The pupil does not use the rubric directly.	The rubric gives the curriculum grade (1–10). The checklist tells the teacher which criteria to review more closely.
4	Teacher	Returns criterion-referenced feedback, pointing out which items were miscalibrated and why.	Feedback on the list improves the next self-assessment. Metacognition is built through practice, not correction.

5.2 The 8 checklist items (Science / Humanities variants)

The structure is identical across all of Secondary. The items for criteria A and B vary slightly depending on the type of subject, to fit the language to the disciplinary context. The items for C and D are the same in both variants.

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

5.3 The Reflection Card

Complements the checklist: while the list looks at the product, the Card looks at the process and its meaning. It is the only instrument that is not graded. It is completed with all four questions together, one per condition.

In Years 1 and 2 of Secondary, each question is offered with a guided opening. In Years 3 and 4, the same question is presented openly, with no supporting phrase.

Condition	Years 1–2 Secondary (with guided opening)	Years 3–4 Secondary (open)
I	"This has to do with me because…"	What do you think about this, and why?
M	"What I planned most was…"	How did you plan it, and what did you adjust along the way?
R	"When something did not go well, I…"	How did you manage a real difficulty in the project?
A	"What I did that no one did for me was…"	What did you produce that did not exist before, and for whom?

6. Stage milestone: the Personal Project (Year 4 Secondary)

The Personal Project is the closing milestone of Secondary and is equivalent to the mandatory Year 4 interdisciplinary capstone project required under most competency-based curricula. It is the moment when the MIRA cycle is completed in its most complex and visible form: the pupil chooses their topic, designs their process, produces something real and defends it before an audience.

Element	Description	MIRA condition
Topic and purpose	The pupil chooses a topic of genuine interest to them and formulates a question or purpose that will guide the project.	I — Inner Life: the topic comes from the pupil themself, not from the curriculum. This same question is revisited in the Reflection Card throughout the process, not only when choosing the topic.
Product	Physical or digital submission: 1,500–2,500 words + an associated product or creation (model, app, artwork, video, report…).	A — Agency: the pupil produces something that did not exist and makes all the design decisions.
Process journal	3 documented entries: start (question and plan), development (decisions made), close (evaluation of the process).	R — Resilience: the pupil records how they managed errors and adjustments during the process.
Self-assessment	Checklist completed by the pupil + written metacognitive reflection (what did I learn about myself as a learner?).	M — Metacognition: the pupil knows their complete process before the defence.
Oral defence	8–10 minutes before a panel of 2 teachers. Includes questions from the panel. The pupil defends their decisions and their process.	A + M — The defence is the most demanding act of agency: the pupil stands by what they did before a critical audience.
Mentoring	3 formal, documented follow-up sessions with the assigned mentor.	The mentor's criterion-referenced feedback activates condition R at each session: the pupil adjusts before the next submission.
Pass threshold	The project is considered passed if it achieves Basic level (≥6) in at least three of the four A–D criteria.	If it does not reach the threshold, the pupil has one opportunity to improve before the end of the school year.

6.1 Timing of the Personal Project (25 classroom hours)

Phase	Hours	Accreditation milestone	Tangible deliverable evidence
1. Inquiry	5 h	Formal proposal approved by the supervisor	Objective sheet: question + purpose + planned scope
2. Planning	4 h	Success criteria defined	Timetable + quality rubric agreed with the mentor
3. Action	6 h	Process journal (minimum 3 entries)	Progress records with decisions made and adjustments carried out
4. Reflection	7 h	Final report	1,500–2,500-word written piece + completed checklist

5. Presentation	3 h	Oral defence + product	Presentation before the panel + physical or digital product

7. The termly family report in Secondary

The termly Secondary report brings together, in a single document, the curriculum grade (1–10) and the A–D criterion profile. There are no separate documents. The pupil reads their report before the family does.

Component	What it contains	Suggested length
Curriculum grade (1–10)	Grade calculated using the cycle's weighting formula (competency + experiential). This is the official grade recorded on file.	One number
A–D criterion profile	Level of achievement on each criterion (Emerging / Basic / Advanced / Excellent) in both assessments and projects. The pupil sees where they are doing well and where they need to improve.	4 lines (one per criterion)
Progress Narrative (abridged)	Green: what they solidly master · Amber: what they are building · Blue: a single, concrete, actionable next step.	6–8 lines in total
Pupil's voice	One sentence written by the pupil themself about their process this term (the pupil reads the report before the family and adds their own comment).	1–2 lines

8. The SAT in Secondary: 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 Secondary, competency assessments carry central weight in the grade (a band of 50–85% in core subjects, depending on the school), so the SAT is a tool for systematic monitoring, not an exceptional emergency measure.

> *The SAT does not assess the teacher. It assesses the system. When a significant percentage of the class fails to pass Block A1+A2 of an assessment (a mark below 6), 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.*

8.1 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:

1. 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.
2. Proposes concrete measures: each step prescribes a specific, observable action: what is done, who does it, and by when.
3. Identifies who is responsible: teacher, head of department, form tutor, stage coordinator, senior leadership. The SAT never leaves actions hanging.

8.2 Activation thresholds in Secondary

The thresholds are calibrated against the reference indicators of the Spanish education system. In Secondary the national repetition rate stands at 5.9% (2022–23 school year, Ministry of Education), and the socio-economic performance gap is equivalent to 82 PISA points — roughly two years of schooling (PISA 2022). These figures justify higher thresholds than in Primary: the greater diversity of profiles makes a certain spread expected, which does not necessarily indicate a systemic problem.

Cycle	Ordinary threshold	Critical threshold	Example, class of 25	Why this threshold
1st cycle Secondary (Years 1–2)	≥ 30%	≥ 40%	Ord.: 8+ · Crit.: 11+	The greater diversity of profiles and the transition from Primary make a certain spread expected. The threshold is higher than in Primary.
2nd cycle Secondary (Years 3–4)	≥ 30%	≥ 40%	Ord.: 8+ · Crit.: 11+	Same threshold. The greater weight of assessments (80%) means an alert at this stage is especially significant.

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. The gap is almost entirely socio-economic, not related to origin (EsadeEcPol, PISA 2022). See MIRA SAT — Extended Framework v2.0.

8.3 Four-step escalation protocol

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

Step	Name	Responsible	Actions	Timeframe	Output
1 ALWAYS MANDATORY	**Diagnostic analysis of the class**	Teacher	Review the assessment: was Block A1+A2 accessible? Analyse results by block (A1, A2, B, C) and by criterion (A–D). Identify the likely cause: comprehension (A1) or guided application (A2)? Note the school's context.	3 working days	Block 1 of the SAT Record
2	**Collective reinforcement**	Teacher + Head of department	A reinforcement session focused on the most affected block and criterion. For the whole class: no pupil is singled out. If the cause is the design: review the level of Block A1 for the next assessment. If appropriate: partial repeat of the blocks not passed. Notify the head of department 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 (which may take the form of a project, case analysis, structured debate) that covers the same block and criterion from a different angle. It does not replace the next assessment: it prepares for it.	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 + Head of department	(a) Identify pupils who did not pass A1 in both 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: prior sequencing, pace and suitability of	Max. 1 week from the 2nd alert	Block 3 + Block 4 of the SAT Record

			the level of demand. Signed agreements.		

8.4 The critical threshold: accelerated protocol

> *When the percentage meets or exceeds the critical threshold (≥40% in Secondary), all four steps are triggered simultaneously with shortened timeframes: the teacher–leadership meeting is held within 48 hours. The full assessment is repeated within a maximum of one week. Senior leadership receives immediate notification. If the critical threshold is reached in two assessments in the same year and subject, a formal curriculum review of the affected block is opened, with minutes and binding agreements.*

8.5 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:

4. Absence: in Secondary, 16–24% of pupils miss at least one day in a two-week period (Martínez-Arias et al., 2006). A pattern of growing absence in the class in the same subject is a signal of disengagement.
5. Late or missing submissions: a pattern of 2 or more consecutive weeks with pending submissions triggers informal monitoring by the form tutor with the teaching team.
6. Behaviour incidents: if ≥3 behaviour reports per class accumulate in a month, or a serious case is opened, the form tutor brings it to the team and the stage coordinator.
7. Drop-out signal: Spain has an early school leaving rate of 13% (2024), with extreme differences between regions (Basque Country 3.6% — Murcia 20.6%). In Years 1–2 Secondary, persistent alerts correlate with a later risk of dropping out.

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

8.6 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 grows with the process and is the only document the school needs to monitor the SAT.

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 block (A1 / A2 / B / C): _____ · Most affected criterion (A / B / C / D): _____
School context: ☐ Favourable ☐ Diverse ☐ High diversity
Likely cause: ☐ Block A1 design ☐ Insufficient teaching sequence ☐ Delivery incident ☐ Contextual needs of the class
Corrective measure: ☐ Partial repeat (blocks not passed) ☐ 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 session:
_____

Block A1 revised for next assessment (Yes / No): _____ · Adjustment made:
_____

Was the head of department 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 · Pedagogical rationale for the MIRA checklist × competency-based curricula

Key Competencies Framework · Secondary version · Prepared by Juan María Rodríguez

A.1 Purpose of the document

This annex sets out the theoretical, regulatory and methodological rationale underpinning the design of the MIRA × competency-based curricula Criterion-Referenced Assessment Checklist. Its purpose is twofold: to ensure the instrument's internal coherence with current educational reference frameworks, and to provide teachers with the pedagogical arguments needed to use it, defend it before the school community, and adapt it to specific contexts.

The checklist is not a stand-alone assessment instrument, but the operational expression of the A–D criterion-referenced rubric, turned into observable, three-way statements (YES/PARTLY/NO) that allow for more objective, transparent and reproducible assessment, and which the pupil can apply to their own work before handing it in.

A.2 Theoretical reference framework

Framework	Central principle	How it translates into the checklist
Backward design (Wiggins and McTighe, 1998)	Before designing teaching, the teacher defines what evidence will demonstrate learning. Assessment is not the end point: it is the starting point.	The 8 items are designed before the task. The pupil receives them at the start and knows exactly what is expected of them. This is rubric-sharing brought forward.
Assessment for learning (Black and Wiliam, 1998)	Formative feedback has a huge effect on performance (d = 0.73, Hattie). The key is that it be criterion-referenced, specific and actionable.	Each item is a concrete, observable indicator. The teacher can point to exactly which item was miscalibrated. The pupil can act on that information.
Pupil metacognition (Hattie, 2009)	Pupil self-assessment has the largest effect on learning of all the factors studied (d = 1.33).	The checklist turns self-assessment into a genuine cognitive act: the pupil does not offer an opinion, they locate evidence. That forces metacognition.
Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001)	Thinking has levels: remembering, understanding, applying, analysing, evaluating, creating. Assessment should reach all of them.	The A items assess comprehension (Bloom levels 1–2), the B items application (3–4), the C items critical thinking (5–6) and the D items communication (cross-cutting).
Criteria for writing indicators (Popham, 1978)	An observable indicator has: an explicit subject, an observable action verb, a concrete object, with no implicit conditions.	Every item meets all four criteria. The assessor — pupil or teacher — can confirm performance without subjective inference.

A.3 Why YES / PARTLY / NO and not a numerical scale

The choice of a three-way format reflects the evidence that assessors need a middle category to accurately reflect the reality of performance without artificially forcing binary judgements (Goodrich Andrade, 2000). The three-way format reduces the halo effect and the expectation bias inherent in holistic assessment.

The three-way scale does not replace the four-level A–D rubric: it complements it. The checklist identifies which concrete indicators are present; the rubric refines the degree of quality within each criterion. The teacher uses the checklist to guide their review of the project and the rubric to assign the grade.

A.4 Explicit link to key competencies frameworks

A–D criterion	Key competencies mainly activated	Linked checklist items
A · Comprehension	Linguistic communication · STEM (understanding scientific concepts) · Social competence (understanding the social environment)	Items 1 and 2: the pupil explains in their own words and connects to context
B · Application	STEM (applying procedures) · Entrepreneurship (making decisions under	Items 3 and 4: the pupil applies in a new situation and justifies their decisions

	uncertainty) · Digital competence (using tools in new contexts)	
C · Critical thinking	Personal, social and learning-to-learn competence (metacognition and critical thinking) · Social competence (critical evaluation of reality) · Linguistic communication (argumentation)	Items 5 and 6: the pupil identifies limitations and asks new questions
D · Communication	Linguistic communication (oral and written production) · Cultural awareness and expression (expression in an appropriate register) · Plurilingual competence (communication in another language, where applicable)	Items 7 and 8: structure of the work and subject-specific vocabulary

A.5 Formative use: self-assessment and detecting inconsistencies

The most powerful application of the checklist is its use as a pupil self-assessment instrument. Because the indicators are concrete and observable, the pupil can apply them to their own work before handing it in, thereby developing the metacognitive competence that Criterion D explicitly assesses.

> *On inconsistencies: when a pupil marks YES on an item and the project does not support it, the teacher does not penalise the self-assessment. The inconsistency is information about the pupil's level of condition M: they do not yet know how to calibrate their own level. Criterion-referenced feedback points out exactly which item was miscalibrated and why, so that the next self-assessment is more accurate. Self-assessment improves with practice, not with correction.*