

MIRA

Metacognition · Inner life · Resilience · Agency

FOR TEACHERS AND YEAR-GROUP COORDINATORS

How to assess in Primary without losing sight of the student

The MIRA assessment system in Primary: no numerical mark, with instruments that grow with the student and turn them into an assessor of their own learning.

No numerical mark: a report that says more than a number

Across the whole of Primary there is no numerical mark. Instead, a descriptive A–D report that says what the student has mastered, what they are building and what their next step is.

Four features of the system

- **No numerical mark throughout the stage.**
- **The student assesses first; the teacher contrasts.**
- **Instruments that grow with the student.**
- **The portfolio as the thread of the process.**

Why the report beats the number

- A number summarises; a narrative informs.
- It says what they know and what they are learning.
- It points to a concrete next step.
- Families understand the process, not just the result.

HOW IT WORKS

The same system grows with the student

Early Years	Observation + Learning Hands	100% observation
Years 1–2	Star sheet ★ (teacher + student)	The student locates the evidence
Years 3–4	More autonomous star sheet ★	Self-assesses before submitting
Years 5–6	Rubric with descriptors	Milestone: Exhibition (final year)
<i>The progression does not change instrument each cycle: it is the same system asking more autonomy of the student as they grow. In Early Years the teacher assesses; in the final year the student assesses with the same rubric as the teacher.</i>		

The star sheet ★: the student assesses first

Student version (Appendix 2)

- Four criteria A-B-C-D, star scale.
- **The student marks their level.**
- **Locates the evidence: where is it in my work?**
- Three MIRA questions at the end.
- When: ALWAYS before submitting.

Teacher version (Appendix 1)

- Same criteria and scale.
- Specific indicators per criterion.
- Teacher's observation column.
- Overall level + next steps.
- When: after reviewing the submitted work.

The differential element is the evidence column: the student does not give an opinion about their level, they point to where in their work the proof is. That turns self-assessment into a real cognitive act. If there is a discrepancy of ≥ 1 star: a feedback conversation, never a penalty.

The Exhibition: the close of Primary

At the end of the final year, the student presents to an audience evidence from their portfolio demonstrating the four phases of the MIRA cycle. It is the condition for moving up a stage, assessed as Pass / Not yet.

What it demonstrates

The four phases M·I·R·A in a product of their own: what they learnt, what mattered to them, how they overcame difficulties and what they did autonomously.

How it is assessed

Pass / Not yet, not with a mark. The threshold is that the student sustains their learning before an audience with coherence.

What it is for

It is the seed of the Personal Project (final year of Lower Secondary) and of the culture of showing learning that accompanies the student throughout their trajectory.

What it takes and what makes it manageable

The predictable resistances

- **“How do I explain to families that there's no mark?”**
- With the Progress Narrative: more information than a number.
- **“Isn't marking twice more work?”**
- No: the student assesses first, you contrast. You mark better, not more.
- **“What if families compare with other schools?”**
- The A–D report is translatable to any scale when needed.

What makes it manageable

- Start with the star sheet ★ in a single subject.
- The same instrument works from Years 1 to 4.
- The appendices are ready to print.
- The Years 5–6 rubric is the same for student and teacher.
- The portfolio can be as simple as a folder with intention.

In one sentence

In Primary, MIRA replaces the number with a report that says what the student has mastered, what they are building and what their next step is — and it puts the student to assess themselves first.

To go further: the Primary stage guide develops each instrument, and the Classroom Instruments presentation (P5) shows the sheets ready to print.