

MIRA

Metacognition · Inner life · Resilience · Agency

FOR TEACHERS AND STAGE COORDINATORS

Competence-based assessment in Lower Secondary, with rigour and meaning

The MIRA system in Lower Secondary: the block-based competence test as its axis, a numerical mark with an A–D profile, and freedom for the school to balance competence testing and project work.

The block-based competence test A1-A2-B-C

In Lower Secondary the competence test is the central instrument. It doesn't measure memory: it measures increasing levels of mastery, from the essential concept to critical argument.

A1

Understanding of essential concepts

up to 4 pts

A2

Guided application

up to 6 pts

B

Transfer to a new context

up to 8 pts

C

Critical reflection and argument

up to 10 pts

The blocks are cumulative: passing A1+A2 is the pass (Basic level); reaching block C is the Excellent level. The numerical mark is obtained by mapping these levels to the 1–10 scale.

Weightings within a band: each school chooses its balance

MIRA does not impose a fixed percentage between competence testing and project work. It defines a band per cycle; the school decides where to sit, and keeps it for the whole year.

50-65%

**Early Lower Secondary ·
competence**

The rest to project work (35–50%). More project weight in the transition from Primary.

65-85%

**Final Lower Secondary ·
competence**

The rest to project work (15–35%). The test gains weight as Upper Secondary approaches.

Floors

that protect the model

Competence testing never drops below the floor (the test rules) and project work never disappears (Agency always lives).

The checklist: the student verifies before submitting

How it works

- 8 items on a YES / PARTLY / NO scale.
- Science variant and Humanities variant.
- **Evidence column: where the proof is.**
- The student completes it BEFORE submitting.
- The teacher contrasts and detects inconsistencies.

Why it matters

- Same logic as the star sheet ★ from Primary: the student first.
- The student learns to judge their work with criteria.
- It reduces half-finished submissions.
- It makes the process visible, not just the product.

The logic — the student first, the teacher contrasts — is the same throughout the MIRA trajectory. The instrument changes (star sheet ★ → checklist), not the principle.

The Personal Project (final year) and the Lower Secondary SAT

Personal Project (final year)

- **The stage milestone of Lower Secondary.**
- The student runs the full MIRA cycle in a project of their own.
- Own question, documented process, product and defence.
- It precedes the Research Project of Upper Secondary.

The SAT: quality assurance

- **It is triggered by the test results.**
- Ordinary threshold: $\geq 30\%$ of the group does not pass A1+A2.
- A 4-step protocol: from diagnosis to support.
- It assesses the system, never singles out the student.
- Adjustable to the school's context (diversity).

What it takes and what makes it manageable

The predictable resistances

- **“Designing block-based tests is more work.”**
- At first yes; then the test bank is reused and rotated.
- **“How do I reconcile this with the required numerical mark?”**
- The A–D → 1–10 mapping is direct and stable.
- **“I have too much syllabus for projects.”**
- That's why there's a band: you can lean more on the test if you need to.

What makes it manageable

- Start with a test structured A1-A2-B-C.
- Use the shared competence-test bank.
- The checklist is a single sheet the student fills in alone.
- The band lets you choose your own pace of change.
- The SAT is triggered only if there's a signal: it is not constant extra work.

In one sentence

In Lower Secondary, MIRA organises assessment around the block-based competence test, keeps the numerical mark meaningful, and lets the school choose its balance between test and project.

To go further: the Lower Secondary stage guide develops the blocks, the weighting bands and the SAT; the Classroom Instruments presentation (P5) shows the checklist and the A–D rubric.