

MIRA

Metacognition · Inner life · Resilience · Agency

FOR ALL TEACHERS

The classroom instruments: generic, adaptable, ready

A tour of MIRA's cross-cutting instruments — adaptable to any subject, ready to print, and united by one idea: the student locates the evidence.

Six instruments for the whole trajectory

Star sheet ★ (teacher and student)	A–D criteria, star scale, evidence column	Early Years · Years 1–4 Primary
Generic A–D rubric	Four levels; the teacher adapts the descriptors	Years 5–6 Primary · Lower Secondary
Checklist	8 items YES/PARTLY/NO, Science and Humanities variants	Lower Secondary · projects
Progress Narrative	Achieved / In progress / Next step (green-amber-blue)	Report, Primary and Lower Secondary
MIRA reflection card	Three questions: M (I learnt) · I (it mattered to me) · A (I did it)	Any stage

The evidence column: from opinion to proof

All the self-assessment instruments share one element, and it is the most powerful in the system: the column where the student locates the evidence.

Without an evidence column

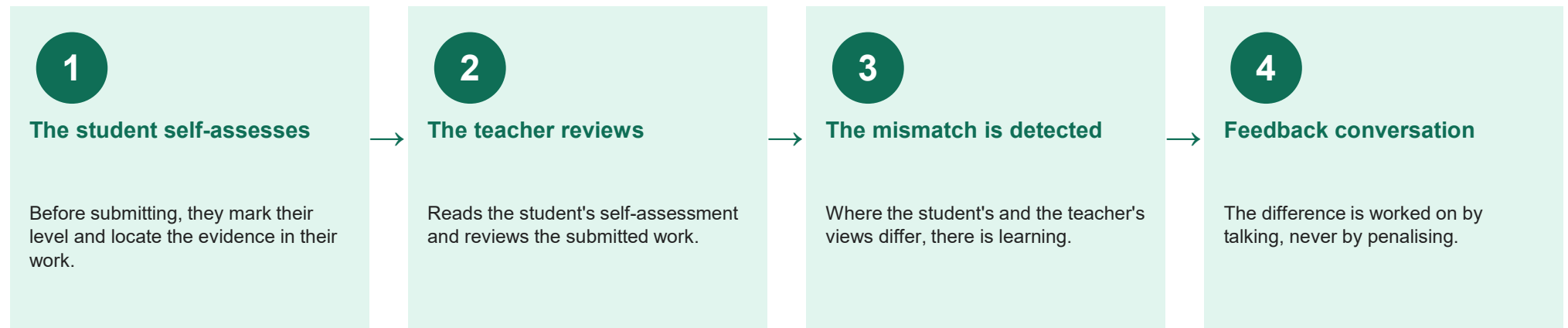
- The student says: “I think it's fine”.
- It is an opinion about themselves.
- There is no way to contrast it.
- Self-assessment stays at intuition.

With an evidence column

- The student says: “it's here, and this demonstrates it”.
- They point to the exact place in their work.
- The teacher can contrast it.
- Self-assessment becomes real metacognition.

The student does not give an opinion about their level: they locate where in their work the proof is. That gesture — looking for the evidence — is the cognitive act that distinguishes MIRA from a mere self-assessment questionnaire.

The student first, the teacher contrasts



This sequence is identical in every stage: the instrument changes (star sheet ★, rubric, checklist), but the order — student first, teacher contrasts — never changes.

What holds back and what eases their use

What can hold you back

- **“Do I use the generic descriptors as they are?”**
- No: they are the starting point; you adapt them to your subject.
- **“My students don't know how to self-assess.”**
- It's learnt with scaffolding: at first you point to the area.
- **“It's one more sheet to fill in.”**
- It replaces, it doesn't add: the student works while you mark less.

What makes it easy to start

- They are ready to print (appendices of the guides).
- They work in any subject.
- Start with just one, in one task.
- The MIRA reflection card fits in 3 questions.
- The same instrument lasts for years.

In one sentence

MIRA's instruments are generic, adaptable and ready to print — and they all share the same idea: the student locates the evidence and assesses themselves before the teacher.

To go further: the appendices of the Primary and Lower Secondary guides contain the sheets ready to use. Start with the student's star sheet ★ or the checklist.