



THE KENYA NATIONAL EXAMINATIONS COUNCIL
2023 GRADE 5 AGRICULTURE PROJECT
School Based Assessment
SCORING GUIDE

INSTRUCTIONS

1. *Award a score between 1-8 as per the performance level demonstrated.*
2. *The assessor should use observations, portfolio evidence and interviews to gain insights on the trainee's project and level of performance.*
3. *The score awarded for each of the skill areas assessed should be transferred to the assessment sheet.*
4. *Implementation of the project should be completed and scores uploaded by **26th October 2023***

Criteria	Performance levels	Score
<p>1. Information collected and notes written on how to carry out the project chosen.</p>	<p>(a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - The learner demonstrates an excellent understanding of the project topic. - The information presented is accurate, comprehensive, and goes beyond basic expectations. - The written notes are highly organized and coherent, with a strong logical flow. - There are no spelling or grammatical errors that impact understanding. - The project displays exceptional creativity and originality, captivating the audience. <p>(b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - The learner demonstrates a good understanding of the project topic. - The information presented is accurate and complete, covering all relevant aspects of the topic. - The written notes are well organized and coherent, with a clear logical flow. - There may be occasional minor spelling or grammatical errors that do not detract from understanding. - The project shows creativity and originality, engaging the audience effectively. <p>(c) Developing: (3-4)</p> <ul style="list-style-type: none"> - The learner shows some understanding of the project topic. - The information presented is mostly accurate but may contain minor inaccuracies or omissions. - The written notes show some organization and coherence, but there may be some gaps in the logical flow. - There are a few spelling and grammatical errors that do not significantly impact understanding. - The project demonstrates some creativity and originality, but it could be more engaging. <p>(d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - The learner demonstrates limited understanding of the project topic. - The information presented is inaccurate or incomplete. - The written notes lack organization and coherence. - There are numerous spelling and grammatical errors. - The project lacks creativity and originality. 	
<p>2. Individual oral presentation to the group.</p>	<p>(a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - The learner speaks clearly, confidently, and with enthusiasm, capturing the attention of the audience. - The learner maintains excellent eye contact with the audience, making everyone feel included in the presentation. 	

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	<ul style="list-style-type: none"> - The learner does not rely on notes and demonstrates a deep understanding of the topic, providing detailed explanations and examples. - The learner effectively uses visual aids or props that are creative, engaging, and enhance understanding of the topic. - The learner actively engages the audience through thought-provoking questions, encourages participation, and responds to questions with depth and clarity. <p>(b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - The learner speaks clearly and projects their voice effectively. - The learner maintains good eye contact with the audience throughout the presentation. - The learner uses notes sparingly and adds substantial additional information. - The learner uses visual aids or props that are relevant and enhance understanding of the topic. - The learner engages the audience by asking questions and encourages participation. <p>(c) Developing: (3-4)</p> <ul style="list-style-type: none"> - The learner speaks clearly but may need to project their voice more. - The learner occasionally makes eye contact with the audience. - The learner uses some notes but also adds some additional information. - The learner uses simple visual aids or props that are somewhat related to the topic. - The learner attempts to engage the audience by asking a few questions. <p>(d) Beginning:(1-2)</p> <ul style="list-style-type: none"> - The learner speaks softly and is difficult to hear. - The learner does not make eye contact with the audience. - The learner reads directly from their notes without adding any additional information. - The learner does not use any visual aids or props. - The learner does not engage the audience or ask for questions. 	
<p>3. Participation in the group discussion on the project to carry out.</p>	<p>(a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - The learner consistently and enthusiastically participates in group discussions, taking a leadership role when appropriate. - The learner actively listens to others' ideas and opinions, demonstrating empathy and open-mindedness. 	

Criteria	Performance levels	Score
	<ul style="list-style-type: none"> - The learner contributes insightful and thought-provoking ideas or thoughts to the discussion, enhancing the overall conversation. - The learner consistently asks thoughtful questions or seeks clarification when needed, promoting deeper understanding among group members. - The learner effectively engages in collaborative problem-solving or decision-making, facilitating consensus-building and effective teamwork. - (b) Achieving: (5-6) <ul style="list-style-type: none"> - The learner consistently participates in group discussions. - The learner actively listens to others' ideas and opinions, demonstrating understanding and respect. - The learner contributes relevant and well-developed ideas or thoughts to the discussion. - The learner frequently asks questions or seeks clarification when needed. - The learner actively engages in collaborative problem-solving or decision-making, considering multiple perspectives. (c) Developing: (3-4) <ul style="list-style-type: none"> - The learner occasionally participates in group discussions. - The learner listens to others' ideas and opinions but may struggle to fully understand them. - The learner contributes some relevant ideas or thoughts to the discussion, but they may lack depth or clarity. - The learner sometimes asks questions or seeks clarification when needed. - The learner attempts to engage in collaborative problem-solving or decision-making but may need guidance. (d) Beginning: (1-2) <ul style="list-style-type: none"> - The learner rarely participates in group discussions. - The learner does not actively listen to others' ideas or opinions. - The learner does not contribute any relevant ideas or thoughts to the discussion. - The learner does not ask questions or seek clarification when needed. - The learner does not engage in collaborative problem-solving or decision-making. 	
4. Participation in the implementation	<ul style="list-style-type: none"> a) Mastering: (7-8) <ul style="list-style-type: none"> - Exceptional Contribution: The learner consistently provides exceptional contributions to the project implementation. They offer original and innovative ideas, 	

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<p>of the project chosen.</p>	<p>demonstrate critical thinking skills, and inspire others with their insights.</p> <ul style="list-style-type: none"> - Exemplary Collaboration: The learner excels in collaborating with peers during the project. They actively listen, respect others' opinions, and effectively communicate their own ideas. They take on leadership roles when necessary. - Exemplifies Responsibility: The learner consistently demonstrates a high level of responsibility for their assigned tasks. They go above and beyond expectations, take initiative, and show a strong commitment to the success of the project. <p>b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - Active Contribution: The learner actively contributes ideas and suggestions throughout the project implementation. They offer thoughtful insights and engage in meaningful discussions with peers. - Effective Collaboration: The learner effectively collaborates with peers during the project. They actively listen to others' ideas, provide constructive feedback, and work together towards common goals. - Demonstrates Responsibility: The learner consistently takes responsibility for their assigned tasks. They meet deadlines, complete tasks with quality, and show initiative in seeking additional responsibilities. <p>c) Developing: (3-4)</p> <ul style="list-style-type: none"> - Some Contribution: The learner makes occasional contributions to the project implementation. They share ideas and participate in discussions, but their input may lack depth or originality. - Some Collaboration: The learner demonstrates some ability to work with peers during the project. They listen to others' ideas and contribute constructively to group discussions, although they may need reminders to stay on task. - Some Responsibility: The learner takes some responsibility for their assigned tasks. They generally meet deadlines but may require occasional reminders. <p>d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - Limited Contribution: The learner demonstrates minimal engagement in the project implementation. They rarely contribute ideas or participate in discussions. They may not complete assigned tasks or show little effort in completing them. - Limited Collaboration: The learner does not effectively work with peers during the project. They may struggle to 	

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	<p>listen to others' ideas or fail to contribute constructively to group discussions.</p> <ul style="list-style-type: none"> - Limited Responsibility: The learner does not take ownership of their assigned tasks. They may frequently forget deadlines or fail to complete tasks on time. 	
<p>5. Creative thinking and problem solving</p>	<p>(a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - Exceptional creative thinking and problem-solving skills demonstrated during project implementation. - Consistently thinks outside the box and generates highly innovative solutions. - Identifies complex problems or obstacles and develops sophisticated strategies to overcome them. - Consistently suggests well-developed alternative approaches or ideas, showcasing advanced critical thinking abilities. - Works independently without requiring guidance or support from the teacher. <p>(b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - Consistently demonstrates creative thinking and problem-solving skills during project implementation. - Thinks outside the box and consistently comes up with innovative solutions. - Identifies problems or obstacles and effectively develops strategies to overcome them. - Frequently suggests alternative approaches or ideas, demonstrating flexibility in thinking. - Requires minimal guidance and support from the teacher. <p>(c) Developing: (3-4)</p> <ul style="list-style-type: none"> - Some creative thinking and problem-solving skills demonstrated during project implementation. - Occasionally thinks outside the box and attempts to come up with innovative solutions. - Identifies some problems or obstacles but may struggle to find effective strategies to overcome them. - Occasionally suggests alternative approaches or ideas, but they may not always be practical or well-developed. - Requires occasional guidance and support from the teacher. <p>(d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - Limited creative thinking and problem-solving skills demonstrated during project implementation. - Minimal effort made to think outside the box or come up with innovative solutions. - Struggles to identify problems or obstacles and lacks strategies to overcome them. 	

Criteria	Performance levels	Score
	<ul style="list-style-type: none"> - Rarely suggests alternative approaches or ideas. - Requires constant guidance and support from the teacher. 	
<p>6. Collaboration with peers and the school community</p>	<p>(a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - Leadership: The learner takes initiative in guiding group discussions and activities. - Exemplary Collaboration: The learner consistently demonstrates exceptional collaboration skills with peers and the school community. - Advanced Communication: The learner communicates ideas effectively, listens actively, and shows empathy towards others. <p>(b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - Active Participation: The learner consistently contributes to group discussions and activities. - Engaged Collaboration: The learner actively seeks opportunities to collaborate with peers and the school community. - Effective Communication: The learner communicates ideas clearly, listens attentively, and respects others' perspectives. <p>(c) Developing: (3-4)</p> <ul style="list-style-type: none"> - Partial Participation: The learner participates in group discussions and activities but may need reminders to contribute. - Emerging Engagement: The learner demonstrates some interest in collaborating with peers and the school community. - Developing Communication: The learner communicates ideas but may need support in expressing them clearly and listening attentively. <p>(d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - Limited Participation: The learner rarely contributes to group discussions or activities. - Limited Engagement: The learner shows little interest in collaborating with peers or the school community. - Limited Communication: The learner struggles to express ideas or listen to others effectively. 	
<p>7. Quality of the project implemented</p>	<p>a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - The project showcases an exceptional understanding and effort, with outstanding effectiveness. - The project is highly organized and coherent, with seamless connections between ideas. - The project is virtually error-free, demonstrating a high level of accuracy. 	

Criteria	Performance levels	Score
	<ul style="list-style-type: none"> - The project exceeds the basic requirements, incorporating additional elements or creativity. <p>b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - The project demonstrates a good understanding and effort, with overall effectiveness. - The project is well organized and coherent, with clear connections between ideas. - The project contains few errors and inaccuracies, which do not significantly impact understanding. - The project meets the basic requirements. <p>c) Developing: (3-4)</p> <ul style="list-style-type: none"> - The project shows some understanding and effort, but with limited effectiveness. - The project has some organization and coherence, but with inconsistencies. - The project contains some errors and inaccuracies, but with attempts to correct them. - The project partially meets the basic requirements. <p>d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - The project demonstrates minimal understanding and effort. - The project lacks organization and coherence. - The project contains numerous errors and inaccuracies. - The project does not meet the basic requirements. 	
8. Reflection	<p>a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - The learner provides an in-depth and insightful description of the project, showcasing a deep understanding of its purpose, objectives, and outcomes. - The learner discusses all activities or tasks completed during the project in great detail, providing specific examples, evidence, and analysis. - The learner shares personal thoughts and feelings about the project in a profound and meaningful way, demonstrating critical thinking skills. - The reflection displays a thorough understanding of the project's purpose and outcomes, with well-supported claims and connections made to real-life experiences or future applications. <p>b) Achieving: (5-6)</p> <ul style="list-style-type: none"> - The learner provides a comprehensive description of the project, clearly explaining its purpose, objectives, and outcomes. 	

Criteria	Performance levels	Score
	<ul style="list-style-type: none"> - The learner discusses all of the activities or tasks completed during the project, providing specific examples and details. - The learner shares personal thoughts and feelings about the project, demonstrating a thoughtful and reflective perspective. - The reflection shows a solid understanding of the project's purpose and outcomes, with evidence to support their claims. <p>c) Developing: (3-4)</p> <ul style="list-style-type: none"> - The learner provides a detailed description of the project, including its purpose and objectives. - The learner discusses most of the activities or tasks completed during the project. - The learner shares some personal thoughts or feelings about the project, but they may be limited in depth or clarity. - The reflection demonstrates a basic understanding of the project's purpose and outcomes, but may lack specific examples or evidence. <p>d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - The learner provides a brief description of the project. - The learner mentions some of the activities or tasks completed during the project. - The learner expresses minimal personal thoughts or feelings about the project. - The reflection lacks depth and does not demonstrate a clear understanding of the project's purpose or outcomes. 	
9. Portfolio maintenance	<p>a) Mastering: (7-8)</p> <ul style="list-style-type: none"> - The learner demonstrates an exceptional understanding of portfolio maintenance. - The learner has organized their portfolio in a highly effective and visually appealing manner. - The learner has included all required elements in their portfolio, which are presented professionally and creatively. - The learner has provided insightful explanations and reflections on their work, showcasing a deep understanding of strengths and areas for improvement. - The learner has made substantial improvements or revisions to their work based on feedback received, resulting in a high-quality final product. <p>b) Achieving: (5-6)</p>	

Criteria	Performance levels	Score
	<ul style="list-style-type: none"> - The learner demonstrates a good understanding of portfolio maintenance. - The learner has organized their portfolio in a logical and coherent manner. - The learner has included all required elements in their portfolio and they are complete and well-presented. - The learner has provided clear explanations and reflections on their work, demonstrating an understanding of strengths and areas for improvement. - The learner has made significant improvements or revisions to their work based on feedback received. <p>c) Developing: (3-4)</p> <ul style="list-style-type: none"> - The learner has a basic understanding of portfolio maintenance. - The learner has attempted to organize their portfolio, but it lacks coherence and consistency. - The learner has included most of the required elements in their portfolio, but some are missing or incomplete. - The learner has provided limited explanations or reflections on their work. - The learner has made some improvements or revisions to their work, but they are minimal. <p>d) Beginning: (1-2)</p> <ul style="list-style-type: none"> - The learner has not demonstrated an understanding of portfolio maintenance. - The learner has not organized their portfolio effectively. - The learner has not included all required elements in their portfolio. - The learner has not provided any explanations or reflections on their work. - The learner has not made any improvements or revisions to their work. 	



THE KENYA NATIONAL EXAMINATIONS COUNCIL

School based Assessment

2023 GRADE 5 AGRICULTURE PROJECT ASSESSMENT SHEET

LEARNER'S NAME _____ ASSESSMENT NO. _____

SCHOOL CODE _____ SCHOOL NAME _____

PROJECT CHOSEN _____

NO.	TASKS	Score
1	Information collected and notes written	
2	Oral presentation to the group	
3	Participation in the group discussion	
4	Participation in project implementation	
5	Creative thinking and problem solving	
6	Collaboration with peers and the community	
7	Quality of the project realized	
8	Reflection on the project	
9	Portfolio maintenance	

Official school stamp

	NAME	TSC NO.	SIGNATURE	DATE
Agriculture teacher				
School H/T				