



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**  
**SCHOOL BASED ASSESSMENT**  
**2023 GRADE 5 AGRICULTURE PROJECT**

## **INSTRUCTIONS**

- a) *The teacher(s) will guide the learners to carefully read through the project performance task, carry out the project and maintain evidence.*
- b) *The teacher(s) will use the Assessment guide provided to assess the learner's work.*
- c) *Samples of work that show the learners progress and performance on the tasks should be maintained as evidence.*
- d) *Samples of work selected for evidence should aim at demonstrating the learner's progress and achievement on the different stages of project implementation.*
- e) *Implementation of the project should be completed and scores uploaded by **26<sup>th</sup> October 2023***
- f) *The marks awarded for the performance level demonstrated should be recorded on the score sheet provided.*

## **PERFORMANCE TASK**

### **1 Grade 4 learners should carry out any one of the following projects:**

- 1.1 Vertical/horizontal gardening
- 1.2 Planting trees
- 1.3 Planting climbing fruits
- 1.4 Vegetable gardening
- 1.5 Control small wild animals using sounds and repellants.

### **NOTE:**

*Grade 4 learners who plant perennial crops/fruits/trees will maintain the same project in grade 5 as SBA project.*

- 2 Individually, learners should use textbooks, magazines, digital devices, guided internet and consult resource persons, parents /guardians to source for information and prepare notes on
  - 2.1 the most suitable project for their area/school
  - 2.2 how to carry out the project.
- 3 In groups of 4-6 learners, each learner should take a turn to orally present to the group on the suitable project for the area/school and how to carry it out. The presentation should give reasons

why the selected project is suitable for the area/school. **One group member should video record the presentation and when it is his/her turn, another group member should take over the video recording. Each group member should take 2-3 minutes.**

- 4 The group members should then discuss and agree on one project to carry out. **One group member should video record the discussion and when it is his/her turn, another group member should take over the video recording. The group discussion should take 5-10 minutes.**
- 5 The group should then carry out the project selected.
- 6 Each learner should maintain a portfolio of evidence with at least the following:
  - a) Written notes on the project chosen.
  - b) Video on oral presentation to the group.
  - c) Video on participation in the group discussion.
  - d) Pictures/videos on the different stages of project implementation.
  - e) Video on reflection.
- 7 **Each learner will be assessed on the following:**
  - 7.1 Information collected and notes written on carrying out the project chosen.
  - 7.2 Individual oral presentation to the group.
  - 7.3 Participation in the group discussion on the project to carry out.
  - 7.4 Participation in the implementation of the project chosen.
  - 7.5 Creative thinking and problem solving
  - 7.6 Collaboration with others during the project activities.
  - 7.7 Quality of the project implemented.
  - 7.8 Reflection on the project carried out.
  - 7.9 Maintaining a portfolio of evidence
- 8 The score awarded should be supported by the evidence maintained in the portfolio and the project implemented.

### **Sample Reflection Questions on the project**

### **1. What was the goal of your project?**

Reflecting on the goal of the project helps students understand the purpose behind their work. They can consider whether they achieved the intended outcome or if there were any deviations from the initial plan.

### **2. What did you learn from this project?**

This question prompts students to think about the knowledge and skills they gained throughout the project. They can identify specific concepts, facts, or techniques they learned and explain how these new understandings relate to their overall learning goals.

### **3. What challenges did you face during the project?**

By reflecting on the challenges encountered, students can develop problem-solving skills and resilience. They can identify obstacles they encountered, such as time management issues, difficulties with research, or struggles with collaboration, and discuss how they overcame or could have overcome these challenges.

### **4. What strategies did you use to complete your project?**

This question encourages students to reflect on the methods and approaches they employed to complete their project successfully. They can discuss specific strategies like planning, organizing information, conducting research, or seeking help from peers or teachers.

### **5. What would you do differently if you were to do this project again?**

Reflecting on what could have been done differently allows students to consider alternative approaches and improvements for future projects. They can identify areas where they could have been more efficient, thorough, or creative and explain how these changes would have enhanced their work.

### **6. How did you collaborate with your classmates during this project?**

Collaboration is an essential skill for students to develop. By reflecting on their collaborative efforts, students can assess their ability to work effectively in a team setting. They can discuss how they contributed to group discussions, shared responsibilities, and resolved conflicts.

### **7. What feedback did you receive on your project?**

Reflecting on the feedback received helps students understand the strengths and weaknesses of their work. They can consider the suggestions and comments provided by their peers or teachers and reflect on how they incorporated or could have incorporated that feedback into their project.

**8. What are you most proud of in your project?**

This question allows students to celebrate their achievements and recognize their personal growth. They can identify specific aspects of their project that they feel particularly proud of, such as a well-executed presentation, a creative solution, or a thorough analysis.

**9. How did this project connect to real-life situations or experiences?**

By reflecting on the real-life connections of their project, students can understand the relevance and applicability of their learning. They can discuss how the knowledge and skills gained from the project can be applied in practical situations or relate to their own lives.

**10. What would you like to learn more about based on this project?**

This question encourages students to think about further areas of interest or curiosity sparked by their project. They can identify topics or concepts they would like to explore in more depth, which can guide future learning opportunities.