

**SCHOOL BASED ASSESSMENT
GRADE 8
INTEGRATED SCIENCE PROJECT
MAY 2026**



**THE KENYA NATIONAL EXAMINATIONS COUNCIL
SCHOOL BASED ASSESSMENT**

Integrated Science Project

Learner's Name: _____

Assessment No. _____ **Grade: 8**

Date: _____

This paper consists of 3 printed pages.

Background:

As a science learner, you have been invited to participate in a school science exhibition where models are used to demonstrate scientific concepts in a simple and practical way. Your task is to work collaboratively to design and construct models that show the arrangement of particles in solids, liquids, and gases using locally available materials.

You will also develop an individual assessment journal documenting your understanding, planning, construction process, and reflections on the activity. Finally, you will present and explain your models to other learners and members of the school community, showing how particle arrangement influences the properties of matter.

INSTRUCTIONS TO THE TEACHER

- (a) This paper consists of two performance tasks.

Task 1: Making models showing arrangement of particles in solids, liquids and gases.

Task 2: Making an assessment journal on models showing the arrangement of particles in solids, liquids and gases.

- (b) Learners will carry out task 1 in groups of 5 to 8 members.
- (c) Learners to carry out task 2 individually.
- (d) The teacher to guide learners in making journals. A learner's journal is a structured record where a learner documents their learning process over a period of time. It captures not only what the learner has done, but also what they have understood, experienced, and reflected on during a task or project.
- (e) The teacher will guide learners in selecting appropriate tools, materials, equipment, and digital devices for the project.
- (f) Learners should be encouraged to use locally available resources as much as possible.
- (g) The teacher should ensure that learners observe safety measures and precautions when using tools, materials, equipment, and digital devices.
- (h) Learners may share tools, materials, equipment, and digital devices where appropriate.
- (i) The teacher will use the provided scoring guide to assess the group's performance.
- (j) The group score will be awarded to each individual learner.
- (k) The teacher will record the project marks in the provided score sheet.

Note: The teacher should assess the task continuously from the beginning using the provided scoring guide.

TASK 1: MAKING MODELS SHOWING ARRANGEMENT OF PARTICLES IN SOLIDS, LIQUIDS AND GASES

- (a) Individually, learners will source information from textbooks, resource persons, parents or guardians, digital devices, and the internet, among others, on how to make models showing arrangement of particles in solids, liquids and gases.
- (b) Individually, learners will take short notes and draw and label the arrangement of particles in solids, liquids and gases.
- (c) In groups of 5 to 8 members, learners will share the information collected and discuss how to make the models.
- (d) The teacher will guide learners to individually develop journals based on the outlined sessions.
- (e) Learners will identify and collect the materials required to make the models.
- (f) Learners will construct the models using the materials identified and collected.
- (g) Learners will display their finished product (the models showing the arrangement of particles in solids, liquids and gases) in class for peer assessment.
- (h) Learners will observe, comment on, and reflect on their peers' work, making suggestions for improvement.

- (i) The teacher will comprehensively assess the models showing arrangement of particles in solids, liquids and gases.
- (j) The teacher to orally ask the learner to demonstrate to other learners how to use the models showing arrangement of particles in solids, liquids and gases as learning resources.

TASK 2: MAKING ASSESSMENT JOURNAL ON MODELS SHOWING THE ARRANGEMENT OF PARTICLES IN SOLIDS, LIQUIDS AND GASES

Session 1: Understanding the Task & Planning

Learner Activity

- Reads and interprets task instructions
- Identifies required models (solid, liquid, gas)
- Plans materials and design

Session 2: Research and Preparation

Learner Activity

- Research on particle arrangement and movement
- Prepare materials

Session 3: Model Construction

Learner Activity

- Construct the models for solid, liquid, and gas

Session 4: Labelling and Presentation

Learner Activity

- Label the models correctly
- Present your work neatly

Session 5: Explanation and Communication

Learner Activity

- Explain the models and particle arrangement

Session 6: Reflection

Learner Reflection

- What I learned
- Challenges I faced
- How I solved them