



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS
SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE
ADAPTED FOR LEARNERS WITH VISUAL IMPAIRMENT**

**GRADE 5
September 2026**

This scoring guide has 11 printed pages

*Creative Arts
School Based Assessment
Grade 5
Scoring Guide*

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GUIDELINES FOR ASSESSMENT

This scoring guide provides guidance for assessing the Creative Arts Grade 4 School Based Assessment.

- (i) The scoring guide comprises:
 - a. **Section A:** Written tasks in **Part I: Art and Craft, Part II: Music** and **Part III: Physical and Health Education.**
 - b. **Section B:** The Art and Craft practical task.
- (ii) Administer the **Art and Craft practical task** within the school environment on a suitable day after learners have completed the written tasks, allowing adequate time and attention for the activity.
- (iii) Prepare and handle each learner's artwork as follows:
 - a. Provide each learner with modelling clay or plasticine and a firm board or tray on which to work.
 - b. Explain the practical-task instructions and assessment criteria clearly before learners begin, but do not model the objects or provide step-by-step assistance.
 - c. Provide each learner with an actual atlas and dictionary available at the school or brought by the learner for tactile observation.
 - d. Allow the learner adequate time to explore both books carefully by touch, noting their shapes, relative sizes, covers, spines and how one book rests on the other when stacked.
 - e. Guide the learner to arrange the actual atlas and dictionary in a stack for tactile observation, then return them to the learner whenever further reference is needed. Do not shape the learner's models.
 - f. Ensure each learner works independently to model both books, arrange them in a stack and use raised lines or marks to distinguish the atlas from the dictionary and represent writing on each spine.
 - g. Remind learners to make the models well shaped, firmly joined where necessary, stable on the board or tray, clean and neat. Attach the learner's **full name, class, assessment number and date** to the board or tray without altering the models.
 - h. Do not press, reshape, mark or otherwise alter the models while scoring. Take clear photographs at appropriate stages as the learner works and after completing the models, without interrupting or assisting the learner. Record the score and comments separately.
- (iv) Use the rubric provided in this guide to assess learners' work.
- (v) Record the actual scores for both the written and practical tasks on the same score sheet provided, then upload the completed scores to the designated KNEC CBA portal.
- (vi) At the end of the assessment period, place each learner's completed responses to the written tasks, including responses produced in Braille, together with the assessment record and photographs of the practical work, in the learner's assessment portfolio. Where practicable, also retain the labelled board or tray holding the completed models.
- (vii) Keep the completed score sheet and other assessment records with the school administration and maintain a copy in the subject teacher's records.

The sections that follow provide the expected responses and marking guides for the written tasks and the practical task.

PART I: Art and Craft

Q. No.	CURRICULUM REFERENCE	TASK DESCRIPTION	COGNITIVE LEVEL
1.	Grade 5 1.0 Creating and Executing 1.1 Wind Musical Instrument (e) Drawing-crayon etching, cross hatching p.1	The learner is assessed on the ability to analyse a picture and identify shading techniques used in a drawing, such as hatching/cross-hatching and smudging.	Analysing The learner studies the drawing and identifies the shading techniques used.
2.	Grade 5 1.0 Creating and Executing 1.4 Painting & Mosaic SLO (a) Identifying primary & secondary colours p.8	The learner is assessed on the ability to identify colours that can be mixed to produce purple.	Remembering The learner recalls the two colours mixed to produce purple: red and blue.
3.	Grade 5 1.0 Creating and Executing 1.6 Rounders (carving) SLO (c) p.13	The learner is assessed on the ability to arrange pictures in the correct sequence to show the wood carving process.	Analysing The learner examines pictures and arranges them in the correct process sequence
4.	Grade 5 2.0 Performing and Displaying 2.4 Puppetry SLO (c) p.23	The learner is assessed on the ability to state ways of operating puppets during a show using finger, hand and wrist movements.	Remembering The learner recalls ways in which puppets can be operated during a show.
5	Grade 5 2.0 Performing and Displaying 2.4 Puppetry SLO (c) p.25	The learner is assessed on the ability to explain how to use bridges in stencil/cut-out lettering so that inner parts of letters do not fall out.	Applying The learner explains what should be done when cutting stencil letters so that the inner part does not fall out.
8	Grade 5 1.0 Creating and Executing 1.4 Painting p.8	The learner is assessed on the ability to explore an atlas and a dictionary by touch, model the two books using clay or plasticine, arrange them in a stack and add raised marks to distinguish them and represent spine writing.	Creating The learner creates and arranges tactile models of an atlas and a dictionary based on direct tactile observation.

EXPECTED RESPONSES:

1. **Two shading techniques described.**

- Hatching/ Cross hatching
- Smudging

2 × 1 = 2 marks

2. **Two colours they would mix to produce purple.**

- Red
- Blue

2 × 1 = 2 marks

3. **Arranging the pictures in the correct order to show the wood carving process.**

- IV, I, II, III

Correct sequence = 2 marks

4. **Two ways in which puppets can be operated during a show.**

- i. Insert fingers into the puppet and move them to control the puppet's hands or arms.
- ii. Open and close the hand inside the puppet to make the mouth appear to talk.
- iii. Use finger movements to make the puppet wave, clap, walk, dance or run.
- iv. Bend or turn the wrist to make the puppet face or look in different directions.

Any 2 × 1 = 2 marks

5. **What the learner should do so that the middle part of letter D does not fall out.**

- Add bridges to hold the inner part of letter D in place.
- Draw small connecting strips between the inner part and the outer part of letter D.
- Cut along the outline carefully, leaving the connecting strips uncut.
- Ensure the bridges are wide enough to support the middle part.

Any 2 correct responses × 1 = 2 marks

PART II: MUSIC

6. Chivoti

(a) Name the community – **Mijikenda**

(1 mark)

(b) functions of the parts labelled X and Y

(i) X – **Blown to produce sound**

(1 mark)

(ii) Y – **Open to let sound out**

(1 mark)

(c) **two** locally available materials that are commonly used to make this instrument.

(i) Bamboo reeds (1 mark)

(ii) Plastic pipe/ plumbing pipe (1 mark)

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a) Minim 1 mark

b) Taa-aa. 1 mark

8. How the following components helped make the folk dance meaningful and effective:

(i) Songs - They carried text/ words which conveyed the message in the performance

(1 mark)

(ii) Costumes – They added cultural beauty to the performance (1 mark)

(iii) Drum Accompaniment – Provided steady beat and rhythmic accompaniment

(1 mark)

PART III: PHYSICAL HEALTH EDUCATION

Qn.	Expected response	Marks
9(a)	Any one: i. Instep kick; ii. Toe kick	1
9(b)	Any one: i. Inside-of-the-foot stop/control; ii. sole-of-the-foot stop/control.	1
9(c)	Any two: (i) Move into the path of the ball and maintain balance. (ii) Place the appropriate part of the foot in the path of the ball and cushion/relax the foot slightly on contact. (iii) Watch the ball until it is under control. (iv) Keep the ball close after stopping it. (iv) Maintain balance and prepare for the next movement.	2
10(a)	A – Handle/grip: Used to hold the bat firmly and control the swing. B – Blade/batting surface: Used to hit/strike the ball.	2

Qn.	Expected response	Marks
10(b)	Any one i. Move quickly towards the ball; ii. stop/catch the ball; iii. throw accurately to the appropriate base/player; iv. return the ball quickly; v. position appropriately to intercept the ball; vi. back up teammates; vii. communicate with other fielders.	1
11(a)	Visual baton exchange or Downward baton exchange	1
11(b)	Any two: i. Receiver extends the hand at the appropriate time; receiver looks back at the incoming baton; ii. passer places the baton firmly into the receiver's hand; iii. coordinate timing and speed; iv. practise the exchange; v. communicate clearly vi. maintain correct running direction/position.	2

SCORING CRITERIA FOR QUESTIONS 1 - 5

CRITERIA	MEETING EXPECTATION (LEVEL 3)	APPROACHING EXPECTATION (LEVEL 2)	BELOW EXPECTATION (LEVEL 1)
Q1 Shading techniques described	Identifies two correct shading techniques.	Identifies one correct shading technique.	Gives an incorrect response or no response.
SCORE	2 marks	1 mark	0 mark
Q2 Colours mixed to produce purple	States the two correct colours: red and blue.	States one correct colour.	Gives incorrect colours or no response.
SCORE	2 marks	1 mark	0 mark
Q3 Correct sequence of wood carving process	Arranges all pictures in the correct sequence.	Arranges some pictures correctly but not the full sequence.	Gives an incorrect sequence or no response.
SCORE	2 marks	1 mark	0 mark
Q4 Ways of operating puppets during a show	States two correct ways of operating puppets.	States one correct way of operating puppets.	Gives an incorrect response or no response.
SCORE	2 marks	1 mark	0 mark
Q5 Use of bridges in stencil lettering	States two correct actions for using bridges to hold the inner part of letter D.	States one correct action for using bridges.	Gives an incorrect response or no response.
SCORE	2 marks	1 mark	0 mark
TOTAL SCORE	10 marks	5 marks	0 mark

PART II: MUSIC RUBRICS

TASKS	SCORES	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Task 6	5 marks	Any learner scoring 5 out of the 5 marks	Any learner scoring 3 or 4 out of the 5 marks	Any learner scoring 2 out of the 5 marks	Any learner scoring 1 or no mark out of the 5 marks
Task 7 (3 performance Levels)	2 marks		Any learner scoring 2 out of the 2 marks	Any learner scoring 1 out of the 2 marks	Any learner scoring no mark out of the 2 marks
Task 8	3 marks	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 out of the 3 marks	Any learner scoring no mark out of the 3 marks

PART II: PHYSICAL AND HEALTH EDUCATION RUBRICS

TASKS	SCORES	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Task 9	4 marks	Any learner scoring 4 out of the 4 marks	Any learner scoring 3 out of the 4 marks	Any learner scoring 2 out of the 4 marks	Any learner scoring 1 or no mark out of the 4 marks
Task 10	3 marks	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 out of the 3 marks	Any learner scoring no mark out of the 3 marks
Task 11	3 marks	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 out of the 3 marks	Any learner scoring no mark out of the 3 marks

ADAPTATION FOR LEARNERS WITH VISUAL IMPAIRMENT

12. Instructions to Learners

Carry out this practical task after completing the written tasks. Work on a firm board or tray.

Materials required:

- Modelling clay or plasticine
- A firm board or tray
- An atlas and a dictionary for tactile observation

Objects to explore by touch: An atlas and a dictionary.

Explore the atlas and dictionary carefully by touch, noting their shapes, sizes and arrangement when stacked.

- Use modelling clay or plasticine to make an atlas and a dictionary.
- Arrange the two model books in a stack, with one resting on the other.
- Use raised lines or marks to distinguish the atlas from the dictionary and to represent writing on each spine.
- Ensure that the models are well shaped, firmly joined where necessary, clean and neat.

SCORING CRITERIA FOR PRACTICAL TASK 12 (15 marks)

CRITERIA	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
1. Shape and identification of the two model books	Makes two clearly identifiable, well-shaped model books with appropriate differences in size or form.	Makes two model books, but one or both have minor errors in shape, size or identification.	Makes only one book, unrelated objects, or models that cannot be identified as books.
SCORE	4 marks	2–3 marks	0–1 mark
2. Stacking and arrangement	Arranges the two model books securely in a clear stack, with one resting correctly on the other.	Stacks both books, but the arrangement is uneven or partly unstable.	Does not stack the books, or the arrangement is unclear or unstable.
SCORE	4 marks	2–3 marks	0–1 mark
3. Raised distinguishing marks and spine writing	Uses clear raised lines or marks to distinguish both books and represent writing on each spine.	Uses some raised markings, but they distinguish only one book or are partly unclear.	Raised markings are absent, unclear or do not distinguish the books.
SCORE	4 marks	2–3 marks	0–1 mark
4. Construction and neatness	Models are firmly constructed, securely joined where necessary, clean and neatly finished.	Models are generally firm and neat, with minor weaknesses in joining or finishing.	Models are weak, poorly joined, damaged or untidy.
SCORE	3 marks	2 marks	0–1 mark

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
12–15 marks	Meeting Expectation (3)
07–11 marks	Approaching Expectation (2)
00–06 marks	Below Expectation (1)

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SCHOOL SUMMARY ASSESSMENT SCORE SHEET

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