



THE KENYA NATIONAL EXAMINATIONS COUNCIL
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT
2026 GRADE 7 AGRICULTURE PROJECT

SCORING GUIDE

TASK 1: AGRICULTURE SCORING GUIDE

This scoring guide breaks each assessment area into clear performance indicators, ensuring fair, transparent, and competency-based awarding of scores.

STEP 1. Problem Identification – 8 Marks

Criterion	Indicators	Marks
Identification of environmental issue	Correctly (1) identifies a real school/community environmental problem (1) related to the chosen theme (1).	3
Understanding of the problem	Clearly (1) explains causes (1) and effects of the problem (1).	3
Relevance to tree growing	Shows clear (1) link between the problem and tree planting (1).	2
Total		8

STEP 2. Planning – 15 marks

Criterion	Indicators	Marks
Activity planning	Develops a logical (1) plan (1) with steps (1) and timeline (1).	4
Role allocation	Assigned roles (1) fairly (1) to all (1) group members.	3
Resource identification	Identified appropriate (1) tree species (1) in line with the problem (1), sourced for seedlings (1) locally (collection under trees) (1), tools (1), water (1), and correct spacing to the tree species (1).	8
Total		15

STEP 3. Project Implementation (Tree Planting and Care) – 14 Marks

Criterion	Indicators	Marks
Site preparation	Correct hole size (1), spacing (1), and site selection (1) appropriate to the tree species.	3
Correct planting technique	Proper planting: manure application (1), seedling placement (1), firming (1), and mulching (1).	4
Tree care practices	Watering (1), protection (1), and follow-up care (1).	3
Safety and ethics	Uses correct tools (1), Correctly uses tools (1), safe use of tools (1) and respect for property/environment (1).	4
Total		14

STEP 4: SHOWCASING THE PROJECT – 13 MARKS

This step assesses the learner's ability to present, communicate, and demonstrate understanding of the project carried out.

Criterion	Performance Indicators	Marks
Explanation of the project	Clearly (1) explains the environmental problem identified (1) and describes how tree planting was used as a solution (1).	3
Description of activities	Clearly describes the activities (1) carried out during planning (1) and implementation (1) of the project.	3
Use of presentation materials	Uses appropriate materials (1) such as posters, charts, drawings, photos, videos or presentations to support the explanation (1).	2
Communication skills and confidence	Communicates ideas clearly (1), audibly (1), and confidently (1) during presentation and responds appropriately (1) to questions (1).	5
TOTAL		13

STEP 5. Reflection and Learning – 7 Marks

Criterion	Indicators	Marks
Reflection on learning	Clearly (1) explains what was learnt from the project (1).	2
Reflection on impact	Describes how (1) the project helped the school/community to address the issue identified (1).	2
Values and competencies	Demonstrates responsibility (1), citizenship (1), care for environment (1).	3
Total		7

Participation and Responsibility – 6 Marks

Criterion	Indicators	Marks
Active participation	Fully (1) takes part (1) in all project stages (1).	3
Responsibility and teamwork	Shows care (1), cooperation (1), and accountability for assigned roles (1).	3
Total		6

TASK 1: SCORING RUBRICS

Criteria	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Problem identification	8	6	4	2
Planning	15	12	8	4
Implementation	14	11	8	4
Showcasing	13	10	7	4
Reflection and learning	7	6	4	2
Participation and responsibility	6	5	4	2
GRAND TOTAL	63	50	35	18

ASSESSMENT NOTES FOR TEACHERS

- Assessment should be continuous, not one-off.

- Use:
 - Observation
 - Learner explanations
 - Photos/videos
 - Written or oral reflections
- Emphasise competency growth.

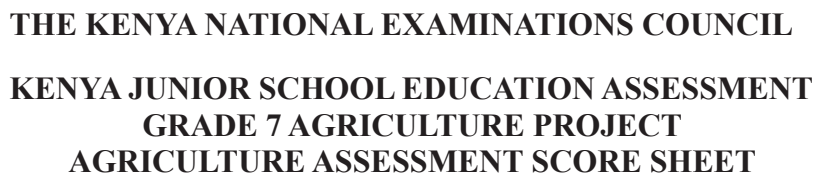
TASK 2: HOME SCIENCE SCORING GUIDE

S/No	Criteria	Descriptors	Max Score	Learner's score	Teacher's comment
1	Making notes	a) Aailed notes are complete and include methods and procedures for grilling (½), roasting (½), steaming (½) and laundering (½) loose coloured cottons.	2		
		b) Information included is accurate for grilling (1), roasting (1), steaming (1) and laundering (1).	4		
		c) Organization and clarity of notes (4 x ½).	2		
		d) Neatness of notes presented, Clear diagrams/illustrations (4 x ½) included.	2		
Sub-total			10		
2.	Laundering a loose coloured cotton shirt/blouse	a) Prepares adequate equipment (1), materials (1) and organizes (1) the work station well.	3		
		b) Laundering: i). Does not soak (1). ii). Uses warm (1) soapy (1) water using kneading and squeezing (1) while immersed (1) in water. iii). Rinses (1) in clean water to which salt (1) is added. iv). Gently squeezes out water without wringing (1). v). Dries under shade (1).	12		

S/No	Criteria	Descriptors	Max Score	Learner's score	Teacher's comment
		vi). Irons with a warm iron (1) on the wrong side. vii). Folds neatly (1) and stores (1) appropriately.			
		c) Clearing up during and after work.	1		
Sub-total			16		
3	Making an e-portfolio	i) Made an e-portfolio with relevant notes (1) and photographs/pictures/videos/drawings. (1) documenting the task carries out. ii) Portfolio has a good design (1), is well laid out and organised (1).	4		
Sub-total			4		

Task 2 Scoring Rubrics

S/No	Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
1	Making notes on methods of cooking and laundering loose coloured cottons	10	9	6	3
2	Laundering a loose coloured cotton shirt	16	12	8	4
3	Making an electronic portfolio	4	3	2	1

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