



KENYA NATIONAL EXAMINATIONS COUNCIL

**BASED ASSESSMENT
SCIENCE AND TECHNOLOGY PROJECT
GRADE 4 2026**

SCORING GUIDE

CHECKLIST FOR THE TASK

NAME OF THE LEARNER

STRAND 1.0: LIVING THINGS AND THEIR ENVIRONMENT

SUB STRAND 1.2: Animals

The project assesses the following:

Core competencies:

- Digital literacy; Learners use digital media to source for information on how to make portfolio for invertebrates
- Creativity and innovation: Learners will make a portfolio of invertebrates using locally available resources
- Learning to learn; Learners reflect on ways of developing a portfolio of invertebrates
- Communication and collaboration: learners will discuss with peers on portfolio of invertebrates as they carry out the project in their groups

Values

- Unity as learners work in groups to prepare portfolio of invertebrates
- Responsibility as learners handle materials and dispose of waste appropriately when making portfolio of invertebrates
- Respect; respect as learners appreciate others opinion while discussing how to make a portfolio

Pertinent and Contemporary Issues (PCI)

- Animal welfare: learners avoid harming animals as they take photograph for use in making a portfolio
- Safety and security :Learners observe safety and security when handling animals

Standard

- The learner can distinguish vertebrates and invertebrates in the environment
- The learner can appreciate the need to care for animals in the environment

Turn over

INSTRUCTIONS TO THE TEACHER

This paper consists of one performance task:

Making a portfolio of invertebrates and explaining the need to care for animals in their environment

- a) *The teacher to guide learners to carry out the task in groups to;*
 - i. *Source for information on making a portfolio of invertebrates and the need to care for animals in the environment*
 - ii. *Share collected information on;*
 - *how to make a portfolio of invertebrates*
 - *the need to care for animals in the environment*
 - iii. *identify and collect materials required to construct a portfolio on invertebrates*
 - iv. *make a portfolio of invertebrates*
 - v. *observe safety measures and precautions while using the various tools, materials, equipment and digital devices to make portfolio of invertebrates*
 - vi. *select appropriate tools, materials, equipment and digital devices for carrying out the project*
 - vii. *use locally available environmentally friendly resources as much as possible.*
 - viii. *share tools, materials, equipment and digital devices where applicable.*
 - ix. *work as a team*
 - x. *use the portfolio as a learning resource to name the animals and explain why they are called invertebrates*
 - xi. *explain the need to care for animals in the environment*
 - xii. *appreciate the need to care for animals*
 - xiii. *keep a journal*
- b) *The teacher will use the scoring guide provided to assess group's performance of the project*
- c) *The teacher will use the group's score as the individual learner's score*
- d) *The teacher will key in the project score in the score sheet provided.*
- e) *The teacher will upload the learner's individual score to the KNEC CBA portal*

Note: The teacher will assess the task right from the start using the scoring guide provided.

Scoring guide

Criteria	Indicators	Maximum score	Learners' score	Teachers' remarks
1. Sourcing and recording information on how to make a portfolio for invertebrates and the need to care for animals	Aspects 1. information on invertebrates in the environment 2. Information on how to make a portfolio of invertebrates 3. Information on the need to care for animals Allocation of scores a) Writes down relevant information on the three aspects (3) b) Writes down relevant information on any two of the aspects (2) c) Writes down relevant information on one of the aspects (3)	3		
2. Sharing collected information on how to make a portfolio of invertebrates	Aspect Sharing on how to make a portfolio of invertebrates Allocation of scores a) Explains all essential components and how to organize sections of a portfolio (1) b) Hardly describes an organized structure of a portfolio of invertebrates (0)	1		
3. Identifying and collecting materials required to make a portfolio of invertebrates	Aspects a) Materials are sourced from local environment b) Materials are environmentally friendly c) Materials are sufficient for making the portfolio Allocation of scores a) Meets the 3 aspects (3) b) Meets 2 of the aspects (2) c) Meets only 1 of the aspects (1)	3		
4. Making a portfolio of invertebrates	Aspects 1. Pictures of invertebrates from the locality 2. Correct information about the invertebrates 3. Attractiveness of the portfolio (clean, good handwriting and spacing) 4. Effort and creativity (use of colour and variety of pictures) Allocation of scores a) Meets the 4 aspects (4) b) Meets 3 of the aspects (3)	4		

	c) Meets 2 of the aspects (2) d) Meets 1 of the aspects (1)			
5. Observing safety	Aspects 1. Safe handling of tools and materials 2. Safe handling of invertebrates 3. Reporting any accident or incident immediately Allocation of scores a) Meets three aspects (3) b) Meets two of the aspects (2) c) Meets one of the aspects (1)	3		
6. Displaying finished portfolio of invertebrates	Aspects 1) Simple 2) Colourful 3) Easy to understand Allocation of scores Any one of the aspect (1)	1		
7. Using the portfolio to distinguish invertebrates from vertebrates and name invertebrates in the locality.	Aspects 1) Correct meaning of invertebrates 2) Distinguishing invertebrates from vertebrates 3) Using the portfolio to identify invertebrates 4) Naming other invertebrates in the locality Allocation of scores a) Meets the four aspects (4) b) Meet three of the aspects (3) c) Meets two of the aspects (2) d) Meets one aspect (1)	4		

8.Explaining the need to care for animals in the environment	Allocation of scores 1. Accurately explains the need to care for animals in their environment (1) 2. Explains the need to care for animals in the environment (1)	2		
9 Teamwork	Aspects a) Evidence of collaboration b) Evidence of commitment by everyone in the team Allocation of scores a) Both aspects are evident (2) b) Only one of the aspects is evident (1)	2		
10 Keeping journal	Aspects The journal shows entries of a) Date and Activities b) Experiences Allocation of scores 1. Both aspects are evident (2) 2. Only one of the aspects is evident (1)	2		
TOTAL		25		

ASSESSMENT RUBRICS

SCORE RANGE	PERFORMANCE LEVEL	DESCRIPTION
21-25	4	Exceeding Expectation
14-20	3	Meeting Expectation
7-13	2	Approaching Expectation
0-6	1	Below Expectation



THE KENYA NATIONAL EXAMINATION COUNCIL
GRADE 4 SCHOOL BASED ASSESSMENT
SCIENCE AND TECHNOLOGY PROJECT SCORE SHEET

S/N	Name of Learner	Learner's Score
1		
2		
3		
4		
5		
6		
7		
8		
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10		
11		
12		
13		
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21		