



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**CREATIVE ARTS AND SPORTS
TEACHERS SCORING GUIDE**

**SCHOOL BASED ASSESSMENT
Grade 8 -2024**

This project must be completed by 26th July 2024

This document consists of 11 printed pages.

Turn over

Instructions:

- i) This assessment consists of **three** parts: **PART I Performing Arts, PART II Sports, PART III Visual Arts.**
- ii) Each part contains various tasks that you need to complete. Follow the instructions for each task carefully
- iii) Each part carries **20 marks.**
- iv) The tasks should be done in class during the term.
- v) Read through the scoring rubrics before beginning the assessment to understand what will be expected of the final work. [*the rubric can be printed, written out on the board or projected*].
- vi) All tasks must be completed and submitted by **26th July 2024**
- vii) **All materials should be improvised where applicable.**
- viii) **An assessment score sheet is attached to record the marks before uploading in the KNEC CBA portal before 31st July 2024. A copy of the score sheet should be signed stamped and kept in safe custody with the school administration.**

PART I: PERFORMING ARTS**Task: Performing a choral verse in either English or Kiswahili**

In groups of **8 to 12** learners:

1. Select a societal issue to be addressed through verse, considering:
 - (i) appropriateness of the societal issue regarding age and level of the learners
 - (ii) critical thinking and problem-solving skills in resolving the conflict around the societal issue
2. Compose the verse considering: (4 marks)
 - (i) proper use of verse elements and structure (format) in the language of choice
 - (ii) creativity and imagination in use of literary devices such as imagery, similes, metaphors
 - (iii) integrity - by observing ethical and copyright issues in composition
 - (iv) a well written verse script
3. Rehearse the choral verse to internalize the text in the script, focusing on:
 - (i) mastery of verse
 - (ii) use of voice (tone, blend, phrasing, projection and intonation)
 - (iii) use of body (posture, poise, gestures, movement and expressions)
 - (iv) proper diction
 - (v) length (2- 3 minutes)
4. Perform the choral verse considering the following:
 - (i) effective use of voice (diction/articulation, projection, tone, phrasing, intonation) to enhance message delivery (4 marks)
 - (ii) effectiveness in presentation (posture, poise, gestures, movement, and expressions) (4 marks)
 - (iii) mastery and internalization of text (4 marks)
 - (iv) effectiveness in use of props to enhance the message (4 marks)

Use the criteria set in the rubric on *pages 6 and 7* to award scores to each learner during the performance of the choral verse in either English or Kiswahili.

PART II: Sports

Task - 6	Overhead pass	(8 marks)
Task - 7	Double feet landing in netball	(6 marks)
Task - 8	Pivoting	(6 marks)

Performance Task: Overhead pass, Double feet landing and pivoting**Instructions to the teacher**

The teacher to:

- (i) Share with learners the criteria and aspects of good performance so that they know what is expected of them.
- (ii) Identify a safe area for performing the task.
- (iii) Ensure **safety of all learners** as they perform the task.
- (iv) Provide appropriate ball(s) /improvised ball(s) for performing the activity.
- (v) Ensure that learners have adequately warmed up before performing the assessment tasks.
- (vi) Organize for peer learners, teacher, teacher aide or any other authorized personnel to throw the ball to the learner being assessed for landing and pivoting
- (vii) Instruct the learner to receive the ball while airborne, land on both feet and pivot by making three steps clockwise and three steps anticlockwise.
- (viii) Assess each learner individually.
- (ix) Give learners a maximum of three trials/attempts where necessary.
- (x) Use the checklist provided to assess learner's competency in performing the overhead pass, double feet landing and pivoting.
- (xi) Use the scoring guide provided to rate each learner's performance.
- (xii) Ensure that learner(s) with disability are appropriately guided/supported or spotted by peers/teachers/teacher aides or any other authorized personnel when performing the tasks.

Checklist for Assessing the Learner's competency in Performing an overhead pass, Double feet landing and pivoting

Tasks		Skills to assess			Marks	Total Marks
6	Overhead pass	i.	Stance	Comfortable stance, with feet shoulder width apart and knees slightly bent	1	8
		ii.	Ball Grip	Ball is held with both hands with fingers spread	1	
		iii.	Ball position	Above and behind the head	1	
		iv.	Body Orientation	Trunk slightly bent backwards but swings with the throw to the front during the execution	1	
		v.	Execution	Deliver the ball over the head with both hands	1	
		vi.	Release	Propel the ball to the target by extension of the hands and flipping of the wrist	1	
		vii.	Follow through	Extend both hands to the direction of the target	1	
		viii	safety	Observe safety of self and others	1	
7	Double feet Landing	i.	Time to receive the ball while airborne		1	6
		ii.	Land to contact the ground with both feet simultaneously		1	
		iii.	Contact the ground with the balls of the feet first		1	
		iv.	Feet should be staggered to approximately shoulder width apart for balance		1	
		v.	Body weight to be distributed evenly on the two feet		1	
		vi.	Flex/bend the knees slightly to absorb body weight		1	
8	Pivoting	i.	After landing, the pivot foot to remain on the ground throughout when pivoting		1	6
		ii.	Keep the knees slightly bent to facilitate side stepping		1	
		iii.	Rotate on the ball of the feet		1	
		iv.	Use the non-pivot foot to step around		1	
		v.	Make small, controlled steps		1	
		vi.	Keep the upper body upright		1	
		TOTAL				20

Rubric for rating the learner's performance. Use the scoring rubric provided to score the attributes of the skill being assessed. Rate the learner's performance in the task under the four performance levels using the rubric at the end of this document on *Page 7*.

PART III: VISUAL ARTS

Materials required:

- (i) 1 sheet of A4 drawing paper (21 x 29.7 cm)
- (ii) 1 sheet of A3 drawing paper (30 cm x 42 cm)
- (iii) HB or B pencil
- (iv) Paints and brushes
- (v) Eraser

TASK DESCRIPTION

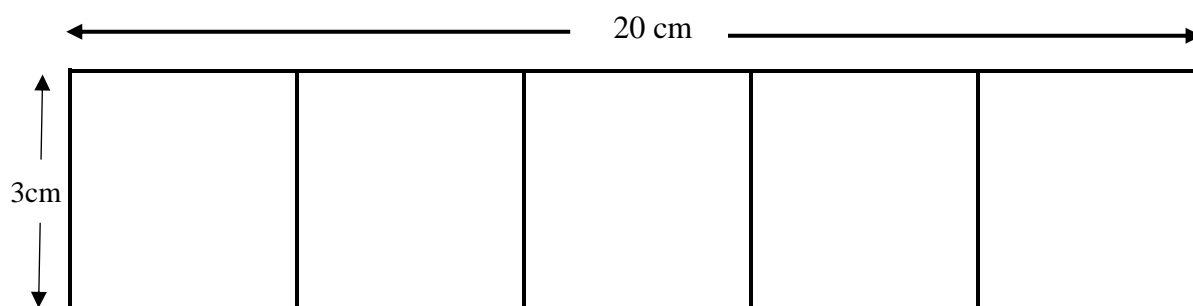
This task has **two** parts:

Task 9: Value Gradation Strips

Individually, make a **five-scale value gradation strip** in the following categories on a sheet of size A4 drawing paper:

- (a) Value gradation strip using **one** primary colour.
- (b) Value gradation strips, in pencil, using the following techniques. Use a separate strip for each technique.
 - (i) Smudging
 - (ii) Stippling

Each strip should measure 3 cm x 20 cm as shown below.



Task 10: Still life drawing or painting from observation

Draw or paint a still life composition from observation comprising of either musical instruments or indigenous crafts.

Task 11: Shade or paint the still life composition

Your work will be judged on the following:

- (i) Use of $\frac{3}{4}$ of the drawing space
- (ii) Placement of forms (overlapping)
- (iii) Use of a wide range of values to create 3D in the forms
- (iv) Demonstration of shading or painting skill
- (v) Neatness.

Use the criteria set in the rubric on *pages 8 and 9* to award scores to each learner.

PART I: SCORING RUBRIC FOR CHORAL VERSE IN EITHER ENGLISH OR KISWAHILI

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
Task 1: Written verse script	<ul style="list-style-type: none"> • Creatively and skilfully well written original verse with outstanding use of verse elements, poetic structure and excellently used literary devices appropriate in the language of choice 	<ul style="list-style-type: none"> • Well written original verse with proper use of verse elements, poetic structure and literary devices in the language of choice 	<ul style="list-style-type: none"> • The verse is mostly original and has a few errors in either proper use of verse elements, poetic structure or literary devices in the language of choice 	<ul style="list-style-type: none"> • Verse is not original with inappropriate use of verse element, poetic structure and literary devices in the composition of the verse in the language of choice
	04 marks	03 marks	02 marks	01 mark
Task 2: Effective use of voice	Excellently and effectively uses voice, clearly articulating words, skilful use of volume, tone, phrasing and intonation in the presentation of the verse	Effectively uses voice, articulating the words, use of volume, tone, phrasing and intonation in the presentation of the verse	<ul style="list-style-type: none"> • Uses voice with a few inconsistencies in articulating the words, use of volume, tone, phrasing and intonation in the presentation of the verse 	Uses voice is inaudible or too loud; monotone and has affected tone and intonation in the presentation of the verse
	04 marks	03 marks	02 marks	01 marks
Task 3: Mastery and internalization of text	Displays excellent and outstanding mastery, internalization and fluency of text in revealing the meaning of the verse	Displays good mastery, internalization and fluency of text in performing of the verse	Displays either a developing mastery, internalization or fluency of text in performing of the verse	Displays a limited mastery of verse, internalization of text and fluency in the performing of verse
	04 marks	03 marks	02 marks	01 mark
Task 4: Effective use of props	Creatively and artistically integrates a variety of props that enhance the message in the verse	Effectively integrates props that enhance the message in the verse	Presents with a few inconsistencies in integrating props that o enhances the message in the verse	Presents with many flaws in integrating props that do not enhance the message in the verse
	4 marks	3 marks	2 marks	1 mark

Task 5: Effectiveness in presentation	Style of delivery reflects outstanding stage presence, posture, poise, gestures, expressions and movements for an excellent overall communicative impact	Presents the verse enhanced by excellent stage presence, posture poise, gestures, expressions and movements that are appropriate for the overall communicative impact	Presents the verse with a enhanced by moderate stage presence and a few errors in posture, poise, gestures, expressions and movements that affect the overall communicative impact	Presents the verse with no stage presence, inappropriate posture, poise, distracting gestures, expressions and movements that affect the overall communicative impact
	4 marks	3 marks	2 marks	1 mark

PART II: SCORING RUBRIC FOR SPORTS

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
Task 6: Overhead pass	• Learner who correctly performs 7 or 8 skills of overhead pass	• Learner who correctly performs 5 or 6 skills of overhead pass	• Learner who correctly performs 3 or 4 skills of overhead pass	• Learner who correctly performs only 2, 1 or none of the skills specified
	7 – 8 marks	5 - 6 marks	3 – 4 marks	0 – 2 marks
Task 7: Double feet landing in netball	Learner who correctly performs all the 6 skills of double feet landing	Learner who correctly performs 4 or 5 skills of double feet landing	• Learner who correctly performs 2 or 3 skills of double feet landing	Learner who correctly performs only 1 or none of the skills specified
	6 marks	4 - 5 marks	2 - 3 marks	0 – 1 mark
Task 8: Pivoting	Learner who correctly performs all the 6 skills of pivoting	Learner who correctly performs 4 or 5 skills of pivoting	Learner who correctly performs 2 or 3 skills of pivoting	Learner who correctly performs only 1 or none of the skills specified
	6 marks	4 - 5 marks	2 - 3 marks	0 – 1 mark

Turn over

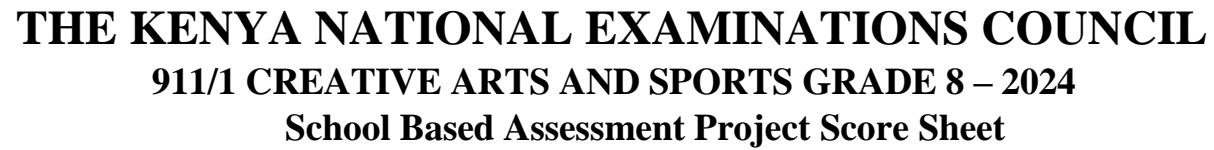
PART III: Scoring Rubric for Value Gradation Strips and Still life Composition

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
Task 9: Value Gradation strips <ul style="list-style-type: none"> • <i>Shading technique (Smudging, stippling)</i> • <i>Painting (1primary colour)</i> • <i>Accuracy of value transition (light to dark)</i> 	<ul style="list-style-type: none"> • Creatively presents 3 different strips showing smudging, stippling & painting. • Value gradation strips have exceptional smoothness and accuracy in transition from light to dark and within the boundaries 	<ul style="list-style-type: none"> • Presents 3 different strips showing smudging, stippling & painting. • Value gradation strips have smooth transitions with minor inconsistencies and within the boundaries 	<ul style="list-style-type: none"> • Presents 1 or 2 strips showing either smudging or stippling and/or painting. • Value gradation strips is inconsistent and/or with some dividing bands evident. 	<ul style="list-style-type: none"> • Presents 1 strip for smudging, stippling and/ or painting. • Value gradation strips inconsistent with dividing bands evident or shifts between values. • Painting and shading is indistinct & spills over the boundaries.
	08 marks	06 marks	04 marks	02 marks
Task 10: Drawing skill Accuracy of forms <ul style="list-style-type: none"> • <i>Proportion of forms in relation to each other</i> • <i>use of space (forms occupies at least half of the drawing space)</i> • <i>Overlapping Forms creating depth</i> 	<ul style="list-style-type: none"> • All forms reflect the actual object, are proportionally correct in reference to each other. • illustrates understanding to spaces between and around objects. • uses $\frac{3}{4}$ of the space with forms centrally placed. • forms correctly overlapped to create depth. 	<ul style="list-style-type: none"> • Forms reflect the actual object, are proportionally correct in reference to each other. • illustrates understanding to spaces between and around objects. • uses $\frac{1}{2}$ of the space with some forms centrally placed. • forms overlapped to create depth. 	<ul style="list-style-type: none"> • Some forms reflect the actual object, are proportionally incorrect. • Less than a $\frac{1}{4}$ of the space is covered with the forms and/or some forms are squeezed on one side and occupies less than half the of space. • Linear arrangement of forms creating a chart like effect. 	<ul style="list-style-type: none"> • Draws a representation of forms with no clear demarcation and/or unrecognizable forms. • Most and/or all forms are squeezed on one side and occupies less than half the of space. • Forms are randomly arranged.
	06 marks	04 marks	02 marks	01 marks

Task 11: Shading skill <ul style="list-style-type: none"> • <i>Smooth transition</i> • <i>3D effect (shades, shadows, highlights)</i> • <i>Textural effect</i> 	Shading is consistent , smooth, accurate with varied value ranges, highlights, mid tones and within the outlines of the forms. Accurately simulated texture	Shading is smooth, with value ranges, highlights, and within the outlines of the forms. Correctly simulated texture	Shading is rough, with some value ranges, and/or no highlights and spreads out of some of the forms. Rough texture	Shading is inconsistent, with no value ranges, and/or no highlights and spreads out of most of the forms, lacks textural effect
06 marks	06 marks	04 marks	02 marks	01 mark
RANGE	16 – 20 marks	09 - 15 marks	05 - 08 marks	00 - 04 marks

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
46 – 60 marks	Exceeding Expectation (4)
31 - 45 marks	Meeting Expectation (3)
16 - 30 marks	Approaching Expectation (2)
00 - 15 marks	Below Expectation (1)

[illegible]

Name of Teacher		TSC NO:		Signature		Date	
Name of Head Teacher		TSC NO:		Signature		Date	

Official School Stamp