



THE KENYA NATIONAL EXAMINATIONS COUNCIL
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

911/1
CREATIVE ARTS AND SPORTS
PROJECT ASSESSMENT
Grade 9 –2025

SCORING GUIDE

This document consists of 10 printed pages.

Turn over



1. INSTRUCTIONS TO THE TEACHER

This Summative Assessment Project consists step-by-step guidelines to learners as outlined below.

- i) Each learner should carry out the tasks individually, however there are tasks that may require groupwork.
- ii) Guide the learners through each task to ensure individual undertaking of the tasks as prescribed.
- iii) Take learners through the scoring rubrics before undertaking the tasks so that they understand what will be expected of their final work.
- iv) Each learner should assemble a comprehensive assessment portfolio that contains evidence of work done at each stage/level of the task execution
- v) The activities should be carried out during the term.
- vi) Every learner is required to complete all the tasks.
- vii) Materials can be improvised where applicable. Schools are encouraged to reuse materials.
- viii) Learners with visual impairment should be supported to carry out the tasks.



2. SCORING RUBRICS

2.1 Scoring Rubric for Music

(30 marks)

Assess each learner during the performance of the folksong and award scores based on the criteria provided in the rubric below:

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
(i)Note accuracy (rhythm and pitch)	Flawlessly and artistically sing notes of the selected song with accuracy in pitch(es) and rhythm.	Sings notes of the selected song with accuracy in pitch(es) and rhythm.	Sings notes of the selected song with a few errors in either pitch(es) or rhythm.	Sings notes of the selected song with many errors in both pitch(es) and rhythm.
	7 marks	5-6 marks	3-4 marks	1-2 marks
(ii)Vocal techniques	Sings creatively and expertly with clear tone and voice projection.	Sings with clear tone, and voice projection	Sings with a few faults in either tone or voice projection.	Sings with many faults in both tone and voice projection.
	7 marks	5-6 marks	3-4 marks	1-2 marks
(iii) Diction/Pronunciation	Performs the song with expressive and articulate pronunciation of words	Performs the song with proper pronunciation of words	Performs the song with a few errors in pronunciation of words	Performs the song with many errors in pronunciation of words
	4 marks	3 marks	2 marks	1 mark
(iv) Performance directions	Accurately and expressively adheres to performance directions (dynamics and tempo) in singing the selected song.	Adheres to performance directions (dynamics and tempo) in singing the selected song.	Adheres to performance directions a few errors in either dynamics or tempo, while singing the selected song.	Adheres to performance directions with many errors in both dynamics and tempo, while singing the selected song.
	4 marks	3 marks	2 marks	1 mark
(v) Compatibility with accompaniment	Skillfully and seamlessly Sings with accompaniment maintaining pitch, tempo, and rhythm	Sings with accompaniment maintaining pitch, tempo, and rhythm	Sings with accompaniment exhibiting a few inconsistencies in maintaining either pitch, tempo or rhythm	Sings with accompaniment exhibiting inconsistencies in pitch, tempo and rhythm
	4 marks	3 marks	2 marks	1 mark



(vi) Musicianship	Demonstrates exceptional skill in stage use, stage presence, artistic passion, focused concentration and expressiveness in performing the selected song.	Demonstrates skillfulness in stage presence, artistic passion, focused concentration and expressiveness in performing the selected song.	Demonstrates a few inconsistencies either in stage presence, artistic passion, concentration or expressiveness in performing the selected song.	Demonstrates many inconsistencies in stage presence, artistic passion, concentration and expressiveness in performing the selected song.
	4 marks	3 marks	2 marks	1 mark

2.2 Scoring Rubric for Theatre

(10 marks)

LEVEL CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
(i) Creativity and Originality of story composed (2 marks)		Story presents original elements and unique twists, engaging the audience with creative concepts. Characters and plot are creative and engaging, demonstrating some unique traits and developments.	story includes some original elements but relies heavily on familiar tropes or clichés. Characters and plot show some creativity but lack depth or complexity in their development.	story lacks originality, relying heavily on clichés or borrowing from existing narratives Characters and plot lack creativity and fail to captivate the audience with original ideas or twists.
		2 marks	1 mark	0
(ii) Story Development and Structure (4 marks)	Story maintains a clear and coherent narrative structure, with smooth transitions between scenes and events. Characters are well-developed with nuanced traits, motivations, and	Story exhibits a well-structured narrative, with clear exposition, rising action, climax, and resolution. Characters are developed with identifiable traits, motivations, and conflicts that contribute to the story's progression.	Story has some coherence but may lack depth or complexity in its structure, with occasional abrupt transitions. Characters show some development but lack depth or complexity in their portrayal,	Story lacks coherence and may be difficult to follow, with disjointed or poorly developed plot progression. Characters are underdeveloped or poorly characterized, lacking clear motivations or conflicts that drive the narrative.



	conflicts that drive the narrative forward.		with conflicts that may feel superficial.	
	4 marks	3 marks	2 marks	1 mark
(iii) Performance and final delivery (4 marks)	Performance showcases dynamic vocal delivery with clear articulation, expressive range, and emotional depth.	Performance effectively communicates the narrative through clear and expressive vocal delivery, engaging the audience with varied tone and expression.	Performance demonstrates some vocal delivery and expression but may lack consistency or emotional resonance.	Performance lacks vocal variety and expression, with monotone delivery and limited emotional engagement.
	Performance utilizes gestures and body language effectively to enhance storytelling, conveying meaning and emotion with clarity and precision.	Performance incorporates gestures and body language to support storytelling, enhancing communication and engagement with the audience.	Performance shows some use of gestures and body language but may lack consistency or clarity in their execution.	Performance lacks effective use of gestures and body language, with movements that feel awkward or disconnected from the narrative.
	4 marks	3 marks	2 marks	1 mark



2.4 Scoring Rubric for Sports

(30 marks)

LEVEL CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
(i) Sports exploration through discussions, watching videos, live matches and making oral or written presentations. Express understanding of the following aspects of the chosen sport: • Rules • Playing area • Materials required • Equipment • Uniform	Express understanding of 5 or more aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).	Express understanding of 3 or 4 aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).	Express understanding of 2 aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).	Express understanding of 1 or no aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).
	(5 marks)	(3-4 marks)	(2marks)	(1 mark)
(ii) Improvisation of materials that reflects • Relevance • Innovativeness • Functionality • Safety • Durability • Aesthetic • Accept any other relevant quality	Improvised materials to have 5 or more of the following qualities: Relevance, Innovativeness, Functionality, Safety, Durability, Aesthetic	Improvised materials to reflect 3 or 4 of the following qualities: Relevance, Innovativeness, Functional, Safety, Durability, Aesthetic	Improvised materials to reflect 2 of the following qualities: Relevance, Innovativeness, Functional, Safety, Durability, Aesthetic	Improvised materials to reflect 1 or none of the following qualities: Relevance, Innovativeness, Functional, Safety, Durability, Aesthetic
	(5 marks)	(3-4 marks)	(2marks)	(1 mark)
(iii) Organizing and playing the sport while fostering team and sportsmanship spirit.	Organize and play the sport of choice while portraying 5 or more skills that include: Identification of an appropriate playing	Organize and play the sport of choice while portraying 3 or 4 of the following skills: Identification of an	Organize and play the sport of choice while portraying 2 of the following skills: Identification of an appropriate playing area for	Improvises a ball with assistance.



• <i>Identification of an appropriate playing area for the chosen sport /modification</i> • <i>Team formation</i> • <i>Game organization</i> • <i>Adherence to rules</i> • <i>Skill execution</i> • <i>Sportsmanship</i>	area for the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.	appropriate playing area for the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.	the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.	
	7-10 marks	5-6 marks	3-4 marks	(0-2 mark)
(iv) Identification of career opportunities related to sport through research and making presentations in a format of choice. • <i>Professional player</i> • <i>Coach</i> • <i>Referee</i> • <i>Sports journalist</i> • <i>Nutritionist</i> • <i>Accept any other correct response</i>	Identify through research 5 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.	Identify through research 3 or 4 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.	Identify through research 2 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.	Identify through research 1 or none career path related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.
	5marks	3 marks	2 marks	1 mark
(v) Reflecting on personal performance, team dynamics and application of learnt skills. • <i>Understanding of the sport</i> • <i>Clarity of mind</i> • <i>Personal growth</i> • <i>Team dynamic</i> • <i>Application of learnt skills</i>	Reflects on 5 aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.	Reflects on 3 or 4 aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.	Reflects on 2 aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.	Reflects on 1 or none aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.
	5marks	3 marks	2 marks	1 mark



2.4 Scoring Rubric for Visual Arts - Mosaic

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
(i) Sketches of composition & colour scheme (<i>clarity, sport depiction, colour scheme</i>)	Sketch is detailed, complete and clearly shows sporting action, with at least 4 colours are planned and applied to support movement	Sketch is complete and clearly shows a sporting action. At least 3 colours are used to highlight parts of the action.	Basic sketches with a recognizable sporting action, At least 2 colours are used to represent the action.	Sketch is unclear, lacks identifiable sporting action At least 1 colour is applied to represent part of the action.
	7 - 8	5 - 6	3 - 4	0 - 2
(ii) Execution Skill -Cutting tesserae -Gluing skill (<i>glue control</i>) -Interstices-spaces,	Tesserae are precisely cut and neatly glued, with uniform spaces showing attention to detail.	Tesserae with neat cutting, gluing, and even spaces between tesserae pieces.	Some tesserae unevenly cut; gluing varies resulting to loose pieces or excess glue visible; spacing between some pieces is inconsistent	Tesserae unevenly cut; glue applied excessively or insufficiently, with loose pieces. Spacing between pieces irregular and/or disorganized.
	7 - 8	5 - 6	3 - 4	0 - 2
(iii) Depiction of Action/Movement (<i>Expression/depiction of motion</i>)	Movement is clear and strong. At least 3 or more body parts or motion lines (<i>e.g., arms, legs, ball, direction lines</i>) show clear action. The figure or scene looks lively and active.	Movement is clear. At least 2 body parts or motion elements show action, but some parts may/or look stiff.	Limited motion: Only 1 body part or motion element suggests action. The figure or scene looks still with limited motion.	No body parts or motion elements show action. The figure or scene appears still, with no depiction of movement.
	7 - 8	5 - 6	3 - 4	0 - 2
(iv) Craftsmanship (<i>Neatness, complete, finish</i>)	Mosaic is complete, covers 100%, is balanced with no gaps, neat edges	Mosaic covers 90% of the surface. Edges are neat. The final piece is organized with minor finishing issues	Mosaic is complete with about 75–90% surface coverage. Some edges uneven, minor glue stains, or unfinished areas	Mosaic is partly complete with less than 75% coverage. Edges appear rough and/or irregular. shows limited attention to finish.
	6	4 - 5	2 - 3	0 - 1



Performance Level Descriptions for Visual Arts

- **Exceeding Expectations:** Outstanding work with full mastery and artistic skill.
- **Meeting Expectations:** Competent and consistent performance.
- **Approaching Expectations:** Basic work but lacking consistency or finish.
- **Below Expectations:** Minimal effort, misunderstanding of technique or theme.



KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT
911/1 CREATIVE ARTS AND SPORTS PROJECT SCORE SHEET - 2025

	PART 1: MUSIC 30 marks						Part 2: Theatre 10			PART 3: SPORTS 30 marks					PART 4: VISUAL ARTS 30 marks				Total
Criteria Assessment Number	(i) 7	(ii) 7	(iii) 4	(iv) 4	(v) 4	(vi) 4	(i) 2	(ii) 4	(iii) 4	(i) 5	(ii) 5	(iii) 10	(iv) 5	(v) 5	(i) 8	(ii) 8	(iii) 8	(iv) 6	100