

21st Century Skills UPDATE

**Date: Monday 17 October 2022
14h00 to 15h30**



Agenda

Welcome and introduction

Section 1: How to use the rubrics

Section 2: Integrated Maps

Section 3: Combination Maps

Section 4: Scoring rubrics (Critical Thinking, Communication, Creativity, Collaboration and Metacognition)

Section 5: Capturing Template

Section 6: SA-SAMS – Patch 22.10

SA-SAMS export of Competency (21st Century Skills) capturing

Q&A





Welcome and introduction

Welcome

The Competency Journey

- Why?
- Where does this fit in?
- How to assess the competencies

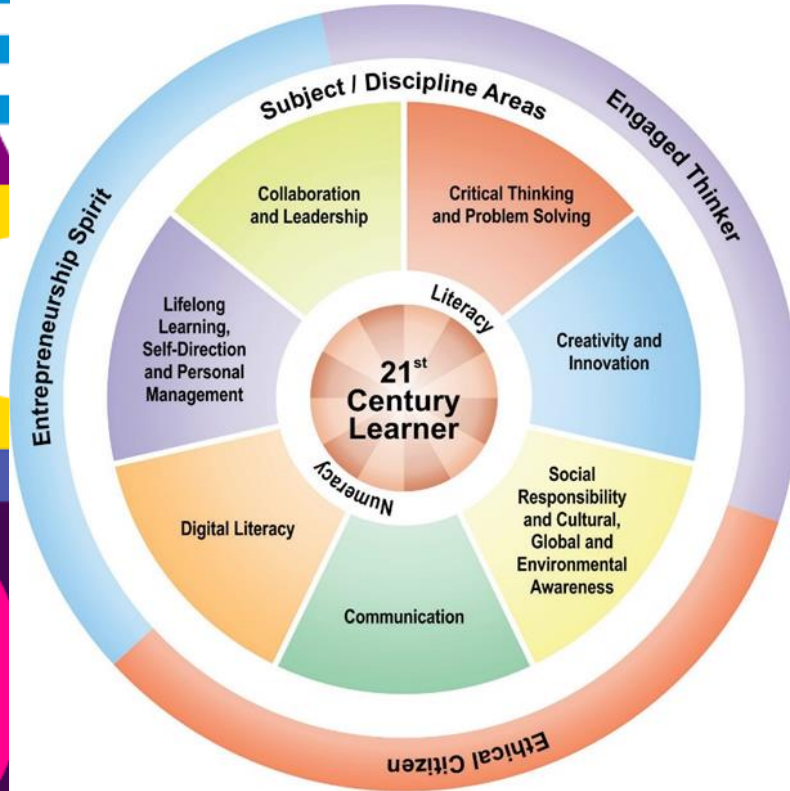


Broad goals of the GEC

1. Holistic skill-set for learners over schooling in the General Education and Training Band (GET).
2. Enable learners to access further education streams linked to the 3-stream model.
3. Integrate and facilitate the assessment of 21st-century skills (critical thinking; creative thinking; collaboration; metacognition and communication)



For GEC pilot: 2022



1. Critical thinking
2. Communication
3. Creativity
4. Collaboration
5. Metacognition

Current emphasis

Subject-specific skills and capabilities assessed through end of year tests

- Languages
- Mathematics
- Life orientation
- Economics and management sciences
- Social sciences
- Natural sciences
- Technology
- Creative arts

New added emphasis

Broader learner skills and capabilities

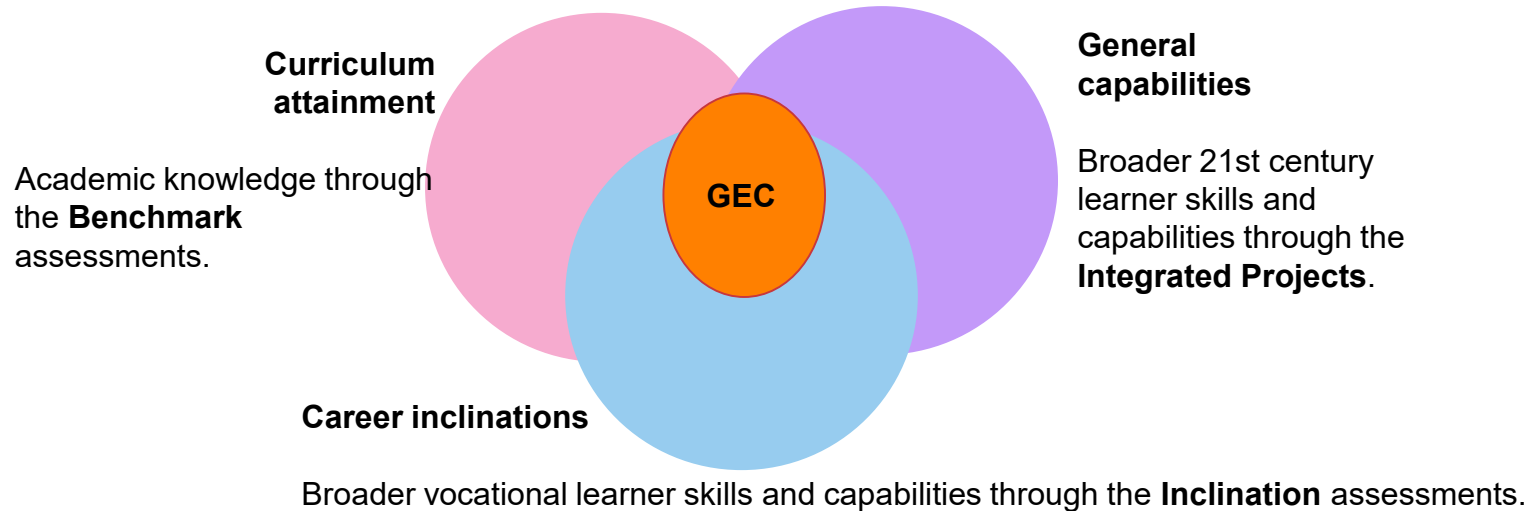
- Metacognition
- Self-reflection and self-evaluation
- Critical thinking
- Creative thinking
- Collaboration
- Problem solving

Inclinations & Talents

- Leadership
- Initiative
- Working with others
- Persistence
- Planning
- Concern for others
- Enterprise



As part of the GEC assessment conceptualisation, an international collaboration with ACER was sought. The model below was used as a blueprint to create the GEC assessment model:





Section 1:

How to use the rubrics



How to use the rubrics

1. Every teacher (all 9 subjects) should carefully read through the rubric.
2. Each subject has a specific competency or competencies aligned with it. Mark these when you come across them.
3. Think back on each learner's participation during the term and use your knowledge of the learner to rate each sub-competency with a simple "Yes" or "No". "Yes" will award a mark of 1 and "No" equals 0. You may look at the template under section 5 as a possible capturing template.
4. Every teacher completes his/her part of the rubric. (It is advisable that teachers should engage across the subjects should time permit).
5. The LO teacher consolidates the final marks (10 per competency) and submits for SA-SAMS capturing on the new patch 22.1.0.



Section 2

Integrated Map

Map 1: 21st Century Skills development Integrated Map: Project 1 (LO anchor)

Subjects:	Language	Economic Management Sciences	Social Sciences (History)	Creative Arts	Life Orientation
Critical thinking			•		
Communication	•				
Creativity				•	
Collaboration		•			
Metacognition					•

Map 2: 21st Century Skills development Integrated Map: Project 2 (MST)

Subjects:	Mathematics	Natural Sciences	Technology
Critical thinking	•		
Communication			•
Creativity		•	
Collaboration			•
Metacognition	•		



Section 3

Combination Map

Map 3: Combination Map 21st Century Skills

	Project 1	Project 2	Subtotal
Critical thinking	SS	MATH	5 + 5
Communication	LANG (FAL & HL)	TECH	5 + 5
Creativity	ARTS	NS	5 + 5
Collaboration	EMS	TECH	5 + 5
Metacognition	LO	MATHS	5 + 5
Total			50



Section 4

Critical Thinking

Scoring Rubric 21 st Century Skills							
1. Critical thinking: (Critical thinkers ask questions, find the right information, and apply it to solve a problem)	SS (Project 1)			Math (Project 2)			Total
	1.1 Able to define a problem (How did apartheid laws influence business and career opportunities?)	Y 1	N	1.1 Able to define a problem (How do we calculate resistance in a current?)	Y	N 0	5/10
	1.2 Able to investigate information/do research	Y	N 0	1.2 Able to investigate information/research formulas	Y 1	N	
	1.3 Knows how to select information	Y 1	N	1.3 Knows how to select Information/choose formula	Y 1	N	
	1.4 Able to apply information	Y 1	N	1.4 Able to apply the information/formula to find a solution	Y	N 0	
	1.5 Can present information	Y	N 0	1.5 Monitors information/checks with teacher if correct/adapts if necessary	Y	N 0	
		3/5			2/5		

Communication

	Scoring Rubric 21 st Century Skills						
2. Communication:	LANG (Project 1)			TECH (Project 2)			Total
(Communication is the process of sharing information, attitudes and values. Both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important)	2.1 Well-articulated oral communication	Y 1	N	2.1 Well-articulated oral communication/brings ideas to group discussion	Y 1	N	9/10
	2.2 Well-articulated written communication	Y 1	N	2.2 Well-articulated written communication/well-designed ideas on paper	Y 1	N	
	2.3 Understands the use of correct tone of voice for different settings	Y	N 0	2.3 Understands the use of correct tone of voice for different settings	Y 1	N	
	2.4 Understands subtle non-verbal clues or body language	Y 1	N	2.4 Understands subtle non-verbal clues or body language	Y 1	N	
	2.5 Shows empathy towards others	Y 1	N	2.5 Shows empathy towards others	Y 1	N	
			4/5			5/5	

Creativity

Scoring Rubric 21 st Century Skills							
3. Creativity: (Creative thinking is defined as the ability to come up with many different ideas and apply them to find realistic solutions to problems. There are two important aspects to creative thinking: Originality and usefulness)	ARTS (Project 1)			NS (Project 2)			Total
	3.1 Good at generating ideas	Y 1	N	3.1 Good at generating ideas (circuit design)	Y	N 0	
	3.2 Knows how to consider and evaluate best ideas	Y	N 0	3.2 Knows how to consider and evaluate best ideas	Y	N 0	
	3.3 Can manipulate ideas to fit the setting	Y	N 0	3.3 Can manipulate ideas to fit the setting	Y 1	N	
	3.4 Ideas are original	Y	N 0	3.4 Ideas are realistic	Y	N 0	
	3.5 Ideas are useful and relevant	Y 1	N	3.5 Ideas are relevant to solving the problem	Y	N 0	
		2/5			1/5		3/10

Collaboration

Scoring Rubric 21 st Century Skills							
4. Collaboration: (Collaboration is when two or more people work together to solve a problem. Interdependence is achieved when group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.)	EMS (Project 1)		TECH (Project 2)			Total	
	4.1 Participation: Engages well with the group and the task	Y 1	N	4.1 Participation: Engages well with the group and the task	Y 0	N	
	4.2 Tries to understand each groups member's perspective and uses this to co-create solution	Y 1	N	4.2 Tries to understand each groups member's perspective and uses this to co-create solution	Y 1	N	
	4.3 Social regulation: Good at negotiating role within group	Y 1	N	4.3 Social regulation: Good at negotiating role within group	Y 1	N	
	4.4 Can work interdependently	Y 1	N	4.4 Can work interdependently	Y 1	N	
	4.5 Easily shares and pools resources	Y	N 0	4.5 Easily shares and pools resources	Y 1	N	
		4/5			4/5		8/10



Section 5

21ST Century skills Capturing template
Class: 9D

[illegible]



Section 6

SA-SAMS Patch 22.1.0 (13:10:2022)

Screen 12.3.1.2

Maintain Learner Task Assessments (12.3.12)

Grade: Grade 09
Subject: Competency
Class: GRADE 9A
OR Subject Group:
Term: Term3 2022/07/19 - 2022/09/30
Sorting: Alphabetical
Learner Filter: All Learners
Marks Security: Off
Max View
Go
Add -1 to all
Subject Total: 50
Learners #: 39

Competency Class: GRADE 9A Term3 : 2022/07/19 - 2022/09/30 All Learners Patch Version: 22.1.0			TASKS	TASK 1 Collaboration	TASK 2 Communication	TASK 3 Creativity	TASK 4 Critical Thinking	TASK 5 Metacognition				
Activities												
Weighting				20	20	20	20	20				
Marks: -1 = Absent, -2 = Not Captured			Total Mark	10	10	10	10	10				
Include in SBA Year Mark			Term /Date	Term3 2022/07/19	Term3 2022/07/19	Term3 2022/07/19	Term3 2022/07/19	Term3 2022/09/29	TOTAL Weighted Mark	Term %	Level	Report Term
No	Acc No	Learner	Gender	T1	T2	T3	T4	T5	100			
1	2055446	ADRIK, Lucky	Male	10	10	10	10	10	100.00	100.00	7	100
2	2005091	CONUWAYO, Blessing	Male						-1.00	-1.00		
3	GW1518	DUBAZANA, Innocentia	Female						-1.00	-1.00		
4	2005005	DUBE, Jacqueline	Female						-1.00	-1.00		
5	GW1876	FATJE, Oppo	Female						-1.00	-1.00		
6	2008124	GAMBZAH, Sipive	Female						-1.00	-1.00		
7	2003084	JAKUES, Gontse	Female						-1.00	-1.00		
8	2005414	KGOPE, Tsheneng	Male						-1.00	-1.00		
9	GW0076	KHUMALO, Tshamo	Male						-1.00	-1.00		
10	GW1805	KOBEDI, Angel	Female						-1.00	-1.00		
11	2005121	LAKEL, Tshene	Male						-1.00	-1.00		
12	2007102	LEOODI, Lethabo	Male						-1.00	-1.00		
13	080409	MAGABE, Thato	Male						-1.00	-1.00		
14	060615	MANETSA, Tsheneng	Male						-1.00	-1.00		
15	0711703	MAKHUBELE, Ntsakisi	Female						-1.00	-1.00		
16	07101704	MAKHUBELE, Ntsakisi	Female						-1.00	-1.00		
17	GW1930	MAHE, Kgomofo	Female						-1.00	-1.00		
18	GW1312	MAHE, Pheteng	Female						-1.00	-1.00		
19	20050836	MASEGA, Patricia	Female						-1.00	-1.00		
20	20060204	MASEKO, Ralebogile	Female						-1.00	-1.00		
21	20050920	MATLOU, Emily	Female						-1.00	-1.00		
22	20070603	MBHIZA, Bianca	Female						-1.00	-1.00		
23	GW20734	MBOVENE, Teboho	Male						-1.00	-1.00		
24	20060905	MOHAWAZI, Nene	Female						-1.00	-1.00		
25	GW0045	MULUTSI, Onkarabile	Male						-1.00	-1.00		
26	GW0258	MOAGI, Mogalela	Male						-1.00	-1.00		
27	0344555	MOGOSHE, Gomolemo	Male						-1.00	-1.00		
28	GW1457	MOHLALA, Dimakatso	Female						-1.00	-1.00		
29	201738	MOLEVE, Lesego	Male						-1.00	-1.00		
30	GW1511	MOTLABANE, Thato	Male						-1.00	-1.00		
31	2007041	MOTSONO, Motshale	Female						-1.00	-1.00		
32	GW0040	NDGU, Kamogelo	Male						-1.00	-1.00		
33	20060124	NGOBENI, Botumelo	Male						-1.00	-1.00		
34	20070816	SEKOP, Lethagengalo	Male						-1.00	-1.00		
35	GW1009	SIBANDA, Omphile	Male						-1.00	-1.00		
36	GW0003	SITHOLE, Orymas	Male						-1.00	-1.00		
37	20061018	TALI, Aitsepele	Female						-1.00	-1.00		

Weighting Info
Levels
Export to Excel
Print grid for mark entry
Print with marks
Save
Done

