

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Citizenship

For collaboration and communication skills, teachers encourage students to work in groups, share ideas, and find solutions together while they are doing experiments and activities. Teachers make students find solutions to problems from review questions and exercises by themselves. Students create new ideas to solve the problems especially open questions and finally make evaluation themselves to develop the skills: critical thinking and problem solving skills, creativity and innovation skills. To become good citizens, teachers ask students to prepare resources, learn actively in classroom, do activities and laboratory work together and peer evaluation. Desired positive attitudes and values of the lessons in the classroom will be developed.

4. Overview of Classroom Level Assessment

Classroom level assessment intends to inform the teachers about a student's learning progress, so the teacher can help the student's improvement. Teachers will need to determine how best the students can learn so the teachers will be able to adjust their teaching to improve the quality of learning. Development of Soft Skills is an ideal place to begin to develop the teachers' formative assessment capability and techniques.

Strategies for conducting classroom level formative assessments include the following:

- Observation: Observe the students directly and record observations, including behaviour in group work in preparation for practical or activities. Also observe one or more of the 5Cs.
- Questioning: Ask the questions to the students to determine the level of understanding (Bloom's taxonomy) and adjust their teaching approach according to the result. This may happen at any time in the lesson as well as in the Review for the final stage of section.

Questions that could be asked at different stages of a lesson are given below:

✓ At the beginning of a section

- How will the students be stimulated the prior knowledge and connect the real world experiences?
- How will the students be organised for the planned activities?
- What information do the teachers need? What information do the students need?

- What equipment or materials do you need? What equipment or materials do the students need?
- How will the materials be available, organised, and used?
- What do you think the result will be?

✓ At the end of each section

- Ask yourself “is the lesson / activity going as expected”?
- Ask yourself “is there any other information might be needed to help students understand the lesson”?
- Ask yourself “can it be done in different ways?”

✓ At the end of the chapter

- Did your work meet the expected outcomes?
- What have the students learned in this chapter?
- Has the work helped you to assess individual student’s conceptual understanding?

5. Social Dimensions in Basic Education High School Classroom

Social dimension meaning extends beyond classroom boundaries. To diminish social inequality in the outside world, teachers should provide equal opportunities for all students inside school walls. Social dimension of contents in Textbook and Teacher’s Guide goes far beyond interpersonal relationships and developing the soft skills which will support all students including disabilities, lower socioeconomic status, and minority groups. Education advocates consensus in social thought and cooperation. Education encourages people to examine the places where a society may need improvement. Those attitudes and values will inspire students to become good citizens. Also teachers should be aware of and avoid some social biases in the classroom. Education supports the social system; its citizens’ collective ideals and goals. Learning outcomes are statements that clearly define what students are expected to know, understand and be able to do in terms of knowledge in alignment with global sustainable development goals and National Education Strategic Plan.