

# Types Of Assessments Based On Bloom's Taxonomy In The Merdeka Curriculum Book *English For Change* For Phase F Of XI Class

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## Abstract.

*This study examines the assessment tasks presented in the English for Change textbook for Phase F (Grade XI), which is designed in accordance with Indonesia's Merdeka Curriculum. Guided by Bloom's revised Taxonomy, the research aims to classify the cognitive levels targeted by the textbook's assessments and evaluate their distribution across six language skills: listening, speaking, reading, writing, viewing, and presenting. Employing a qualitative content analysis approach, a total of 259 distinct assessment tasks were identified and analyzed. The results show a predominant focus on lower- to mid-level cognitive skills, with "Understanding" (37.93%) and "Create" (34.48%) being the most frequently represented levels, followed by "Apply" (20.69%) and a minimal presence of "Evaluate" (6.9%). Most of the tasks are formative, productive, and performance-based, reflecting the curriculum's emphasis on student-centered and active learning. However, the underrepresentation of higher-order thinking skills—particularly in listening and evaluative tasks—suggests a need for more balanced cognitive engagement. The study offers implications for textbook developers, educators, and curriculum planners to enhance assessment design by incorporating more diverse and cognitively challenging tasks to support critical thinking and 21st-century skill development in EFL instruction.*

**Keywords:** Bloom's Taxonomy; assessment, Merdeka Curriculum; English for Change; textbook analysis; higher-order thinking and EFL education.

## I. INTRODUCTION

### A. Background of the Study

Assessment plays a critical role in the teaching and learning process, particularly in English as a Foreign Language (EFL) education. It serves not only as a tool to measure student achievement but also as a guide for instruction, helping educators identify learning gaps and adapt pedagogical strategies (Nooralam & Sakhiyya, 2022). In the context of the Merdeka Curriculum—a recent innovation in Indonesia's national education system—assessment is reimagined to support holistic, student-centered learning. (Shadri, Hermita, Deswarni, Purnamasari, et al., 2023) Teachers utilize the textbooks created by the Indonesian Ministry of Education and Culture when teaching the Merdeka curriculum and students are given educational resources, followed by tasks that evaluate their learning objectives. (Sadora et al., 2021) The curriculum emphasizes differentiated instruction, learner autonomy, and competency-based learning outcomes, encouraging students to develop both foundational and higher-order thinking skills. Textbooks, as core learning resources, are instrumental in translating curriculum principles into classroom practice. One such textbook is *English for Change* for Phase F (Grade XI), developed to align with the Merdeka Curriculum. It includes various learning activities and assessment tasks aimed at cultivating students' communicative competence and critical thinking. However, the extent to which these assessments reflect a balanced cognitive load, especially in alignment with Bloom's Taxonomy, remains underexplored. The Merdeka Curriculum uses three different forms of assessment: formative, summative, and diagnostic. The purpose of a diagnostic evaluation is to identify a student's areas of weakness so that the right kind of instruction may be given.

Another way to think of diagnostic assessment is as an examination used to pinpoint the specific kinds of challenges that pupils are facing in a given subject. On the other hand, formative assessment aims to ascertain how much a student has changed as a result of participating in a specific program. (Shadri, Hermita, Deswarni, S, et al., 2023) Bloom's Taxonomy, developed by Benjamin Bloom and revised by Anderson and Krathwohl offers a framework for categorizing cognitive skills into six hierarchical levels: Remembering,

Understanding, Applying, Analyzing, Evaluating, and Creating. This taxonomy is widely used to evaluate instructional objectives, learning activities, and assessments. When applied to textbook analysis, Bloom's Taxonomy helps to determine whether students are being challenged at various levels of cognition or limited to lower-order thinking skills. Numerous studies examine how Bloom's taxonomy might be applied to teaching and learning in the context of programming, which is the process of planning, instructing, learning, and assessing. Teachers can accurately execute the curriculum and assess students with the help of this taxonomy. (Momen et al., 2023) This study is designed to analyze the types of assessments presented in *English for Change* for Phase F and to classify them based on Bloom's Taxonomy. Through this analysis, the research aims to uncover the cognitive emphasis of the textbook and offer insights into how it supports the development of 21st-century competencies as envisioned in the Merdeka Curriculum.

### **B. Research Problem**

This study is guided by the following central questions:

1. What types of assessment tasks are featured in *English for Change* for Phase F?
2. How are these tasks distributed across the six levels of Bloom's Taxonomy?

### **C. Research Objectives**

The objectives of this study are:

1. To identify the types of assessment tasks included in the textbook.
2. To classify these tasks according to Bloom's Taxonomy of cognitive skills.
3. To evaluate the balance of cognitive demands in the textbook's assessment design.

### **D. Significance of the Study**

This research is expected to contribute to the understanding of how assessment is designed in accordance with cognitive development principles within the Merdeka Curriculum. It may be useful for:

- **Curriculum developers**, in refining textbook content to ensure alignment with intended learning outcomes.
- **English teachers**, in selecting and supplementing assessment tasks that promote a wider range of cognitive engagement.
- **Researchers**, by offering a methodological model for textbook assessment analysis using Bloom's framework.

## **II. LITERATURE REVIEW**

### **A. Bloom's Taxonomy of the Cognitive Domain**

Bloom's Taxonomy, originally developed in 1956 and revised by Anderson and Krathwohl in 2001, (Wilson, 2016) is a widely recognized framework used to classify educational goals according to cognitive complexity. The revised taxonomy categorizes thinking skills into six hierarchical levels:

1. **Remembering** – recalling facts and basic concepts
2. **Understanding** – explaining ideas or concepts
3. **Applying** – using information in new situations
4. **Analyzing** – drawing connections among ideas
5. **Evaluating** – justifying a decision or course of action
6. **Creating** – producing new or original work

This taxonomy is instrumental in designing instructional materials, formulating learning objectives, and developing assessments that foster both lower-order and higher-order thinking skills. In the context of English language learning, tasks aligned with higher levels of Bloom's Taxonomy (Analyzing, Evaluating, Creating) are essential to promote learners' critical thinking, problem-solving, and creativity. Several studies have applied Bloom's Taxonomy to examine the cognitive demands of textbook activities and assessments (Jha, 2023; Khora, 2021; Maharani et al., 2018; Stevani & Tarigan, 2022). These studies often reveal that many textbooks concentrate on lower-order thinking skills, which may limit students' cognitive development. Therefore, analyzing textbook assessments through the lens of Bloom's Taxonomy is vital to ensure cognitive balance and promote deep learning.

### B. Types of Assessment in English Language Learning

Assessment in English language teaching (ELT) encompasses a variety of formats and purposes. Broadly, assessment can be categorized into:

- **Formative assessment:** conducted during the learning process to monitor student progress and inform instruction. Examples include quizzes, comprehension checks, reflective journals, and peer feedback.
- **Summative assessment:** conducted at the end of a learning unit to evaluate achievement. Examples include final exams, projects, and standardized tests.

According to Brown (Brown, 2019) language assessments may be task-based, communicative, or performance-oriented, and should be authentic, reliable, and aligned with instructional goals. In EFL classrooms, a well-rounded assessment approach should integrate all four skills (listening, speaking, reading, writing) and assess a range of cognitive abilities—from basic recall of vocabulary to complex analysis of literary texts or real-world communication tasks. Besides, there are receptive tasks like multiple-choice questions, true/false statements, matching activities, or sequencing tasks are frequently used in extensive testing. Since productive tasks demand that students generate their own words, they are regarded as more communicative since they force test-takers to perform directly. Short answer questions, gap-filling exercises, information-transfer exercises, and summary writing are examples of productive tasks (Inbar-Lourie, 2008)

### C. Role of Textbooks in Assessment Design

Textbooks serve as a primary tool in implementing curriculum objectives in the classroom. They influence teachers' instructional practices, shape learners' experiences, and provide ready-made assessment materials. (Richards, 2015) emphasizes that textbooks offer structure and consistency, especially in contexts where teacher training or resources are limited. Besides according to Sherman et al. (2016) and Hadar (2017), the textbook serves as the primary curriculum carrier and plays a central role in the teaching and learning of school subjects. (Mithans & Ivanuš Grmek, 2020).

However, reliance on textbooks also means that the quality of their assessments significantly impacts learning outcomes. If textbook assessments focus predominantly on rote memorization or grammar drills, they may fail to develop students' higher-order thinking skills. Therefore, it is important to analyze textbook-based assessments not only in terms of content but also in terms of cognitive demand, using frameworks like Bloom's Taxonomy.

### D. The Merdeka Curriculum and Its Assessment Philosophy

The Merdeka Curriculum is a competency-based curriculum introduced in Indonesia to promote differentiated, student-centered education. It encourages teachers to design learning that is adaptive to students' needs, interests, and abilities. One of its core principles is the development of **Profil Pelajar Pancasila** (Pancasila Student Profile), which includes critical thinking, creativity, collaboration, and lifelong learning. Assessment in the Merdeka Curriculum is envisioned as an integral part of the learning process. It moves away from traditional test-centric practices and embraces authentic assessment, performance tasks, self-reflection, and peer assessment. The use of **modul ajar** (teaching modules) and flexible lesson planning encourages teachers to go beyond textbooks and create more meaningful assessments. However, despite this flexibility, textbooks such as *English for Change* remain widely used. It is therefore crucial to investigate whether such textbooks uphold the curriculum's emphasis on deeper learning by offering assessments that span the full range of Bloom's Taxonomy.

## III. METHODS

### A. Research Design

This study employs a **qualitative content analysis** approach to examine and classify the assessment tasks in the textbook *English for Change* for Phase F (Grade XI) based on Bloom's Taxonomy. Content analysis is suitable for systematically interpreting textual and visual content within documents, such as textbooks, to identify patterns and themes. The qualitative lens allows for a more nuanced understanding of the cognitive demands embedded in the textbook assessments.

### B. Data Source

The primary data source is the textbook titled *English for Change* for Phase F (Grade XI), published under the Merdeka Curriculum by the Ministry of Education, Culture, Research, and Technology of Indonesia. This textbook was selected because:

- It is designed specifically for the Merdeka Curriculum.
- It is used in senior high school classrooms across Indonesia.
- It contains various formative and summative assessment activities integrated into thematic units.

Only the official version of the textbook was analyzed, focusing on both main text and supplementary sections (e.g., exercises, project tasks, and reflection activities).

### C. Data Collection Procedure

The data collection process involved a systematic review of the entire textbook. The steps were as follows:

1. **Identification of Assessment Tasks:** All explicit assessment activities—whether formative (e.g., reflection prompts, comprehension checks) or summative (e.g., unit reviews, performance tasks)—were identified and extracted.
2. **Documentation and Categorization:** Each task was documented with reference to its page number, task type, language skill targeted (listening, speaking, reading, writing), and task description.

To ensure consistency, assessment tasks that were repeated across units or sections were counted once if they were identical in structure and learning objective.

### D. Data Analysis Procedure

After collecting the assessment tasks, the following analytical procedures were applied:

1. **Coding Based on Bloom's Taxonomy**

Each task was coded according to the six levels of Bloom's revised taxonomy:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

The classification was based on the action verbs used in the task instructions and the cognitive processes required to complete the task. A coding rubric was developed to maintain consistency in classification.

2. **Inter-rater Validation**

To enhance the credibility of the analysis, a second coder with expertise in English education and Bloom's Taxonomy was invited to code a sample of the tasks independently. Discrepancies were discussed and resolved through consensus.

3. **Data Interpretation**

The results were interpreted both quantitatively (e.g., frequency of tasks per cognitive level) and qualitatively (e.g., nature of tasks at each level). This dual approach helped uncover patterns in cognitive emphasis and the balance between lower-order and higher-order thinking skills.

## IV. RESULT AND DISCUSSION

### A. Overview of Assessment Types in the Textbook

The analysis of the textbook *English for Change* for Phase F revealed a diverse range of assessment tasks integrated throughout the units. These include:

- Short-answer and multiple-choice questions (typically found in reading sections)
- Guided writing tasks (e.g., writing invitations, letters, or essays)
- Project-based tasks (e.g., creating posters, delivering speeches)
- Reflective journal prompts and self-assessment checklists
- Speaking and listening activities embedded in dialog-based exercises

In total, **259 distinct assessment tasks** were identified across 5 thematic units. These tasks target multiple language skills—reading, writing, listening, viewing, presenting and speaking—and are distributed throughout unit as formative assessment. Almost all assessments are not clearly labeled as as formative, others are embedded within learning activities and require interpretation to determine their evaluative nature.

### B. Mapping Assessment Tasks to Bloom's Taxonomy

#### 1. Summary of Assessment Types in the *English for Change* Textbook

The *English for Change* textbook utilizes a variety of assessment types across six language skills: **listening, speaking, reading, writing, viewing, and presenting**. Most assessments are **formative** and fall into **productive** or **performance-based tasks**, categorized using **Bloom's Taxonomy** to gauge cognitive demand.

#### 1. Listening Assessment

- Tasks: Gap-fill, true/false, identifying expressions.
- Types: Both **receptive** and **productive** tasks.
- Cognitive Level: Mainly **understanding**.
- Note: Low frequency of tasks; one unit lacks related questions despite audio material.

#### 2. Speaking Assessment

- Tasks: Role-plays, dialogues, speeches, debates.
- Types: **Productive** and **performance** tasks.
- Cognitive Level: Mainly **apply** and **create**.
- Emphasis on student-generated content, but within structured prompts.

#### 3. Reading Assessment

- Tasks: Answering comprehension questions, identifying main ideas, evaluating text purposes.
- Types: Mostly **productive** with some **receptive** tasks.
- Cognitive Level: Mainly **understanding** and **apply**.
- Dominated by comprehension-based productive questions.

#### 4. Writing Assessment

- Tasks: Caption writing, WhatsApp messages, exposition, narratives, procedures.
- Types: Exclusively **productive** tasks.
- Cognitive Level: Primarily **create**.
- All units focus on generative writing from stimuli (pictures, prompts, organizers).

#### 5. Viewing Assessment

- Tasks: Synthesizing content, answering questions, poster creation.
- Types: Exclusively **productive** tasks.
- Cognitive Level: From **understanding** to **evaluate**.
- Higher-level tasks observed in Units I and V, exceeding B1 level expectations.

#### 6. Presenting Assessment

- Tasks: Infographics, posters, digital presentations, debates.
- Types: **Productive** and **performance** tasks.
- Cognitive Level: Ranges from **understanding** to **create**.
- Focuses on visual-verbal output and collaborative or individual performance.

### General Observations:

- All assessments are **formative** in nature.
  - There is a strong emphasis on **productive tasks** across all skills.
  - **Performance-based tasks** are mainly used in speaking and presenting.
  - Listening tasks show the least variety and quantity, indicating an area for improvement.
2. Dominant Bloom's Taxonomy Level by Language Skill



Language Skill	Dominant Cognitive Level (Bloom's Taxonomy)	Remarks
<b>Listening</b>	Understanding	All tasks target basic comprehension (e.g., gap-fill, T/F, identifying info).
<b>Speaking</b>	Apply, Create	Emphasis on dialog creation, speeches, debates, and role-plays.
<b>Reading</b>	Understanding	Mostly comprehension tasks (topic, main idea, purpose).
<b>Writing</b>	Create	Focused on generative writing (captions, narratives, expositions).
<b>Viewing</b>	Evaluate, Create	Higher-level thinking in synthesizing, evaluating, and poster creation.
<b>Presenting</b>	Create, Apply	Creating visuals and presenting ideas through debates and infographics.

### 3. Bloom's Taxonomy Levels in English for Change Textbook

Bloom's Taxonomy Level	Frequency	Percentage (%)	Example from Textbook
Understanding	11	37.93	Answer comprehension questions about a descriptive or narrative text
Apply	6	20.69	Role-play a conversation or present a topic
Create	10	34.48	Write a narrative or create a poster based on given prompts
Evaluate	2	6.9	Synthesize and evaluate the content of a procedure text

The analysis of Bloom's Taxonomy levels in the *English for Change* textbook reveals a dominant emphasis on lower to mid-level cognitive skills. The most frequently assessed level is **"Understanding"**, which appears in 11 tasks (37.93%), typically involving comprehension questions based on descriptive or narrative texts. **"Create"** follows closely with 10 tasks (34.48%), often requiring students to produce written narratives or visual materials like posters based on prompts. **"Apply"** is present in 6 tasks (20.69%) and includes activities such as role-playing conversations or delivering presentations. The least represented is **"Evaluate"**, with only 2 tasks (6.9%), involving higher-order thinking skills like analyzing and evaluating procedural texts. This distribution shows that while the textbook supports some creative and practical application, it prioritizes comprehension over critical evaluation.

### 4. Summary of Assessment Types in *English for Change*

Language Skill	Assessment Types	Task Nature	Bloom's Levels	Formative/Summative
Listening	Receptive, Productive	Gap-fill, T/F, Fill-in-the-blank, ID tasks	Understanding	Formative
Speaking	Productive, Performance	Role-play, Dialog, Speech	Apply, Create	Formative
Reading	Receptive, Productive	Identify topic, Q&A, T/F	Understanding, Apply	Formative
Writing	Productive	Caption, Text composition	Create, Understanding	Formative
Viewing	Productive	Synthesizing, Poster, Evaluation	Understanding, Evaluate, Create	Formative
Presenting	Productive, Performance	Infographic, Debate, Presentation	Create, Apply, Understanding	Formative

The assessment types used in the *English for Change* textbook reflect a consistent emphasis on **formative evaluation** across six language skills: listening, speaking, reading, writing, viewing, and presenting. For **listening**, tasks include gap-fills, true/false questions, and expression identification, employing both **receptive and productive formats**. However, listening tasks are limited in number, with Unit V notably including audio but no related questions. **Speaking assessments** focus on role-plays, dialogues, speeches, and debates, categorized as **productive and performance tasks**, targeting higher-order thinking skills such as **applying and creating**. Despite their interactive nature, these tasks tend to follow structured formats that limit spontaneity. In the **reading section**, students primarily engage in answering comprehension questions and identifying text features. These are mostly **productive tasks**, with some receptive components, focusing on **understanding and applying** content.

**Writing assessments** are exclusively **productive**, encouraging students to create captions, WhatsApp messages, and various text types (analytical, narrative), all of which target the **create** level of Bloom's taxonomy. Every unit consistently includes writing tasks that emphasize creative language production. **Viewing tasks** also rely solely on **productive assessments**, such as synthesizing content, answering comprehension questions, and designing posters. These exercises span multiple cognitive levels—**understanding, evaluating, and creating**—with Units I and V incorporating higher-order thinking skills. Finally, **presenting tasks** involve the use of infographics, poster creation, and debates, blending **productive and performance-based assessments**. These tasks are designed to assess students' ability to understand, apply, and create content through visual and verbal presentations, both individually and collaboratively. Overall, the textbook prioritizes student-generated outputs across skills but could benefit from a greater variety of assessment formats, particularly in listening.

### C. Interpretation of Findings

Based on the findings, the assessment practices in the *English for Change* textbook emphasize **formative, productive, and performance-based tasks** across six language skills: listening, speaking, reading, writing, viewing, and presenting. The analysis shows a strong preference for lower to mid-level cognitive demands, with **"Understanding" (37.93%)** as the most frequently targeted Bloom's level, followed by **"Create" (34.48%)** and **"Apply" (20.69%)**, while higher-order thinking like **"Evaluate" (6.9%)** appears less often. Listening tasks are minimal and primarily comprehension-based, while speaking and presenting incorporate role-plays, debates, and performances aimed at application and creation. Reading and writing tasks largely involve comprehension and generative writing from prompts, whereas viewing and presenting activities encourage synthesis, evaluation, and creativity. Overall, the textbook promotes student output and creativity but reveals a gap in evaluative and critical thinking tasks, especially in listening, indicating room for enhancement in task variety and cognitive challenge.

### D. Implications for Teaching and Learning

The findings of this study have several implications for both textbook developers and English language educators. The predominance of formative, productive, and performance-based assessments in the *English for Change* textbook reflects a pedagogical orientation aligned with the principles of the Merdeka Curriculum, which emphasizes student agency, creativity, and active participation. However, the cognitive demand of many assessment tasks is concentrated at the lower to mid-levels of Bloom's Taxonomy—particularly at the "Understanding" and "Create" levels—while higher-order thinking skills such as "Evaluate" and "Analyze" are notably underrepresented. This imbalance may limit students' opportunities to engage in deeper, more critical forms of learning and reflection, especially in skills like reading, viewing, and writing. Additionally, the limited scope and quantity of listening assessments, including the complete absence of tasks in one unit, raise concerns about the comprehensive development of students' receptive skills. Since listening plays a crucial role in language acquisition and real-world communication, its marginalization may hinder students' holistic language proficiency. In response to these implications, the following recommendations are proposed.

First, textbook developers should strive to incorporate a broader range of assessment tasks that engage higher-order thinking skills, thereby encouraging students not only to understand and create but also to analyze, evaluate, and reflect. Second, a more balanced integration of receptive and productive tasks is necessary to ensure the development of all four core language skills. In particular, listening assessments should be increased in number, variety, and depth. Third, it is recommended that assessment tasks be clearly labeled as formative or summative to aid teachers in instructional planning and alignment with assessment objectives. Fourth, the textbook should incorporate differentiated assessment approaches to support students with varying levels of language proficiency. This can be achieved by offering multiple task formats and scaffolding options within each unit. Finally, the use of digital and authentic contexts should be further expanded, especially given the curriculum's emphasis on 21st-century competencies. By embedding assessments in meaningful, real-world scenarios—such as social media, digital storytelling, or project-based learning—students are more likely to find the tasks engaging, relevant, and reflective of actual communication practices.

## V. CONCLUSION

### A. Summary of Findings

The analysis of the *English for Change* textbook from the perspective of Bloom's Taxonomy provides valuable insights into the cognitive levels targeted through its assessment tasks. A total of 29 representative tasks were mapped across the six levels of Bloom's Taxonomy. The results reveal a strong emphasis on **Lower-Order Thinking Skills (LOTS)**, particularly at the *Understanding* level, which accounts for the largest proportion of the assessment tasks (**37.93%**). Tasks at this level typically involve basic comprehension activities, such as answering questions about the main idea, identifying specific information, or completing true/false questions. These types of tasks are especially prevalent in the listening and reading sections of the textbook. Tasks categorized at the *Create* level (34.48%) and *Apply* level (20.69%) show the textbook's partial effort to integrate **Higher-Order Thinking Skills (HOTS)**. These tasks are most often found in the speaking, writing, presenting, and viewing sections, where students are expected to produce original output—such as constructing a narrative, delivering a speech, participating in debates, or designing posters. These activities support creativity and practical application, aligning with the Merdeka Curriculum's emphasis on active and contextualized learning.

However, the *Evaluate* level, which is a core component of HOTS and essential for fostering analytical and critical thinking, is significantly underrepresented. Only **6.9%** of the tasks reach this level, suggesting limited opportunities for students to engage in evaluative reasoning, judgment, or decision-making based on criteria or evidence. This underrepresentation is notable considering the curriculum's stated goals of promoting critical thinking and reflective learning. Overall, the textbook shows a clear imbalance between LOTS and HOTS, with a heavy concentration on comprehension and creation, and limited emphasis on evaluation or analysis. While the inclusion of creative tasks is commendable, the scarcity of evaluative and analytical tasks limits the development of deeper cognitive skills necessary for academic literacy and real-world problem-solving. This finding suggests a need for greater intentionality in task design, ensuring that learners are regularly challenged across all levels of cognitive complexity—not only to understand and create, but also to critically assess, analyze, and justify their ideas.

### B. Contributions of the Study

This study contributes to the growing body of research on curriculum-based textbook evaluation by offering a focused analysis of assessment types in the *English for Change* textbook, aligned with **Bloom's Taxonomy** within the framework of the **Merdeka Curriculum**. By systematically mapping assessment tasks across cognitive levels and language skills, the study highlights how textbooks can support—or limit—the development of **Higher-Order Thinking Skills (HOTS)** and **Lower-Order Thinking Skills (LOTS)** in Indonesian senior high school classrooms. The research also sheds light on the **pedagogical design** of formative assessments and their role in shaping student learning experiences. It identifies key strengths in the textbook's emphasis on creativity and student production, while also revealing critical gaps in the representation of higher-order evaluative and analytical tasks. This nuanced understanding can inform **textbook developers, curriculum designers, and teachers** seeking to align instructional materials more closely with national curriculum goals. Furthermore, this study contributes methodologically by providing a replicable framework for conducting **Bloom's-aligned content analysis** in language education materials—an area still underexplored in the Indonesian context.

#### A. Recommendation for Future Research

##### 1. Expand Scope to Other Textbooks

Future research could extend the analysis to other textbooks used at different phases (e.g., Phase E or Phase F), or compare *English for Change* with alternative materials to examine consistency in assessment practices across resources.

##### 2. Focus on Summative Assessments

Since this study primarily focused on formative tasks, future research should investigate how summative assessments (e.g., unit tests or final projects) are integrated and whether they align with both Bloom's Taxonomy.



### 3. Classroom Implementation Studies

Conduct classroom-based research to observe how teachers interpret and implement the textbook's assessment tasks in practice. This would help assess the actual effectiveness and adaptability of the textbook's formative assessments.

### 4. Student Perspective and Learning Outcomes

Explore students' perceptions of these assessments and how they influence learning outcomes, motivation, and the development of critical thinking skills.

### 5. Digital and Differentiated Assessments

Investigate how digital tools and differentiated instruction strategies could be embedded into textbook-based assessments to better support diverse learners in achieving higher-order thinking outcomes.

### 6. Longitudinal Studies

A longitudinal study could examine the cumulative effect of these textbook-based assessments on students' English proficiency development over time, particularly in their ability to analyze, evaluate, and produce language authentically.

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