

Integration of classroom assessment techniques in authentic assessment for literature learning in higher education: A conceptual literature review

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KEYWORDS	ABSTRACT
Authentic Assessment Classroom Assessment Techniques Higher Education Literature Teaching Practice-Based Learning	Conventional assessment in university literature courses often prioritises theoretical knowledge while providing limited evidence of students' interpretive, applicative, performative, research, and reflective competencies. This conceptual literature review investigated how classroom assessment techniques (CAT) could be incorporated into an authentic assessment framework for literature education. A structured search across Scopus, ERIC, ScienceDirect, Google Scholar, and Garuda identified 38 publications for theory-informed thematic analysis. The analysis integrated conceptual definitions, assessment principles, task characteristics, student actions, learning evidence, and relationships among authentic assessment, CAT, and literary competence. Five interrelated competency dimensions emerged: interpretation, application, performance, research, and reflection. Based on these dimensions, the review proposes primary but non-exclusive alignments with five CAT techniques: directed paraphrasing, application cards, human tableau, paper or project prospectuses, and student-generated questions. The resulting framework positions authentic assessment as the overarching approach and CAT as a potential mechanism for eliciting varied evidence of literary competence. Rather than prescribing fixed one-to-one correspondences, the framework recognises that each technique may address multiple competencies and may be adapted to literary genre, learning outcomes, classroom conditions, and assessment purposes. The study contributes a conceptually grounded and context-sensitive model for designing participatory, competency-oriented assessment in university literature education. As the framework derives from literature synthesis rather than classroom implementation, its feasibility, effectiveness, and educational value remain to be established through empirical validation across diverse courses and institutional contexts.

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Introduction

Literary competence in higher education is inherently multidimensional. It encompasses not only knowledge of literary concepts and theories but also the capacity to interpret texts, relate literary meanings to sociocultural contexts, engage in aesthetic appreciation and creative or performative expression, and reflect critically on literary and learning experiences. These competencies require students to construct, justify, and communicate meaning rather than merely reproduce established knowledge. Nevertheless,

assessment in many university literature courses continues to rely heavily on written examinations, objective tests, and assignments that primarily measure conceptual understanding. Sunardi et al. (2025) identified a tension between the aesthetic and experiential aims of literature instruction and assessment practices that remain oriented toward conceptual knowledge. Similarly, Cuaca's (2025) metasynthesis showed that literature assessment across educational contexts continues to privilege cognitive outcomes over students' interpretive and creative abilities.

This misalignment reflects a broader challenge in higher education. Transformations in twenty-first-century higher education have reshaped how learning experiences are designed, implemented, and evaluated (Alenezi, 2023; Hu et al., 2025). The shift from teacher-centred to student-centred learning requires assessment to function not only as a measure of learning outcomes but also as an integral component of the learning process (Kong & Yang, 2024). Assessment is consequently expected to capture student competence in holistic, contextual, and meaningful ways rather than focus exclusively on subject-matter knowledge (Rotthoff et al., 2021; Sumarwati et al., 2023). This expectation is particularly relevant to literature education, where interpretation, contextual application, performance, research, and reflection cannot be adequately represented through knowledge-reproduction tests alone.

Authentic assessment offers a relevant framework for addressing this challenge by enabling students to demonstrate their knowledge and skills through meaningful, contextually situated tasks. Research indicates that authentic assessment can engage students in applying knowledge to activities reflecting relevant academic, social, and professional practices (Hains-Wesson & le Roux, 2024; Rao & Banerjee, 2023; Sutadji et al., 2021). It may also support the development of twenty-first-century competencies, strengthen student engagement, and connect learning with broader academic and professional demands (Bawi, 2025; Karunanayaka & Naidu, 2021; Pezzi et al., 2025). Assessment is therefore no longer positioned solely as a concluding activity but also as a means of promoting reflective, participatory, and competency-oriented learning. In literature education, this orientation raises a central question: How can literary competence be assessed authentically in higher education?

The principles of authentic assessment correspond closely with the distinctive characteristics of literature learning. Wiggins (1998) argued that authentic assessment should provide learners with opportunities to demonstrate knowledge and skills through meaningful tasks. Gulikers et al. (2004) similarly identified context, task, and performance as central dimensions of assessment authenticity. In literature courses, these principles can be operationalised through activities such as interpreting texts for particular audiences, connecting literary themes with sociocultural issues, performing poetry or drama, designing literary research projects, and reflecting critically on reading and meaning-making. Authentic assessment may therefore generate evidence of dimensions of literary competence that conventional written examinations frequently overlook.

Although authentic assessment provides an appropriate conceptual framework, lecturers also require practical techniques for integrating assessment into ongoing literature learning. Classroom assessment techniques (CAT) offer a potentially useful mechanism because they enable evidence of student learning to be gathered rapidly, systematically, and continuously. Angelo & Cross (1993) explained that CAT provides lecturers with direct feedback on students' understanding, difficulties, and progress, allowing teaching strategies to be adjusted responsively. In higher education, CAT has developed as a form of formative assessment that promotes active participation and reflective learning (Kaya-Capocci et al., 2022; Luitel, 2022; Parmigiani et al., 2024; Rao & Banerjee, 2023). Its flexibility and capacity to integrate learning, assessment, and feedback suggest compatibility with the principles of authentic assessment.

Existing scholarship provides several foundations for integrating CAT and authentic assessment in literature education. Studies of authentic assessment in higher education have identified practices that may support the development of twenty-first-century competencies (Vlachopoulos & Makri, 2024), while research on classroom assessment has emphasised its role in university learning (Rao & Banerjee, 2023). Within literature education, Neina et al. (2024) formulated principles for multiliteracy assessment, whereas Cheung & Lin (2024) examined prospective teachers' experiences of performance-based assessment in literary-text instruction. Other studies have addressed technology-supported literature assessment (Awajan, 2023; Wang et al., 2018), the influence of teaching approaches on students' perceptions of assessment (Pezzi et al., 2025), and assessment practices in practice-based teacher education (Matsumoto-Royo & Ramírez-Montoya, 2021; Saputra et al., 2025). Collectively, these studies indicate growing recognition that literature learning requires assessment practices extending beyond conventional examinations.

Nevertheless, three interrelated gaps remain. First, authentic assessment and CAT have generally developed as separate strands of scholarship: authentic assessment is commonly presented as a framework for meaningful and contextualised performance, whereas CAT is primarily positioned as a formative mechanism for eliciting feedback. Second, limited attention has been devoted to their systematic integration

in university literature education. Third, previous research has not sufficiently explained how particular CAT techniques might be aligned with the interpretive, applicative, performative, research, and reflective dimensions of literary competence. To the best of our knowledge, no integrated conceptual model has adequately connected specific CAT techniques with these dimensions of university literature learning.

To address these gaps, the present study examines the conceptual integration of five classroom assessment techniques—directed paraphrasing, application cards, human tableau, paper or project prospectuses, and student-generated questions—within an authentic assessment framework for university literature education. These techniques were selected as potentially complementary means of eliciting evidence of literary competence. Directed paraphrasing is primarily associated with interpretation; application cards with the contextual application and transfer of literary knowledge; human tableau with performative and aesthetic expression; paper or project prospectuses with literary inquiry and research planning; and student-generated questions with critical reflection and metacognitive awareness. These relationships are treated as primary rather than exclusive alignments because each technique may address multiple dimensions of literary competence.

Accordingly, this conceptual literature review seeks to explain the pedagogical relationships between the selected CAT techniques and the authentic assessment of literary competence and to develop an integrative conceptual model connecting these techniques with the interpretive, applicative, performative, research, and reflective dimensions of literature learning. To guide the conceptual synthesis, the study addresses the following research questions:

RQ1. How can the five selected classroom assessment techniques be pedagogically aligned with the interpretive, applicative, performative, research, and reflective dimensions of literary competence within an authentic assessment framework for university literature education?

RQ2. What integrative conceptual model can be developed to represent the primary and complementary relationships among authentic assessment, classroom assessment techniques, and multidimensional literary competence in university literature education?

By addressing these questions, the study brings authentic assessment, CAT, and literary competence into a single conceptual framework. It extends the conceptual application of CAT beyond general formative assessment and offers a context-sensitive basis for designing continuous, participatory, and competency-oriented assessment in university literature courses. As a conceptual proposal, however, the framework requires empirical validation before claims can be made regarding its feasibility or effectiveness.

Method

1. Research Design

This study employed a conceptual literature review to develop an integrative framework connecting classroom assessment techniques (CAT), authentic assessment, and literary competence in higher education. This design was appropriate because the study sought to integrate theoretical perspectives and construct conceptual relationships rather than aggregate intervention effects. A structured search enhanced the transparency of source selection; however, the review did not pursue the exhaustive coverage or effect synthesis characteristic of a systematic review. Publication frequencies were used to describe the corpus rather than determine the conceptual significance of particular themes.

2. Search and Literature Selection

Relevant literature was identified through Scopus, ERIC, ScienceDirect, Google Scholar, and Garuda using combinations of the terms *authentic assessment*, *classroom assessment techniques*, *literature teaching*, *literature assessment*, *literary competence*, *performance assessment*, *formative assessment*, *higher education assessment*, and *practice-based learning*. The core corpus comprised peer-reviewed publications from 2020 to 2025 addressing higher education or concepts transferable to university literature education. Foundational works by Angelo & Cross (1993), Wiggins (1998), and Gulikers et al. (2004) were retained as theoretical anchors.

The selection process comprised four stages: identification, title-and-abstract screening, full-text eligibility assessment, and final inclusion based on the topical, contextual, temporal, quality, and analytical-relevance criteria presented in Table 1. The search initially yielded 214 records. After duplicate removal and eligibility assessment, 38 publications were retained for the conceptual synthesis. Figure 1 illustrates the literature selection procedure, while Table 2 summarises the distribution of the included publications according to their research focus.

Table 1. Inclusion and Exclusion Criteria for Literature

<i>Aspect</i>	<i>Inclusion Criteria</i>	<i>Exclusion Criteria</i>
Research focus	Authentic assessment, CAT, literature teaching, literature assessment, performance assessment, or practice-based learning	Studies unrelated to assessment, literary learning, or the conceptual domains of the study
Educational context	Higher education or studies with concepts directly transferable to university literature education	Studies limited to primary or secondary education without conceptual relevance to higher education
Publication period	Publications from 2020–2025; foundational publications were permitted as theoretical exceptions	Publications outside the specified period without a foundational contribution
Publication type	Peer-reviewed journal articles, academic books, and scientific proceedings	Popular articles, opinion pieces, and non-academic publications
Source quality	Peer-reviewed or published by academically credible sources	Sources without identifiable academic review or scholarly provenance
Analytical relevance	Sources containing definitions, principles, assessment practices, competencies, tasks, or conceptual relationships relevant to the study	Sources mentioning assessment or literature education without providing usable conceptual information

Table 1 shows that the selection criteria were designed to maintain both methodological relevance and conceptual breadth. Priority was given to recent peer-reviewed studies addressing assessment and literature education in higher education, while foundational publications outside the specified period were retained when they provided essential theoretical perspectives.

**Fig. 1.** Literature Selection Procedure

As illustrated in Figure 1, the initial pool of 214 records was progressively reduced through duplicate checking, title-and-abstract screening, and full-text eligibility assessment. This process resulted in a final corpus of 38 publications that met the predefined inclusion criteria and provided sufficient conceptual relevance for the synthesis.

Table 2. Distribution of the Reviewed Publications by Research Focus

<i>Research focus</i>	<i>Number of publications</i>	<i>Proportion (%)</i>
Authentic assessment	8	21.1
Classroom assessment and assessment for learning	9	23.7
Literature teaching and literature assessment	7	18.4
Practice-based learning and performance assessment	6	15.8
Feedback, reflection, and student learning	8	21.1
Total	38	100.0

As shown in Table 2, classroom assessment and assessment for learning constituted the largest research focus (23.7%), followed by authentic assessment and feedback, reflection, and student learning, each accounting for 21.1% of the reviewed publications. Literature teaching and literature assessment represented 18.4%, while practice-based learning and performance assessment accounted for 15.8%. This distribution suggests that the literature is relatively dispersed across several interconnected assessment domains rather than being dominated by a single research orientation.

3. Data Extraction, Coding, and Model Construction

The publications were examined through theory-informed thematic analysis adapted from Braun & Clarke (2006). The units of analysis included definitions, theoretical propositions, assessment tasks, intended outcomes, student actions, learning evidence, and reported conceptual relationships. A structured extraction matrix documented the study context, key concepts, task characteristics, targeted competencies, and conceptual contributions of each publication.

The analysis proceeded in four stages. First, relevant statements were assigned descriptive codes. Second, conceptually related codes were grouped into broader categories; for example, meaning

construction and interpretive reasoning were combined under interpretation. Third, the categories were compared across four literature strands: authentic assessment, CAT, literature education, and practice-based learning. A category was retained when it was conceptually distinct, supported by more than one literature strand, relevant to university literature learning, and associated with observable evidence of learning. This process generated five competency dimensions: interpretation, application, performance, research, and reflection. Fourth, the categories were iteratively checked against the original sources and revised when conceptual overlap or insufficient support was identified.

Five CAT techniques were selected through theory-informed comparison rather than publication frequency. The selection criteria comprised conceptual alignment, task authenticity, observable evidence, formative potential, complementary competency coverage, conceptual distinctiveness, and instructional feasibility. Each technique was mapped by comparing the student action elicited, the resulting evidence, and the competence represented. A relationship was retained when the task corresponded with the competency definition, generated observable evidence, and reflected authentic-assessment principles. The mappings represent primary rather than exclusive alignments. The resulting matrix was synthesised into a model positioning authentic assessment as the overarching framework, CAT as the operational mechanism, and the five competency dimensions as intended outcomes.

4. Analytical Credibility

The lead author conducted the initial selection, extraction, and coding. The second author reviewed the categories and CAT–competency mappings, while the third author examined their conceptual coherence and theoretical justification. Differences in interpretation were resolved through discussion and re-examination of the original sources. An audit trail documented the progression from extracted statements to codes, categories, mappings, and the final conceptual model.

Results and Discussion

Authentic Assessment in Literature Education

The synthesis indicates that authentic assessment is increasingly important in higher education because it enables students to demonstrate competence through meaningful, contextually situated tasks. Rather than prioritising knowledge reproduction, it elicits students' capacities to interpret, apply, communicate, perform, investigate, and reflect. Authenticity, however, cannot be defined solely by a task's resemblance to professional practice. McArthur (2023) associates authentic assessment with student well-being, social participation, and academic identity; Quinlan et al. (2025) emphasise meaningful engagement with students' educational experiences; and Ajjawi et al. (2024) conceptualise authenticity as a multidimensional relationship among disciplinary practices, task characteristics, context, and student experience.

This conception is particularly relevant to literature education, where authentic assessment may involve close reading, contextual interpretation, creative adaptation, performance, scholarly enquiry, and critical reflection. Portfolios, research projects, performances, and reflective responses can generate more comprehensive evidence of literary competence than conventional examinations (Sokhanvar et al., 2021).

Literature assessment must also accommodate imagination, emotional engagement, aesthetic response, ambiguity, and interpretive plurality. Literary response and aesthetic competence are closely related to literary competence (Calafato & Hunstadbråten, 2025), which encompasses interconnected interpretive, aesthetic, and cultural dimensions (Karlsson & Barahona, 2024). Authentic assessment should therefore permit different interpretations while requiring textual support and coherent reasoning. Ziadi (2025), for example, assessed aesthetic judgement through interpretive depth, artistic appreciation, emotional resonance, and clarity. Such criteria preserve interpretive openness without assuming that all interpretations are equally defensible can be seen in Table 3.

Table 3. Characteristics of Authentic Assessment in Literature Education

<i>Characteristic</i>	<i>Description</i>	<i>Application in Literature Education</i>	<i>Evidence of Student Learning</i>
Meaningful	Engages students in purposeful tasks that require the construction and communication of knowledge	Interpreting, adapting, performing, or investigating literary texts for a specified purpose or audience	Interpretive response, literary adaptation, performance, or research project
Contextual	Connects assessment with relevant disciplinary, sociocultural, historical, or personal contexts	Relating literary concepts and themes to cultural experiences, social issues, or contemporary situations	Contextual analysis, comparative response, or application card

<i>Characteristic</i>	<i>Description</i>	<i>Application in Literature Education</i>	<i>Evidence of Student Learning</i>
Performance-based	Requires students to demonstrate competence through observable actions or products	Applying close reading, argumentation, creative expression, performance, or literary enquiry	Written, oral, visual, embodied, or multimodal product
Aesthetically responsive	Accommodates imagination, emotion, artistic appreciation, and sensitivity to literary form	Examining how imagery, symbolism, rhythm, narrative form, or performance choices shape literary experience	Aesthetic commentary, creative interpretation, or performance rationale
Interpretively open	Allows multiple defensible interpretations while maintaining academic rigour	Constructing and justifying meanings through textual evidence and engagement with alternative readings	Coherent, textually grounded, and contextually sensitive interpretation
Reflective	Encourages students to examine their assumptions, responses, and development as readers	Reflecting on changes in understanding following close reading, discussion, performance, or feedback	Reflective journal, self-assessment, or student-generated questions
Enquiry-oriented	Engages students in authentic processes of literary investigation	Formulating problems, developing questions, selecting sources, and planning literary analysis	Research prospectus, annotated plan, or enquiry-based project

Classroom Assessment Techniques in Higher Education

The reviewed literature positions classroom assessment techniques (CAT) as formative methods for eliciting timely and focused evidence of learning. Their principal characteristics are formative, flexible, reflective, participatory, and continuous. CAT can reveal students' developing interpretations, difficulties, and progress, enabling lecturers to adapt instruction and students to monitor their learning.

These characteristics connect CAT with authentic assessment because both approaches position students as active participants. Nevertheless, a technique is not inherently authentic merely because it is formative or participatory. It becomes authentic when it represents meaningful disciplinary practice and produces evidence aligned with the intended competence. Digital platforms can support interpretive responses, multimodal performances, collaborative annotation, and reflective questioning (González-Salamanca et al., 2020; Hu et al., 2025; Morais & Martins, 2025; Salinas-Navarro et al., 2024); however, technology should serve rather than determine the pedagogical purpose. Characteristics of classroom assessment can be seen in Table 4.

Table 4. Characteristics of Classroom Assessment Techniques

<i>Characteristic</i>	<i>Description</i>	<i>Function in Literature Education</i>	<i>Illustrative Application</i>
Formative	Generates evidence of learning during instruction rather than solely at the end of a course	Identifies students' developing literary understanding, misconceptions, and interpretive difficulties	Directed paraphrasing followed by targeted lecturer feedback
Flexible	Can be adapted to different outcomes, genres, course levels, class sizes, and delivery modes	Enables lecturers to select techniques appropriate to poetry, drama, prose, or literary research	Individual application cards, group tableaux, or digitally submitted responses
Reflective	Makes students' reasoning, assumptions, and metacognitive development visible	Encourages students to reconsider their interpretations and monitor changes in literary understanding	Student-generated questions or brief reflective responses
Participatory	Positions students as active contributors to assessment and feedback processes	Engages students in interpreting, discussing, performing, questioning, and evaluating literary texts	Collaborative tableau, peer discussion, or peer feedback
Continuous	Collects evidence at multiple points across the learning process	Enables lecturers to monitor the development of literary competence and adjust instruction progressively	Short CAT activities conducted before, during, and after a literature unit
Evidence-oriented	Produces observable responses, products, or	Provides evidence of interpretation, application,	Paraphrase, application example, performance,

<i>Characteristic</i>	<i>Description</i>	<i>Function in Literature Education</i>	<i>Illustrative Application</i>
Feedback-responsive	performances linked to intended competencies Uses assessment evidence to inform subsequent teaching and learning	performance, research, or reflection Helps lecturers provide focused feedback and helps students identify appropriate next steps	project prospectus, or analytical question Revision of an interpretation or research question following feedback

Literary Competencies and Classroom Illustrations

Five interrelated dimensions of literary competence emerged from the synthesis: interpretation, application, performance, research, and reflection. Although analytically distinguishable, these dimensions are pedagogically interconnected.

Interpretation entails constructing and justifying textual meaning. In poetry, students may explain how metaphor, imagery, rhythm, or voice shapes meaning. In drama, they may interpret motivation through dialogue, conflict, and subtext. In prose, they may examine how narration or focalisation influences representations of identity and experience.

Application involves transferring literary knowledge to social, cultural, historical, or personal contexts. Students might connect a poetic theme to a contemporary issue, apply the concept of power to dramatic conflict, or use focalisation to examine representations of marginalised characters.

Performance communicates literary understanding through oral, embodied, visual, or multimodal representation. Poetry performance may emphasise rhythm, pause, voice, and gesture, whereas drama involves dialogue, blocking, space, and interaction. Prose may be represented through dramatic reading, monologue, tableau, or digital adaptation. Assessment should focus on whether performative choices are textually justified rather than on theatrical polish.

Research entails formulating literary questions and planning an enquiry. Students may design a prospectus on ecological imagery in poetry, gender representation in drama, or narrative memory in prose.

Reflection requires students to examine changes in their interpretations, assumptions, and emotional responses. Poetry students might consider how oral performance or peer discussion altered their response to a poem. Drama students could reflect on how performing a character changed their understanding of conflict, while prose students might compare their interpretations before and after contextual discussion.

These dimensions correspond with multiliteracy assessment in literature education (Neina et al., 2024), literary reading as a socially situated practice (Jopp, 2020), and the interaction of comprehension, interpretation, and critical evaluation in literary competence (Calafato & Hunstadbråten, 2025). Five interrelated dimensions of literary competence can be seen in Table 5.

Table 5. Literary Competencies in Authentic Assessment

<i>Competency</i>	<i>Definition</i>	<i>Observable Indicators</i>	<i>Illustrative Application in Literature Education</i>
Interpretation	Ability to construct, communicate, and justify meanings derived from literary texts	Identifies relevant textual features, develops a coherent interpretation, uses textual evidence, and considers alternative readings	Explaining how imagery and rhythm shape a poem, interpreting dramatic subtext, or analysing narrative perspective in prose
Application	Ability to transfer literary concepts and insights to new social, cultural, historical, or personal contexts	Establishes relevant connections, applies concepts accurately, and explains the significance of literature beyond its immediate textual context	Relating a literary theme to a contemporary social issue or applying focalisation to representations of identity
Performance	Ability to express literary understanding through oral, embodied, visual, creative, or multimodal representation	Makes textually defensible expressive choices, communicates an interpretation effectively, and demonstrates aesthetic sensitivity	Poetry recitation, dramatic performance, human tableau, character monologue, or digital adaptation
Research	Ability to formulate and plan a systematic enquiry into a literary or cultural problem	Identifies a focused problem, develops relevant questions, selects appropriate sources or concepts, and proposes a coherent analytical procedure	Preparing a prospectus on ecological imagery in poetry, gender representation in drama, or narrative memory in prose

<i>Competency</i>	<i>Definition</i>	<i>Observable Indicators</i>	<i>Illustrative Application in Literature Education</i>
Reflection	Ability to critically examine one's interpretations, assumptions, emotional responses, and learning processes	Identifies changes in understanding, explains factors influencing interpretation, evaluates personal assumptions, and engages with alternative perspectives	Reflecting on how close reading, performance, contextual information, or peer discussion changed an initial interpretation

Pedagogical Alignment of CAT and Literary Competence

The five CAT techniques offer complementary rather than exclusive means of assessing literary competence. Their relationships should be understood as primary pedagogical alignments because each technique may support multiple competencies. Directed paraphrasing is primarily aligned with interpretation because students reconstruct and communicate textual meaning for a specified audience or purpose. It makes interpretive reasoning more visible than recognition or recall questions, while potentially supporting communication and reflection.

Application cards are primarily aligned with application because they require students to transfer literary concepts to new sociocultural situations. They are particularly appropriate when knowledge transfer, rather than the identification of learning difficulties, is the intended outcome. Human tableau is primarily aligned with performance because students translate textual understanding into embodied and visual representation. Compared with a short-written response, it provides distinctive evidence of spatial, collaborative, and aesthetic interpretation, although it also requires close reading and reflection. Koekemoer (2025) similarly demonstrates that arts-based assessment can support close reading, argumentation, and disciplinary knowledge when students justify their artistic choices.

Paper or project prospectuses are primarily aligned with research because they make problem formulation, question development, source selection, and enquiry planning visible. They may also provide evidence of interpretation and contextual application. Student-generated questions are primarily aligned with reflection because they reveal what students consider significant, uncertain, or open to reconsideration. Such questions may also initiate further interpretation and enquiry. Alternative techniques—including minute papers, concept maps, portfolios, learning journals, and peer assessment—may be equally appropriate for particular outcomes. Authentic assessment can legitimately employ multiple task formats (Vlachopoulos & Makri, 2024). The five techniques were selected because their dominant task structures collectively cover the competency dimensions, not because they constitute the only possible configuration. Their emphasis on active disciplinary participation is consistent with practice- and experience-based learning (Dornan et al., 2019; Mann et al., 2009) can be seen in Table 6.

Table 6. Primary and Complementary Alignment of CAT with Literary Competence

<i>CAT Technique</i>	<i>Principal Student Action</i>	<i>Evidence of Learning</i>	<i>Primary Alignment</i>	<i>Complementary Alignments</i>	<i>Pedagogical Rationale</i>
Directed paraphrasing	Reconstructing and communicating the meaning of a literary text for a specified purpose or audience	A coherent paraphrase supported by relevant textual understanding	Interpretation	Reflection, communication, creativity	Makes students' construction of meaning more visible than recognition or recall questions
Application cards	Connecting a literary concept, theme, or textual issue with a new sociocultural, historical, or personal context	A relevant and justified example of knowledge transfer	Application	Interpretation, contextual awareness, critical thinking	Reveals whether students can use literary knowledge beyond reproducing definitions
Human tableau	Representing a literary scene, conflict, character relationship, theme, or image through	A textually justified performative representation	Performance	Interpretation, collaboration, aesthetic appreciation, reflection	Translates textual understanding into spatial, embodied, and aesthetic choices

<i>CAT Technique</i>	<i>Principal Student Action</i>	<i>Evidence of Learning</i>	<i>Primary Alignment</i>	<i>Complementary Alignments</i>	<i>Pedagogical Rationale</i>
Paper or project prospectus	embodied and visual performance Formulating a literary problem and designing a plan for systematic investigation	A focused research question, rationale, source plan, and proposed analytical procedure	Research	Interpretation, application, academic literacy	Makes literary enquiry, problem formulation, and research planning observable
Student-generated questions	Producing interpretive, analytical, evaluative, or reflective questions based on literary learning	Questions demonstrating critical reconsideration, uncertainty, or metacognitive awareness	Reflection	Interpretation, research, critical thinking	Reveals how students identify significant issues, reconsider assumptions, and initiate further enquiry

An Adaptive CAT-Based Authentic Assessment Model

The proposed model positions authentic assessment as the overarching framework, CAT as the operational mechanism, and the five literary competencies as intended outcomes. Its contribution lies not in establishing fixed one-to-one correspondences but in explaining how complementary techniques can generate varied evidence of multidimensional literary learning. The model is adaptive rather than prescriptive. Authenticity is not an inherent property of a technique; it depends on alignment with the learning purpose, disciplinary context, and opportunities for meaningful demonstration (Fawns et al., 2025). Directed paraphrasing may primarily assess interpretation while supporting reflection; human tableau may foreground performance while also requiring interpretation and collaboration; and student-generated questions may primarily reveal reflection while initiating enquiry.

Genre, course level, class size, available time, technology, and student characteristics mediate these relationships. Human tableau may suit dramatic or narrative scenes, whereas oral reading may provide more sensitive evidence of rhythm and sound in poetry. A project prospectus may be appropriate for an advanced research course but unnecessarily demanding in an introductory course. Lecturers should therefore select and adapt the techniques rather than implement all five in every unit. An adaptive model can be seen in Figure 2.

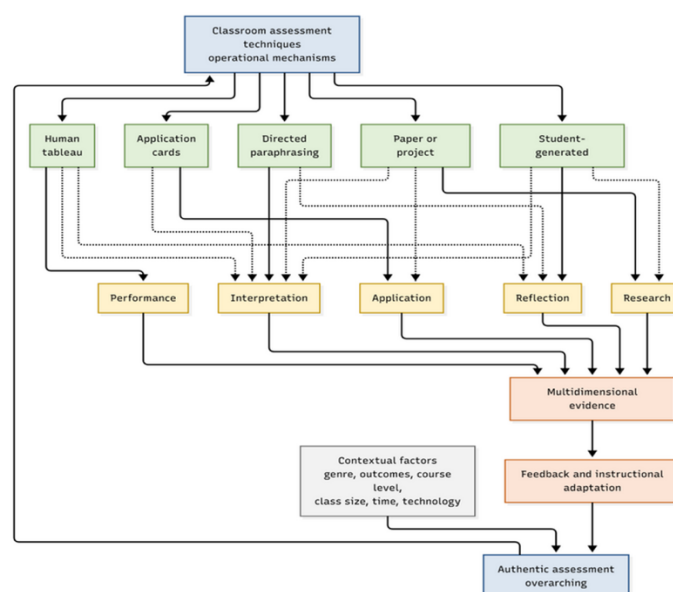


Fig. 2. An Adaptive Model of Primary and Complementary Relationships between CAT and Literary Competence

Practical Implementation and Implications

Large classes, limited instructional time, and marking workload may constrain implementation. Brief techniques such as directed paraphrasing and student-generated questions can be completed individually or in small groups. Human tableau may involve group performances, simultaneous presentations, gallery walks, or short recordings accompanied by a textual rationale. Project prospectuses can be developed incrementally rather than assessed as a single extensive task.

Not every CAT response requires a numerical mark or individual written feedback. Whole-class feedback, sampling, concise rubrics, self-assessment, and structured peer feedback can reduce workload. Online peer feedback may support assessment at scale, but it requires clear prompts, student preparation, appropriate technology, and guidance on using feedback (Kerman et al., 2024). Offering a limited choice of response formats may support inclusion, although poorly structured flexibility can create choice overload and increase lecturers' workload (Barua & Lockee, 2025).

Rubrics should evaluate textual grounding, interpretive coherence, contextual awareness, aesthetic sensitivity, justification of creative choices, engagement with alternative readings, and depth of reflection rather than conformity to the lecturer's preferred interpretation. Equivalent alternatives should also be available when public performance, group participation, or digital access presents barriers.

For lecturers, the model supports alignment among outcomes, tasks, evidence, and feedback. For students, it expands the ways literary competence can be demonstrated through interpretation, contextual application, performance, enquiry, and reflection. This orientation corresponds with contemporary literature pedagogy emphasising active reading, analysis, discussion, and reflection (Doecke, 2024; Levine et al., 2021; Rasyid et al., 2025). At curriculum level, the model supports outcome-based education while preserving literature as an aesthetic, emotional, imaginative, and socially situated experience.

Limitations and Directions for Future Research

This study has several limitations that define the boundaries of the proposed framework. First, the model was developed through a conceptual literature review rather than classroom-based implementation; therefore, the proposed relationships among authentic assessment, CAT, and literary competence should be understood as theoretically grounded alignments rather than evidence of instructional effectiveness or causal effects. Second, although the literature search was structured across multiple academic databases, the review was intended for conceptual synthesis rather than exhaustive systematic coverage or effect-size aggregation. The resulting framework should therefore be interpreted as an analytically constructed model rather than a comprehensive representation of all available assessment approaches. Third, the selection of directed paraphrasing, application cards, human tableau, paper or project prospectuses, and student-generated questions was based on theory-informed comparison and conceptual alignment. These five techniques represent one plausible configuration and do not exclude alternative CAT or assessment practices. Similarly, the five dimensions of literary competence—interpretation, application, performance, research, and reflection—are analytically useful but may overlap in practice and may not encompass every dimension of literary learning across genres, courses, and institutional contexts. The proposed CAT-competency relationships should therefore be treated as primary and complementary rather than fixed or exclusive correspondences.

Future research should empirically examine these conceptual relationships through classroom-based, design-based, and comparative studies. Initial studies could investigate how particular CAT operate in poetry, drama, and prose courses and whether they generate valid and pedagogically useful evidence of the targeted literary competencies. Subsequent research should compare different CAT configurations across course levels, class sizes, delivery modes, and institutional contexts to identify the conditions under which particular techniques are most feasible and educationally meaningful, given that assessment authenticity depends on alignment with learning purposes, disciplinary practices, and contextual conditions (Fawns et al., 2025). Further work is also needed to develop and validate CAT-specific assessment criteria and rubrics, particularly for interpretive reasoning, contextual application, aesthetic and performative expression, literary enquiry, and critical reflection. In addition to student learning outcomes, empirical evaluation should consider lecturer workload, student engagement, inclusivity, accessibility, feedback quality, and the validity of the resulting assessment evidence, particularly because flexibility and feedback processes can influence both assessment feasibility and student participation (Barua & Lockee, 2025; Kerman et al., 2024b). Comparative studies involving alternative techniques, such as minute papers, concept maps, portfolios, learning journals, and peer assessment, would further clarify whether the proposed five-technique configuration offers distinctive advantages or should be adapted to particular learning purposes, as authentic assessment can legitimately employ multiple task formats according to the competencies being assessed (Vlachopoulos & Makri, 2024). Such research would move the framework from conceptual

plausibility toward evidence-based implementation while preserving its adaptive and context-sensitive character.

Conclusion

This conceptual literature review identified five interrelated dimensions of literary competence in university education interpretation, application, performance, research, and reflection and proposed directed paraphrasing, application cards, human tableau, paper or project prospectuses, and student-generated questions as complementary techniques for eliciting evidence of these competencies. Its main contribution is a conceptually grounded model that integrates authentic assessment, classroom assessment techniques (CAT), and multidimensional literary competence, positioning authentic assessment as the overarching framework and CAT as adaptable mechanisms that can be selected according to genre, learning outcomes, course level, student characteristics, class size, available time, and assessment purposes. Pedagogically, the framework supports the alignment of competencies, assessment tasks, learning evidence, and feedback while extending literature assessment beyond theoretical knowledge to include interpretive reasoning, contextual application, performative expression, literary enquiry, and critical reflection, without overlooking the aesthetic, emotional, imaginative, and interpretively open nature of literary learning. Nevertheless, because the framework was developed through conceptual synthesis rather than classroom implementation, it should not be regarded as evidence of effectiveness, and the proposed techniques and their competency alignments remain provisional. Future classroom-based and design-based studies are therefore needed to examine its feasibility, educational value, validity, inclusivity, student engagement, lecturer workload, and applicability across poetry, drama, prose, and diverse institutional contexts, as well as to validate assessment criteria and compare alternative configurations of CAT.

Declarations

- Author contribution** : Sri Lestari was responsible for the comprehensive management of the research project, encompassing the formulation of the research concept, execution of the literature review, design of the research methodology, data analysis, and drafting of the initial manuscript. Furthermore, she spearheaded the development of the conceptual framework and coordinated the article writing process. Ria Kasanova contributed to the selection and synthesis of literature, engaged in data analysis and interpretation, and assisted in the revision and refinement of the manuscript. She also provided critical input to enhance the theoretical and pedagogical discussion within the study. Roni Sulistiyono acted as the research supervisor, contributing to the conceptual validation of the study, critically reviewing and editing the manuscript to ensure the quality of its scientific content, and offering academic guidance throughout the research process. All authors have read, approved, and declared their consent to the final published version of the manuscript.
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