

## YOUNG ADULT LITERATURE ASSESSMENT AND CURRICULUM

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As teachers and curriculum writers try to unlock the current trends in education, the field of literature has faced several challenges particularly in utilizing traditional practices, assessment writing, and the need for practical application in a classroom setting. Young adult literature (YAL) has found its prominent place in a school's curriculum and to understand contemporary adolescent social mores and attitudes, assessments and classroom implementations must also be made authentic and no different from other forms of curriculum assessment.

In Comer's paper *Young Adult Literature and Alternative Assessment Measures* (2011), she emphasized key points on how she includes in her own YAL curriculum descriptive and strategic forms of assessment. Specifically, she looked into authentically assessing students' interests and comprehension using (1) an Interest Inventory Survey to identify genres the students enjoy reading and describe their likes and dislikes; (2) Knowledge Rating Charts to gauge student background and schema and encourage students to think metacognitively; (3) Cyber-Hunts and (4) Twitter Summaries wherein students are presented with questions and asked to search specific Web sites to answer the probes posed on the cyber-hunt and summarize the storyline from a particular character's point of view through short and succinct tweets, forcing them to look at the key points (Comer, 2011).

YAL is a great way to teach students many important aspects of reading, including character development, imagery, poetic language, citing the text, plot development, irony, philosophical issues, and much more (Lynch, 2003). In this light, literature

assessment plays a vital role in considering a variety of students' language development levels, interests, experiences, points of view, and thinking skills. The system of tasks is needed to stimulate the development of the thought processes within the students' mental dimension and the main thing is that the assessment would become the stimulus for reading and awake the desire for culture in pupils (Kadyrova, F. & Vedishenkova, M., 2015).

## *References:*

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