

## ABSTRACT

### Reliability and Validity of Student Assessment in a Performing Arts Institution in Jamaica

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This research investigated the degree of reliability and construct validity of assessment instruments used in the performing arts, also students' perception of how assessment was conducted in the performing arts. The specific areas investigated were: different types of assessment methods used in the schools, differences in actual scores given by students and those by their instructors, and instructors' inter-rater reliability.

For this research, a mixed method approach (a pragmatic epistemology approach) was utilized where data from students and instructors were collected using questionnaires, interviews and observations. The statistical tests used were ANOVAs, t-tests, Mann Whitney U and the Friedman Test.

The findings indicated that articulation between objectives and assessments for the courses in the performing arts differed by schools and Inter-rater agreement was inconsistent among markers in the Schools of Music, Dance and Drama. It was found also that students rated their work higher than the instructors did, but both self and peer assessments were similar in scores. Marking was equitable based on gender, however there was a tendency for markers to grade students of their gender higher, but the tendency at the school of drama was for the male students to be marked higher by both genders. Students and instructors had a common understanding generally, on the concept of assessment but differences were noted based on the gender of the instructors, their years of experience, and employment status (full-time / part-time).

These findings serve to inform faculty and relevant administrators of the school on issues affecting validity and reliability of assessment used in the institution. It could lead to the reform of assessment policy in the performing arts schools. Since limited research has been done locally, further research could be conducted within Jamaica, the Caribbean or wider society on similar or related studies in order to add to this body of research.

Keywords: Phylis Margaret Drummond-Hemmings, validity of assessment, reliability of assessment, performing arts assessment, student assessment, assessment instrument