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## Assessment in Music Education from the Student's Perspective

- *Abstract only* -

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# ASSESSMENT IN MUSIC EDUCATION FROM THE STUDENT'S PERSPECTIVE

## Abstract

This thesis explores students' perceptions of assessment in music education amongst middle and high school students. This is done by illuminating key aspects including the functions of assessment and their relevance, gender attributions, musical socialization, reference norm orientation, causal attributions, and the nature / nurture-debate. The research utilizes a mixed method approach, including focussed interviews which employed a variety of stimuli. As a result, students perceived individual effort to be the primary dimension constituting assessment in music education. This occurred as a result of applying Weiner's theory of attribution in combination with Gagné's Differentiated Model of Giftedness and Talent (DMGT 2.0) to the subject matter. The students viewed music specific skills as a secondary dimension of assessment in the music classroom. Since the participants perceived individual effort to be the main source of assessment, the nature / nurture-debate, as well as prior musical socialisation, was less relevant in terms of assessment for the students. Study participants rated the relevance for their grades in music low due to the lack of societal functions of assessment in music, – namely selection and allocation. This research also discovered a potentially new music-specific function of assessment, in that students view music as a means of boosting their overall grade-point average. Gender-specific attributions were prevalent in terms of girls being more disciplined in general but did not apply specifically to music related subject-matter.

*Keywords:* Music Education; Assessment; Nature / Nurture; Causal Attributions;

Gender