

REASONS OF ACHIEVEMENT VARIATION BETWEEN HIGH SCHOOL TESTS AND NATIONAL CENTER FOR ASSESSMENT RESULTS IN SAUDI ARABIA

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***Abstract_** This study aimed to identify the reasons of students achievement variation on high school tests and National Center for Assessment tests from the viewpoint of Teachers and students. Study sample was selected randomly from the third level secondary students, consisted of 88 students. Add to a random sample of teachers of secondary level included 53 teachers. To reach the objectives, this study used a descriptive analytical method by distributing a questionnaire to the third secondary-level students, and directing another questionnaire to the teachers of the same level. The results indicated that (30.3%) of teachers believe that the responsibility is shared between the National Center for Assessment and the teacher and the student as a result of failure in tests of National Center for Assessment. About difficulties in tests of National Center for Assessment, the results indicate that item "nature of the test questions provided by the center" had the highest percentage rate (35.8%). Sample of students pointed that "the maturity of the student's actual score obtained " came in first percentage rate (58%) among the reasons for the high rates of students in public secondary tests. Teachers pointed that item " teachers helping the students to entry to university" came in first percentage rate among the reasons for high rates of students in public secondary tests, the item percentage rate up to (66.03%) of the total responses of teachers. Results recommends: Training students for similar tests of Measurement and Evaluation Center ,and the need to deal with students during the test and evaluation Objectively, and train teachers on making tests according to scientific standards.*

***Keywords:** National Center for Assessment, high school tests.*