

**AN INVESTIGATION INTO THE DEVELOPMENT  
OF PARALLEL TESTS FOR ACHIEVEMENT TESTING**

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**ABSTRACT**

The study investigated the development and administration of parallel forms of tests in Council's examinations as a means of curbing examination malpractices. Two parallel forms of tests made up of alternatives A and B in English Language 1 (Essay) and Mathematics 2 (Theory) were administered to students. There were also three forms of tests (Alternatives A, B, and C) for the objective components of the two subjects. 1155 and 1175 randomly selected senior secondary school three students took the English Language and Mathematics tests respectively. Students had similar instructions in all the alternative papers of a test.

Worked scripts were scored by experienced examiners using standardized marking schemes. Scores obtained in the papers were subjected to descriptive and inferential statistics. The results showed that there was no significant difference in students' performance in only the paired Mathematics objective Alternatives A & B and Alternatives A & C. The results obtained did not establish the potential of the use of parallel tests for achievement testing. The need to further investigate the subject matter was among other recommendations