Objective: During development, children and adolescents have a great experience of anxiety. One of these anxieties is test anxiety. The study aimed to determine the prevalence of test anxiety among high school students in Sistan and Baluchestan province and its relationship with academic performance in 2012-13.

Methods: This investigation was a descriptive-analytic study. Through the statistical population inclusing all students was, 752 students were selected by a cluster sampling. To assess the level of anxiety, students Sarason Test Anxiety Questionnaire (TAQ) was used. Academic performance is also evaluated using the average of the year-end exams.

Results: Results showed that 1/41 percent of high school students (5/46% female and 7/35% male) with anxiety that the level of test anxiety and academic performance (GPA), a negative relation was found (P = 0/022).

Conclusions: Several factors, including age, gender, parental and community expectations, environment, education, content, materials testing, parental age, maternal employment, death of parents, economic status and housing can be associated with anxiety. According to cognitive models - justification, people have exam anxiety their attention on activities unrelated to academic performance. Given the high prevalence of anxiety in students of Sistan and Baluchestan, psychological intervention seems necessary.