VCAA acknowledges that teachers are in the best position to measure students’ learning growth.

This view is supported by international and national research and was the basis of the decision to produce study designs for VCE Studies and VCE VET programs rather than a syllabus.

That’s why the VCE scored assessment process gives teachers the flexibility to decide which assessment tools they will use to assess learning outcomes for each VCE unit or VCE VET program.

A student’s study score is made up of internal school-based assessment, SACs, SATs and external assessment, usually an exam.

Exams are the same across the state for a given study, but internal school-based assessments are developed by teachers. Hence it differs from school to school.

If schools develop different assessment tasks or mark their students differently, how is that fair and equitable for all students?

To be fair and equitable to all students, all school-based assessment results need to be placed on a single common scale. This is done using a process called statistical moderation.

Statistical moderation does not change the achievement of students. It simply aligns the internal school-based score onto a common scale, allowing all results across the state in a single study to be compared.

Statistical moderation ensures students’ results are compared fairly, no matter which school they go to or who teaches them.

To learn more about statistical moderation, see our other videos.

[Copyright Victorian Curriculum and Assessment Authority 2021](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx)