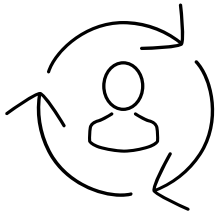


The CLEAR Framework

An Interpretive Decision Guide for Educational Evidence



Core Idea

Interpreting evidence of student learning involves determining what the available evidence reasonably supports about a student's learning, what remains uncertain, and how that uncertainty could influence instructional decisions. The CLEAR Framework provides a structured process to support those determinations and decisions.

Guiding Question

How should educators take uncertainty into account when interpreting evidence of student learning and making instructional decisions informed by those interpretations?

C

C – Clarify the determination

Question: What am I trying to determine about the student's learning?

Consider:

- Intended learning objective
- Success criteria
- Instructional purpose
- Decision to be informed

L

L – Link to evidence

Question: What evidence directly supports that determination?

Consider:

- Does the available evidence directly support the intended determination?
- Did the student have an appropriate opportunity to demonstrate the relevant knowledge, understanding, or skills (e.g., through the task, assignment, assessment, learning activity)?
- How strongly does the available evidence support the intended determination?

E

E – Evaluate the uncertainty

Question: What can I determine with confidence from the available evidence, and what remains uncertain?

Consider:

- Which interpretations are strongly supported?
- Which require greater inference?
- Would additional evidence meaningfully strengthen the interpretation?

A

A – Assess the implications

Question: How consequential is the determination or decision, and how important is the remaining uncertainty?

Consider:

- What instructional decision is being informed?
- How consequential is that decision?
- Does this situation warrant greater confidence before proceeding?

R

R – Respond appropriately

Question: What is the most appropriate next step?

Possible responses:

- Proceed
- Gather additional evidence
- Reconsider the determination
- Delay the decision
- Continue monitoring student learning over time

A Key Principle

The appropriate instructional response depends, in part, on how directly the available evidence supports the intended determination, the remaining uncertainty, and the potential consequences of the determination or decision.