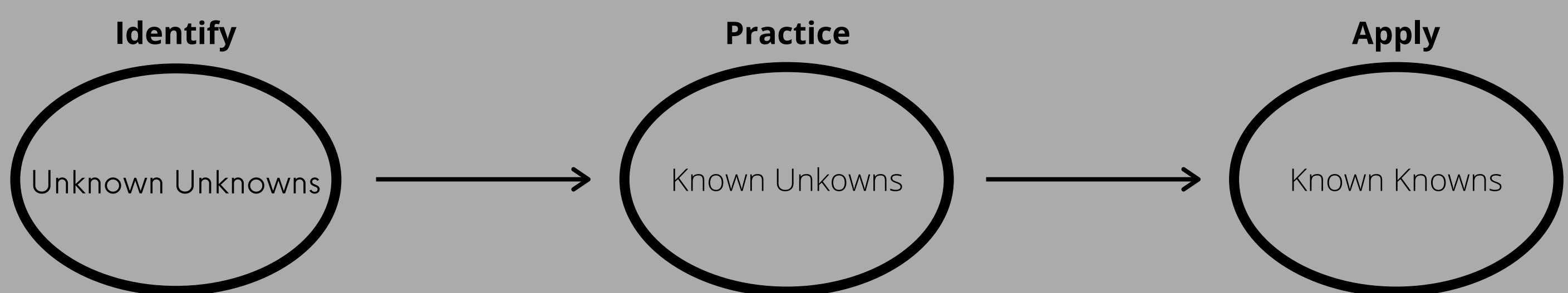


From Unknown to Known

“There are **known knowns**; there are things we know that we know. There are **known unknowns**; that is to say, there are things that we now know we don't know. But there are also **unknown unknowns** — there are things we do not know we don't know.”

- Donald Rumsfeld

Assessment should:



Unknown Unknowns

Material students didn't know they needed to know and answered incorrectly.

Identifying this information is an important step in the learning process.

Students should question why they didn't know they needed to know this and include this material when studying in the future.

Known Unknowns

Material students thought they knew but answered incorrectly.

Practicing this information is paramount for retention.

Students should question why they didn't remember this and tailor their studies to include multiple effortful recall and/or recognition opportunities of this material.

Known Knowns

Material students answered correctly.

Applying this information in differing scenarios and settings can lead to deeper processing.

Students should continue to use this subject matter to ensure understanding and strengthen retention of material.

