Activity 8 Assessment
Investigating Mass

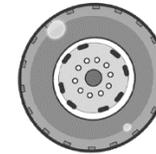| Investigating Mass		
Identifies which metric unit should be used to measure the mass of an object.	Uses benchmarks to estimate mass using metric units.	Chooses an appropriate metric unit to estimate and measure mass of objects and explains reasoning.
"I would use grams to measure the mass of the chipmunk and kilograms to measure the mass of the German Shephard."	"A paperclip is about 1 g. I estimated that a pencil is about 6 grams. When I used a balance scale, it took about 6 paper clips to balance the pencil."	"I would use kilograms to measure the mass of the tire because I know that a tire would weigh about the same as a 10 kg bag of potatoes."
Observations/Documentation		

Activity 8 Assessment
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Investigating Mass (cont'd)

Explains the relationship between grams and kilograms and converts between units of measure.	Compares and orders objects with masses given in different units.	Flexibly solves problems in various contexts where measures of mass are given in different units.
Cat A has a mass of 2.3 kg. Cat B has a mass of 2200 g.	Tennis Ball: 56 g, Bowling Ball: 5.4 kg, Basketball: 590 g	There are 6 apples in a bag. The mass of the bag of apples is 1 kg. About how much is the mass of 1 apple?
"I know 1000 g = 1 kg and 2.3 kg = 1000 g × 2.3, or 2300 g. Since 2300 g > 2200 g, Cat A has the greater mass."	"I converted the mass of the bowling ball to grams: 1 kg = 1000 g and 5.4 kg = 5.4 × 1000 g = 5400 g. The order from least to greatest mass is tennis ball, basketball, bowling ball."	"The bag of apples is 1000 g; 6 × 150 = 900 and 6 × 15 = 90, which totals about 1000. The mass of each apple is about 150 g + 15 g = 165 g."
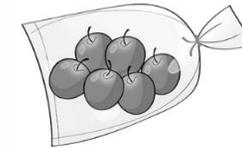
Observations/Documentation

Mathology 4
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