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**Young learners' understanding about mass measurement: insights from an open-ended task.**

Liljedahl, Peter (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education "Mathematics education at the edge", PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 4. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-364-7/v.4). 193-200 (2014).

Summary: In response to an open-ended assessment task, 282 children of 6 to 8 years of age revealed their understandings of mass measurement. Each of the Year 1 and 2 children in 13 classes from 3 schools represented their knowledge of mass measurement in drawing and/or writing. Responses ranged from portrayals of activities they had undertaken or materials they had used in classes, to the more explicit articulation of key mathematical ideas. This paper presents samples of children's responses that illustrate a range of thinking and conceptual development about mass measurement revealed by the assessment tool.

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*Keywords:* open-ended problems; mass measurement; students' knowledge