One can of soda has a capacity of 355 ml. How many **liters** of soda do 8 cans contain?

Use what you know about metric measurement to explain how you found your answer.

Teacher notes:

Student learning targets for this task include:

- I can convert measurement units.
- I can solve problems using measurement conversions.

Students need to recognize that this is a multi-step problem. Students first need to find the total number of mL in 8 cans. This can be done using multiplication or repeated addition. This total needs to be converted into liters.

Student explanations may show varying degrees of understanding of metric units and decimal place value. For example, one student my answer with 2 L 840 mL while another student may answer 2.840 L or 2.84

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
1 Unsatisfactory: Little Accomplishment The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	**2 Marginal: Partial Accomplishment** Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	**3 Proficient: Substantial Accomplishment** Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	**4 Excellent: Full Accomplishment** Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65