There could be four and six or five and five or one or ten.

\[10 + 0 = 10\]
\[4 + 6 = 10\]
\[5 + 5 = 10\]

Grade Commentary

Ashley has demonstrated sound knowledge and understanding of addition facts to 10, and an adequate level of competence in solving mathematical problems.

This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard.

Some possible combinations have been identified and recorded pictorially, in words or in number sentences.

Symbols have been accurately used and there is some incorporation of the language of chance but the commutative law has not been used to find inverse operations.