Mixed Operations

\[ 6 = 3 \times 3 - 3 = 5 \times 2 - 4 \quad 76 = 100 - 30 + 6 = 50 + 30 - 4 \]

\[ 18 = 4 \times 4 + 2 = 6 \times 2 + 4 \quad 84 = 400 - 20 + 4 = 25 - 1 + 60 \]

\[ 22 = 5 \times 4 + 2 = 7 \times 2 + 6 + 2 \quad 72 = 50 + 30 - 6 = 100 - 40 + 12 \]

\[ 24 = (10 - 4) \times 4 = (10 + 2) \times 2 \]

\[ 32 = 32 \div 8 \times 6 + 10 - 2 = 9 \times 2 + 2 + 12 \]

\[ 50 = 50 \div 5 \times 2 + 31 - 1 = 5 \times 5 + 25 \]

\[ 46 = 20 - 10 + 30 \times 4 = 9 \times 3 + 16 \]

\[ 48 = 48 \div 6 \times 5 + 6 = 10 \times 4 + 8 \]

\[ 50 = 2 \times 20 + 10 = 30 + 30 - 10 \]

\[ 17 = 7 \times 2 + 3 = 10 + 10 - 3 \]

\[ 20 = 10 + 20 - 10 = 50 - 20 \div 3 + 10 \]

\[ 60 = 100 - 60 + 20 = 50 \div 5 \times 5 + 10 \]

Combinations of the operations have been used in multi-step problems with up to five numbers.

There is evidence of higher-order thinking in the accurate placement of brackets to ensure the correct order of operations is followed.

Grade Commentary

Jerry has demonstrated a very high level of competence in using the four operations to express numbers in different ways.

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