MANATEE LEARNING

Algebra 1 Curriculum Review Rubric

Textbook / edition _____ Reviewer / date _____

Gateway 1 · Standards and progression

Review indicator and description	Evidence / page and question references / notes
ML-F01 **Content demands** Materials address every required action, mathematical object, representation and constraint in the target standards. Teacher demonstrations and student opportunities are identified separately.	
ML-F02 **Student independence** Students receive sustained opportunities to learn and independently demonstrate the mathematics, with supports reduced appropriately.	
ML-F03 **Content priority** Most instructional time serves the framework's course priorities. Supporting and prerequisite topics strengthen that work rather than displace it.	
ML-F04 **Course-level complexity** Number systems, function families, contexts and reasoning match the demands of Algebra 1 and the adopted framework.	

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

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Gateway 1 · Standards and progression

Review indicator and description	Evidence / page and question references / notes
ML-F05 **Within-course connections** Tasks connect related ideas within the course and, where required, across the series. Students use the connection to explain, solve or extend mathematics; repetition alone is insufficient.	
ML-F06 **Prior and later learning** Materials explicitly build on relevant earlier-grade knowledge and show how it supports current and later mathematics. A prerequisite list alone is insufficient.	
ML-F07 **Optional advanced content** Optional advanced work is identified and supports the course without displacing expectations for all students.	
ML-F08 **Mathematical modeling** Required modeling tasks involve formulating situations, choosing mathematics, interpreting results and evaluating or revising the model.	

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Gateway 1 · Standards and progression

Review indicator and description	Evidence / page and question references / notes
ML-F09 **Correlation accuracy** A year-long sequence accurately connects standards and their component demands to lessons, tasks and assessments.	
ML-F10 **Assessment coverage** Assessments elicit the full mathematical demands of the standards and practices they claim to assess.	

Additional evidence / questions

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

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Gateway 2 · Rigor and mathematical practice

Review indicator and description	Evidence / page and question references / notes
ML-R01 **Conceptual understanding** Tasks intentionally develop conceptual understanding through student explanations, representations and mathematical connections where the standards require it.	
ML-R02 **Procedural development** Purposeful practice, strategies and feedback develop procedural accuracy, flexibility and efficiency where the standards require them.	
ML-R03 **Application** Students use mathematics in meaningful applications and interpret results where the standards require it.	
ML-R04 **Rigor balance** Conceptual, procedural and application work reflect the standards' demands, both separately and together. Balance does not mean equal thirds.	

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

Algebra 1 Curriculum Review Rubric

Textbook / edition _____ Reviewer / date _____

Gateway 2 · Rigor and mathematical practice

Review indicator and description	Evidence / page and question references / notes
ML-R05 **Problem solving — MP1** Tasks develop problem sense-making, perseverance and reflection on solution paths in connection with course content.	
ML-R06 **Quantitative reasoning — MP2** Tasks develop reasoning between quantities, units and symbolic representations, including interpretation of results.	
ML-R07 **Argument and critique — MP3** Students construct justified mathematical arguments and critique others' reasoning in connection with course content.	
ML-R08 **Modeling practice — MP4** Students construct mathematical models, interpret results and examine their reasonableness in context.	

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Textbook / edition _____ Reviewer / date _____

Gateway 2 · Rigor and mathematical practice

Review indicator and description	Evidence / page and question references / notes
ML-R09 **Strategic tools — MP5** Students consider tool usefulness and make strategic choices. Following prescribed tool directions alone is insufficient.	
ML-R10 **Precision — MP6** Tasks develop precision in mathematical meaning, notation, units, calculation and communication.	
ML-R11 **Structure — MP7** Students recognize and use mathematical structure to explain relationships and solve problems.	
ML-R12 **Repeated reasoning — MP8** Students use repeated reasoning to form and examine generalizations. Repetitive practice alone is insufficient.	

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MANATEE LEARNING

Algebra 1 Curriculum Review Rubric

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Gateway 3 · Teaching and participation

Review indicator and description	Evidence / page and question references / notes
ML-T01 **Learning and practice** Learning tasks and practice exercises have clear mathematical purposes and appropriate expectations for student thinking.	
ML-T02 **Task sequence** Tasks build understanding and independence through purposeful sequencing, transitions and appropriate increases in demand.	
ML-T03 **Response variety** Materials vary learning approaches and ways students demonstrate understanding across lessons.	
ML-T04 **Representations and models** Physical and virtual models accurately represent the mathematics and connect to written methods where appropriate.	

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

Algebra 1 Curriculum Review Rubric

Textbook / edition _____ Reviewer / date _____

Gateway 3 · Teaching and participation

Review indicator and description	Evidence / page and question references / notes
ML-T05 **Readable design** Visual organization supports reading, navigation and mathematical engagement without unnecessary distraction.	
ML-T06 **Planning and pacing** Teachers can identify learning goals, time requirements, lesson relationships and practical preparation needs.	
ML-T07 **Teaching guidance** Actionable teacher guidance supports launches, questions, monitoring, discussion and synthesis, including use of ancillary materials.	
ML-T08 **Teacher mathematics** Accurate explanations, examples and alternative approaches strengthen teachers' mathematical understanding and knowledge of progression.	

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

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Textbook / edition _____ Reviewer / date _____

Gateway 3 · Teaching and participation

Review indicator and description	Evidence / page and question references / notes
ML-T09 **Standards context** Teacher guidance explains how lessons contribute to the standards and where further learning is required.	
ML-T10 **Family communication** Students and caregivers receive understandable program information and practical ways to support progress.	
ML-T11 **Instructional rationale** Materials explain instructional approaches, their standards connections and the research supporting specific claims.	
ML-T12 **Materials and supplies** Required physical and digital supplies are clearly identified for instructional planning.	

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Gateway 3 · Teaching and participation

Review indicator and description	Evidence / page and question references / notes
ML-S01 **Scaffolds and fading** Scaffolds support access to demanding mathematics and are reduced as students gain independence.	
ML-S02 **Learner differences** Actionable supports address identified learner needs while maintaining regular participation in course-level mathematics.	
ML-S03 **Multiple entry points** Tasks provide meaningful entry points and extensions without lowering the intended mathematical demand.	
ML-S04 **Multilingual participation** Language goals, discourse supports and teacher guidance develop multilingual learners' participation in mathematics over time.	

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Gateway 3 · Teaching and participation

Review indicator and description	Evidence / page and question references / notes
ML-S05 **Advanced learning** Recurring extensions deepen course mathematics for advanced learners rather than simply add routine work.	
ML-S06 **Representation of people** People are represented respectfully, with meaningful opportunities for students to connect with the materials.	
ML-S07 **Collaborative grouping** Grouping strategies serve mathematical purposes and support active student participation.	
ML-S08 **Language and community** Teacher guidance draws on students' languages, cultural experiences and community knowledge to enrich mathematical learning.	

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Gateway 3 · Teaching and participation

Review indicator and description	Evidence / page and question references / notes
ML-S09 **Reading access** Reading supports improve access without removing the mathematical reasoning or changing the learning goal.	

Additional evidence / questions

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

Algebra 1 Curriculum Review Rubric

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Gateway 4 · Assessment and implementation

Review indicator and description	Evidence / page and question references / notes
ML-A01 **Prior knowledge** Diagnostic tasks reveal the prerequisite knowledge and understanding needed for upcoming learning.	
ML-A02 **Misconceptions** Teacher materials identify likely misconceptions, distinguish causes and suggest responsive instruction.	
ML-A03 **Review and feedback** Review tasks and feedback help students revisit and strengthen mathematical concepts and procedures over time.	
ML-A04 **Assessment correlations** Assessment correlations match the actual mathematical demands of items to the standards they claim to measure.	

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

Algebra 1 Curriculum Review Rubric

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Gateway 4 · Assessment and implementation

Review indicator and description	Evidence / page and question references / notes
ML-A05 **Interpretation and action** Keys, scoring criteria, response examples and guidance help teachers interpret performance and choose instructional next steps.	
ML-A06 **Student monitoring** Students can use understandable criteria and feedback to monitor progress and identify next steps.	
ML-A07 **Assessment sequence** Diagnostic, formative and summative assessments provide consistent evidence of learning across the reviewed scope.	
ML-A08 **Accessible assessment** Assessment accommodations reduce unrelated barriers while preserving the mathematics being measured.	

Rating guide: 3 supported · 2 mostly supported · 1 limited · 0 not supported after full review · U unreviewed · N/A not applicable

Algebra 1 Curriculum Review Rubric

Textbook / edition _____ Reviewer / date _____

Gateway 4 · Assessment and implementation

Review indicator and description	Evidence / page and question references / notes
ML-D01 **Mathematical technology** Interactive tools contribute to mathematical learning rather than serving only decorative or procedural roles.	
ML-D02 **Device access** Device, browser, connectivity and accessibility requirements are documented, with workable alternatives where needed.	
ML-D03 **Digital assessment** Digital assessments provide useful evidence of conceptual understanding as well as procedural answers.	
ML-D04 **Personalization** Teachers can adapt supports and learning pathways while preserving the required mathematical goals.	

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Algebra 1 Curriculum Review Rubric

Textbook / edition _____ Reviewer / date _____

Gateway 4 · Assessment and implementation

Review indicator and description	Evidence / page and question references / notes
ML-D05 **Local adaptation** Local adaptations preserve essential learning goals, sequences and mathematical connections.	
ML-D06 **Digital collaboration** Digital features support purposeful mathematical communication and collaboration, where applicable.	
ML-D07 **Technology guidance** Teacher guidance supports effective technology use, interpretation of outputs and alternatives when technology is unavailable.	

Additional evidence / questions

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