ML-F01 Content demands

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Materials address every required action, mathematical object, representation and constraint in the target standards. Teacher demonstrations and student opportunities are identified separately.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

Page / #item	What you found / source image reference

EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F02 Student independence

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students receive sustained opportunities to learn and independently demonstrate the mathematics, with supports reduced appropriately.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F03 Content priority

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Most instructional time serves the framework's course priorities. Supporting and prerequisite topics strengthen that work rather than displace it.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F04 Course-level complexity

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Number systems, function families, contexts and reasoning match the demands of Algebra 1 and the adopted framework.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F05 Within-course connections

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

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.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F06 Prior and later learning

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Materials explicitly build on relevant earlier-grade knowledge and show how it supports current and later mathematics. A prerequisite list alone is insufficient.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F07 Optional advanced content

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Optional advanced work is identified and supports the course without displacing expectations for all students.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F08 Mathematical modeling

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Required modeling tasks involve formulating situations, choosing mathematics, interpreting results and evaluating or revising the model.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F09 Correlation accuracy

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

A year-long sequence accurately connects standards and their component demands to lessons, tasks and assessments.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-F10 Assessment coverage

Gateway 1 · Standards and progression

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Assessments elicit the full mathematical demands of the standards and practices they claim to assess.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R01 Conceptual understanding

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Tasks intentionally develop conceptual understanding through student explanations, representations and mathematical connections where the standards require it.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R02 Procedural development

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Purposeful practice, strategies and feedback develop procedural accuracy, flexibility and efficiency where the standards require them.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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Overall note / next step

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

ML-R03 Application

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students use mathematics in meaningful applications and interpret results where the standards require it.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R04 Rigor balance

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Conceptual, procedural and application work reflect the standards' demands, both separately and together. Balance does not mean equal thirds.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

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Overall note / next step

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

ML-R05 Problem solving — MP1

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Tasks develop problem sense-making, perseverance and reflection on solution paths in connection with course content.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R06 Quantitative reasoning — MP2

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Tasks develop reasoning between quantities, units and symbolic representations, including interpretation of results.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R07 Argument and critique — MP3

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students construct justified mathematical arguments and critique others' reasoning in connection with course content.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R08 Modeling practice — MP4

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students construct mathematical models, interpret results and examine their reasonableness in context.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R09 Strategic tools — MP5

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students consider tool usefulness and make strategic choices. Following prescribed tool directions alone is insufficient.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R10 Precision — MP6

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Tasks develop precision in mathematical meaning, notation, units, calculation and communication.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R11 Structure — MP7

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students recognize and use mathematical structure to explain relationships and solve problems.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-R12 Repeated reasoning — MP8

Gateway 2 · Rigor and mathematical practice

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students use repeated reasoning to form and examine generalizations. Repetitive practice alone is insufficient.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T01 Learning and practice

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Learning tasks and practice exercises have clear mathematical purposes and appropriate expectations for student thinking.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T02 Task sequence

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Tasks build understanding and independence through purposeful sequencing, transitions and appropriate increases in demand.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T03 Response variety

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Materials vary learning approaches and ways students demonstrate understanding across lessons.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T04 Representations and models

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Physical and virtual models accurately represent the mathematics and connect to written methods where appropriate.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T05 Readable design

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Visual organization supports reading, navigation and mathematical engagement without unnecessary distraction.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T06 Planning and pacing

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Teachers can identify learning goals, time requirements, lesson relationships and practical preparation needs.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T07 Teaching guidance

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Actionable teacher guidance supports launches, questions, monitoring, discussion and synthesis, including use of ancillary materials.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

Page / #item	What you found / source image reference

EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T08 Teacher mathematics

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Accurate explanations, examples and alternative approaches strengthen teachers' mathematical understanding and knowledge of progression.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T09 Standards context

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Teacher guidance explains how lessons contribute to the standards and where further learning is required.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T10 Family communication

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students and caregivers receive understandable program information and practical ways to support progress.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T11 Instructional rationale

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Materials explain instructional approaches, their standards connections and the research supporting specific claims.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-T12 Materials and supplies

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Required physical and digital supplies are clearly identified for instructional planning.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S01 Scaffolds and fading

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Scaffolds support access to demanding mathematics and are reduced as students gain independence.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S02 Learner differences

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Actionable supports address identified learner needs while maintaining regular participation in course-level mathematics.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S03 Multiple entry points

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Tasks provide meaningful entry points and extensions without lowering the intended mathematical demand.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S04 Multilingual participation

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Language goals, discourse supports and teacher guidance develop multilingual learners' participation in mathematics over time.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S05 Advanced learning

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Recurring extensions deepen course mathematics for advanced learners rather than simply add routine work.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S06 Representation of people

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

People are represented respectfully, with meaningful opportunities for students to connect with the materials.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S07 Collaborative grouping

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Grouping strategies serve mathematical purposes and support active student participation.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S08 Language and community

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Teacher guidance draws on students' languages, cultural experiences and community knowledge to enrich mathematical learning.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-S09 Reading access

Gateway 3 · Teaching and participation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Reading supports improve access without removing the mathematical reasoning or changing the learning goal.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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Your rating

Overall note / next step

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

ML-A01 Prior knowledge

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Diagnostic tasks reveal the prerequisite knowledge and understanding needed for upcoming learning.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A02 Misconceptions

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Teacher materials identify likely misconceptions, distinguish causes and suggest responsive instruction.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A03 Review and feedback

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Review tasks and feedback help students revisit and strengthen mathematical concepts and procedures over time.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A04 Assessment correlations

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Assessment correlations match the actual mathematical demands of items to the standards they claim to measure.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A05 Interpretation and action

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Keys, scoring criteria, response examples and guidance help teachers interpret performance and choose instructional next steps.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

Page / #item	What you found / source image reference

EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A06 Student monitoring

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Students can use understandable criteria and feedback to monitor progress and identify next steps.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A07 Assessment sequence

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Diagnostic, formative and summative assessments provide consistent evidence of learning across the reviewed scope.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-A08 Accessible assessment

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Assessment accommodations reduce unrelated barriers while preserving the mathematics being measured.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D01 Mathematical technology

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Interactive tools contribute to mathematical learning rather than serving only decorative or procedural roles.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D02 Device access

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Device, browser, connectivity and accessibility requirements are documented, with workable alternatives where needed.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D03 Digital assessment

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Digital assessments provide useful evidence of conceptual understanding as well as procedural answers.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D04 Personalization

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Teachers can adapt supports and learning pathways while preserving the required mathematical goals.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D05 Local adaptation

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Local adaptations preserve essential learning goals, sequences and mathematical connections.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D06 Digital collaboration

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Digital features support purposeful mathematical communication and collaboration, where applicable.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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

ML-D07 Technology guidance

Gateway 4 · Assessment and implementation

Textbook / publisher / edition

Reviewer / date / chapter or lesson

Teacher guidance supports effective technology use, interpretation of outputs and alternatives when technology is unavailable.

Standards framework / state / version

Specific standard code(s) / requirement being checked

Read the standard first: identify its focus, connections and specific conceptual, procedural and application demands.

SOURCE LOCATIONS AND OBSERVED EVIDENCE

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EVIDENCE / NOTES

Your rating

Overall note / next step

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