Crosswalk: The 2023 California Math Framework and EdReports K-12 Math Reviews and Tools

This resource provides a crosswalk between components of the 2023 Mathematics Framework for California Public Schools (Framework) and EdReports reviews and review tools for comprehensive K-12 mathematics instructional materials.

Using This Resource in a Comprehensive Adoption Process

This resource is designed to be used to support a comprehensive, educator-centered adoption process that prioritizes local context, instructional priorities, and the needs of students and educators. For guidance on leading a comprehensive, California-aligned adoption process, refer to the following resources:

- **CalCurriculum:** California's Math Framework Hub
- **CalCurriculum**: The 2025 California Math List Has Been Approved! Now What?
- **EdReports**: 6 Key Adoption Steps

The crosswalk included in this resource connects certain components of the Framework with specific EdReports indicators and types of evidence that may be helpful when reviewing instructional materials. Its purpose is to help adoption teams focus attention, ask targeted questions, and identify evidence related to Framework priorities.

About EdReports Reviews and the 2025 California Math List

EdReports reviews national editions of instructional materials; in many cases, California-specific editions closely mirror national versions in instructional design and structure. The 2025 California math list includes 64 approved K-8 math programs; EdReports has reviewed the national version of many of these programs but not all. Therefore, depending on the program, districts can use this resource in one of two ways:

1. When EdReports has reviewed the national edition of a program using its v2.0 or v1.5 review tools (reviews published from 2021 onward)

If the national edition of a program has an EdReports review, adoption teams can use the crosswalk to:

- Identify which EdReports indicators are most relevant to certain Framework components and local priorities
- Pay closer attention to specific evidence cited in the review related to those indicators
- Focus discussion on how well materials reflect priorities such as big ideas, mathematical investigations, and supports for multilingual learners

In this way, the crosswalk can help teams engage strategically with EdReports reviews, using them as one input to help evaluate materials against the Framework as well as local priorities and context.

2. When EdReports has not reviewed a program using its v2.0 or v1.5 review tools

If EdReports has not reviewed the national edition of a program since 2020 or earlier, or has not reviewed it to date, districts can use this crosswalk to leverage EdReports' latest (v2.0) review criteria and evidence guides to support a district- or county-led review of the materials.

In these cases, the crosswalk can help adoption committees:

- Identify instructional look-fors in EdReports evidence guides aligned to certain Framework components
- Use shared language to guide evidence collection and discussion
- Increase consistency and rigor in local review conversations

How districts apply these tools should reflect their local process, capacity, and priorities. Note: if EdReports has reviewed a program using its v1.0 review tools between 2014 and 2020 but not since then, the report will contain valuable insights but may not fully align with current instructional priorities. To learn more, see How to Use EdReports' Earlier Reports and Review Tools.

Framework Components Highlighted in This Resource

This resource focuses on four areas that are explicitly emphasized in the Framework for instructional materials, reflect significant instructional shifts, and represent priorities that benefit from close examination of EdReports evidence during adoption.

Big Ideas: The Framework calls for standards to be organized by big ideas at each grade level and the progression of the big ideas across grade levels. The big ideas of the grade are not the same as the domain titles of the Common Core State Standards for Mathematics. Rather, the big ideas may include a variety of standards across domains. Chapter 13 calls for the big ideas to "drive [the] design of instructional activities." (ch. 13, p. 20). The Framework also calls for the big ideas, in addition to grade-level standards and the Standards for Mathematical Practice (Math Practices), to "be explicitly stated in the student editions demonstrating alignment with student lessons." (ch. 13, p. 12). The big ideas enable rigor, focus, and coherence across grade levels. Big ideas are listed for each grade level, including associated standards and progressions across grades (chapters 6, 7, and 8).

Inquiry-Based Instruction: The Framework calls for lessons to be designed around authentic contexts that lead to mathematical investigation to support student curiosity and inquiry, and for more connections and engagement with and across standards. Mathematical investigations should allow students to think through the why (drivers of investigations), the how (the Math Practices), and the what (content connections) of the investigation: "Big ideas that drive design of instructional activities will link one or more content connections with a driver of investigation." (ch. 13, p. 20). Lessons should be designed to elicit wonder: "Instructional materials should primarily involve tasks that invite students to make sense of these big ideas, elicit wondering in authentic contexts, and necessitate mathematics." (ch. 13, p. 20). Reviewers should look for how lessons are designed around authentic contexts that necessitate a mathematical idea or strategy to understand the task.

Access and Equity: The Framework calls for instructional materials to be designed using the principles of Universal Design for Learning, serving all learners including multilingual learners, at-promise learners, advanced learners, and students with disabilities. It also calls for culturally responsive instruction that focuses on student assets and a growth mindset approach. All chapters of the Framework are written with an asset-based approach for multilingual learners. The Framework highlights the need for intentional supports for multilingual learners such as cultural and linguistic responsiveness.

Educator Supports: The Framework calls for publishers to include additional support for teachers, including guidance on content progressions and instructional shifts, as well as examples such as sample student work.

Crosswalk by Framework Component: Big Ideas

The indicators mapped below provide a foundation for both big ideas and investigative materials.

EdReports Tool Version:	v2.0	v2.0	v1.5	v1.5
Tool Formats:	**Math: Core Content**	**Math: Core Content**	**Math: Core Content**	**Math: Core Content**
Grades:	**K-8**	**High School**	**K-8**	**High School**
Indicators: *(For each listed indicator, review the evidence in EdReports curriculum reviews to inform your understanding of how instructional materials reflect this Framework component.)*	1g. Materials include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade.	1e. Materials explicitly identify and build on knowledge from Grades 6-8 to the high school standards.	1e. Materials include problems and activities that serve to connect two or more clusters in a domain or two or more domains in a grade.	1e. Materials explicitly identify and build on knowledge from Grades 6-8 to the High School Standards.
	3c. Materials include a year-long scope and sequence with standards correlation information.	3c. Materials include a year-long scope and sequence with standards correlation information.	3c. Materials include standards correlation information that explains the role of the standards in the context of the overall series.	3c. Materials include standards correlation information that explains the role of the standards in the context of the overall series.

Crosswalk by Framework Component: Inquiry-Based Instruction

The Framework calls for the “large majority of [student] time [to be spent] on mathematical investigations.”

Through a focus on the Math Practices and how they relate to the Content Connections and Drivers of Investigation, instructional materials can offer a foundation for classroom experiences that center around exploring, discovering, and reasoning with and about mathematics.

EdReports Tool Version:	v2.0	v2.0	v1.5	v1.5
Tool Formats:	**Math: Core Content**	**Math: Core Content**	**Math: Core Content**	**Math: Core Content**
Grades:	**K-8**	**High School**	**K-8**	**High School**
Indicators: *(For each listed indicator, review the evidence in EdReports curriculum reviews to inform your understanding of how instructional materials reflect this Framework component.)*	2c. Materials support the intentional development of students’ ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.	2c. Materials support the intentional development of students’ ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.	2c. Materials are designed so that teachers and students spend sufficient time working with engaging applications of the mathematics.	2c. Attention to Applications. Materials support the intentional development of students’ ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.
	2e-2l. Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).	2e-2l. Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).	Indicator 2e- 2i. Materials support the intentional development of SMPs (Standards for Mathematical Practice).	2e-2h: Materials meaningfully connect the Standards for Mathematical Content and Standards for Mathematical Practice (MPs).

Crosswalk by Framework Component: Access and Equity

Because the California Common Core State Standards for Mathematics remain the same, the Framework focuses on the "how," not the "what." Equitable student support, especially for special populations of students, is essential to meeting the requirements of the Framework: "Instructional resources should provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities." (ch.13, p. 14). Because this is one of the main focuses of the Framework, it's worthwhile to give special attention to the following indicators.

EdReports Tool Version:	v2.0	v2.0	v1.5	v1.5
Tool Formats:	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content**	**Math: Core Content**
Grades:	**K-8**	**High School**	**K-8**	**High School**
Indicators: *(For each listed indicator, review the evidence in EdReports curriculum reviews to inform your understanding of how instructional materials reflect this Framework component.)*	3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning.	3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning.	Indicator 3m. Materials provide strategies and supports for students in special populations to support their regular and active participation in learning grade-level/series Mathematics.	3m. Materials provide strategies and supports for students in special populations to support their regular and active participation in learning grade-level/series mathematics.
	3k. Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level/course-level mathematics at greater depth.	3k. Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level/course-level mathematics at greater depth.	Indicator 3n. Materials provide extensions and/or opportunities for students to engage with grade-level/course-level mathematics at higher levels of complexity.	3n. Materials provide extensions and/or opportunities for students to engage with grade-level/course-level mathematics at higher levels of complexity.

Crosswalk by Framework Component: Access and Equity (continued)

EdReports Tool Version:	v2.0	v2.0	v1.5	v1.5
Tool Formats:	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content**	**Math: Core Content**
Grades:	**K-8**	**High School**	**K-8**	**High School**
Indicators: *(For each listed indicator, review the evidence in EdReports curriculum reviews to inform your understanding of how instructional materials reflect this Framework component.)*	3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences.	3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences.	3q. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level mathematics.	3q. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level mathematics.
	3p. Materials provide supports for different reading levels to ensure accessibility for students.	3p. Materials provide supports for different reading levels to ensure accessibility for students.	3s. Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.	3s. Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.
	All Math-MLL criteria, 1-4	All Math-MLL criteria, 1-4	3t. Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.	3t. Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.
			3u. Materials provide supports for different reading levels to ensure accessibility for students.	3u. Materials provide supports for different reading levels to ensure accessibility for students.

Crosswalk by Framework Component: Educator Supports

The entire Framework is built around researched best practices from student engagement, assessment, and structures that allow for greater equity. The Framework calls for materials to reference up-to-date research when implementing practices and supports for students, including multilingual learners and students with disabilities: “Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students.” (ch.13, pp. 13-14). Differentiation strategies should be based on “current and confirmed research.”

EdReports Tool Version:	v2.0	v2.0	v1.5	v1.5
Tool Formats:	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content**	**Math: Core Content**
Grades:	**K-8**	**High School**	**K-8**	**High School**
Indicators: *(For each listed indicator, review the evidence in EdReports curriculum reviews to inform your understanding of how instructional materials reflect this Framework component.)*	3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.	3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.	3b. Materials contain adult-level explanations and examples of the more complex grade-level/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.	3b. Materials contain adult-level explanations and examples of the more complex grade-level/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.
	3e. Materials explain the program’s instructional approaches, identify research-based strategies, and explain the role of the standards.	3e. Materials explain the program’s instructional approaches, identify research-based strategies, and explain the role of the standards.	Indicator 3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.	3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies

Crosswalk by Framework Component: Educator Supports (continued)

EdReports Tool Version:	v2.0	v2.0	v1.5	v1.5
Tool Formats:	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content** and **Math: Multilingual Learner Supports**	**Math: Core Content**	**Math: Core Content**
Grades:	**K-8**	**High School**	**K-8**	**High School**
Indicators: *(For each listed indicator, review the evidence in EdReports curriculum reviews to inform your understanding of how instructional materials reflect this Framework component.)*	3e.MLL. Materials provide explanations of the instructional approaches of the program for MLLs and the identification of the research-based strategies	3e.MLL. Materials provide explanations of the instructional approaches of the program for MLLs and the identification of the research-based strategies	3j. Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	3j. Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
	3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps.	3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps.		