

1125-VQ-1966 **Bill Zahner, Hayley Milbourne*** (hmilbourne@sdsu.edu) and **Lynda Wynn.** *Ways Secondary Mathematics Teachers Order Algebra Problems Based on Both Mathematical and Linguistic Complexity: A Case Study.* Preliminary report.

Developing mathematical proficiency among all students (NCTM, 2014) can be a formidable challenge in secondary classrooms with English language learners (ELLs) who are simultaneously developing proficiency in math and fluency in academic English. Prior case studies illustrate that skilled math teachers can create classroom learning environments where ELLs develop robust mathematical proficiency (e.g., Khisty & Chval, 2002; Zahner et al., 2012). Much of secondary math instruction revolves around instructional tasks (Stein et al., 1996). For teachers to create access for ELLs they must understand the interaction of linguistic and mathematical complexity in tasks. In this case study, we describe and summarize interviews with three secondary math teachers of linguistically diverse ninth grade math classes. In the interviews, the teachers analyzed the mathematical and linguistic complexity of six problems and ordered the problems twice, once focusing on mathematical complexity and once focusing on linguistic complexity. With this information, we can begin to understand the ways in which teachers in linguistically diverse classrooms interpret problems. This may help researchers understand the complex decisions teachers make in the selection and presentation of instructional tasks. (Received September 19, 2016)