1116-Q5-2444 **George Kuster*** (gkuster@vt.edu) and **Estrella Johnson** (strej@vt.edu). *Toward a measure of Inquiry-Oriented instruction.*

Research has shown that inquiry-oriented curricular materials present instructors with a number of challenges regarding implementation. In inquiry-oriented instruction the tasks, the students and the teacher work together to support the classroom participants in advancing the mathematical agenda. Instructors utilize carefully designed tasks to engage students in meaningful mathematical activity and generate student thinking which is then leveraged by the instructor and subsequent tasks to support student development of more sophisticated ways of reasoning and understanding. By analyzing video data from the implementation of three inquiry-oriented curricula materials and by drawing on the K-16 research literature, we have identified and characterized four instructional components that are central to successfully implementing inquiry-oriented instruction. These components have been further delineated into instructional practices that will comprise an instrument for measuring inquiry-oriented instruction. (Received September 22, 2015)