1- How comprehensive and informative was the abstract?

Does the abstract include sufficient information about the study enabling you to understand   the purpose of the study, the sample of participants, the results, etc.

**Answer:**

This Article contains a descriptive abstract indicates the type of information found in the work. It makes no judgments about the work, nor does it provide results or conclusions of the research. It does incorporate key words found in the text and may include the purpose, methods, and scope of the research. Essentially, the descriptive abstract describes the work being abstracted; the article calculated descriptive statistics, including the number of minutes and proportion of total teaching time, for each of the main categories and subcategories coded on the ICE-R and MOT.

Also they report descriptive results from teacher observations.

The article special the sample of participants like education teachers in the chosen districtwho taughtt

mathematics or readings to students in Grades 3 through 5 were asked to participate in this study. Because RTI was implemented district-wide, all special education teachers taught within the RTI framework on their campuses.

2- What was the purpose of the study and how well did the authors describe the purpose of the study?

The purpose of the study are the RTI framework for LD identification and instructional service delivery has led to considerable debate regarding approaches for operationalization; the role of the special education teacher; and the efficacy of documented, evidence-based intervention practices (D. Fuchs, Fuchs, & Stecker, 2010), and to attainment the special education teachers’ perspectives on RTI, and how much special educators are involved in interventions for students without IEP’s, plus how much teachers are using evidence-based instruction to teach reading and math.

3- Who were the participants and how were they selected?

A- Were these subjects representative of the population from which they were selected?

B- How might this selection process impact the validity of the results?

The participants were special education teachers in the chosen district who taught mathematics or reading to students in Grades 3 through 5. Because RTI was implemented district-wide, all special education teachers taught within the RTI framework on their campuses, they were distributed as the following, 17 special education teachers volunteered to participate during Year 1. 12 teachers continued participation in the study. The range of teaching experience for the sample group was 1 to 31 years. 4 teachers in the sample held master’s degrees. 11 of the teachers had received additional training in reading strategies and methods; no teachers reported additional training in mathematical methods or strategy instruction.

The selection process impacted with Principles and Standards for School Mathematics, published

by the National Council of Teachers of Mathematics (NCTM, 2000), provides direction for states and school districts in developing students’ mathematics knowledge by identifying content standards and process standards for prekindergarten through Grade 2, Grades 3 through 5, Grades 6 through 8, and Grades 9 through 12.

**4- Have the authors described the study as a quantitative, qualitative or mixed design research study? If not, how would you classify the study? Explain.**

The authors described the study as a qualitative, I think because he observed the mathematics and reading instruction that provided in researches. Also, this study contributes to the literature by presenting a qualitative as it description in-depth of special education teachers’ perceptions related to RTI implementation at the upper elementary level. In addition, from the reference that our author provided, it shows that the study is qualitative as fellow: Kuzel, A. J. (1992). Sampling in qualitative inquiry. In B. F. Crabtree & W. L. Miller (Eds.), Doing qualitative research: Research methods for primary care (Vol. 3, pp. 31-44). Newbury Park, CA: Sage.