

| True or False? | True | False |
|---|-------------|--------------|
| 1. The identified elementary gifted children in my district reflect the demographics of my district. | | |
| 2. Children who do not speak English are not considered for my district's gifted services. | | |
| 3. Non-English speaking students in my district are not usually nominated for gifted services. | | |
| 4. Children who are receiving services from special education are not usually considered for my district's gifted services. | | |
| 5. Children who have not mastered all the STAAR objectives are not eligible for services through my district's gifted program. | | |
| 6. Students identified as gifted are expected to maintain a specific grade average in order to continue to receive services. | | |
| 7. Students identified as gifted are expected to have minimal disciplinary referrals. | | |
| 8. Most parents have a good understanding of my district's procedures for identifying gifted students, including parents from poverty, non-English speaking parents, and parents of children with disabilities. | | |
| 9. In my district students can be identified for gifted services without a teacher's or parent's recommendation. | | |
| 10. In my district a cut-off score is established to determine which students qualify for gifted services. | | |
| 11. In my district a prescreening process is used to determine who merits further consideration for inclusion for gifted services. | | |
| 12. In my district we collect the same quantitative and qualitative data on all students. | | |
| 13. In my district we have some schools that have over 40 percent free and reduced lunch students and some campuses with fewer than 40 percent free and reduced lunch. | | |
| 14. My district provides awareness training on the characteristics of the gifted for both parents and staff. | | |
| 15. My district is committed to achieving equitable representation among those who receive gifted services. | | |

