



**Activities to Identify
Under-Represented Populations
Grades K-6**

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KOI: Students from Poverty

Advanced Language

Vocabulary may be limited to casual register; sentence structure may lack cause and effect relationships; use of figurative language may reflect comparisons to people and entertainers

Analytical Thinking

May not possess ability to plan, but is intrigued with the idea of planning; discerns patterns in human behavior but not in ideas

Meaning Motivation

Curious and independent; asks questions that are focused on relationships; extensive memory about people and conversations; questions things related to fairness issues

Perspective

Incorporates unexpected or unusual points of view through oral language and manipulatives and art

Sense of Humor

Application of finely tuned sense of humor; creates original jokes; humor often reflects imitations of people and events; tells stories; mimics accurately

Sensitivity

Demonstrates a strong sense of justice as defined by poverty; fairness issues; identifies with the anti-hero and sees the anti-hero as the victim

Accelerated Learning

When shown how to do things that the student considers meaningful, the student learns quickly

Analytical Thinking
Meaning Motivation
Sense of Humor
Accelerated Learning
Perspective
Advanced Language
Sensitivity

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KOI: Students from Diverse Cultures

Advanced Language

Demonstrates advanced vocabulary in first language; naturally uses similes, metaphors, and analogies to express insights and explain relationships; often fluent in nonverbal communication

Analytical Thinking

Approaches solutions in a logical manner; analyzes information logically; reasons by analogy; taps into a personal storehouse of knowledge in order to solve problems; relates unrelated ideas; demonstrates abstract thinking; makes symbolic relationships

Meaning Motivation

Has a strong desire to learn; intense, sometimes unusual interests; demonstrates a large storehouse of information with expertise beyond age group in one or more topics; pursues intellectual or philosophical questions

Perspective

Effective, often inventive strategies for recognizing and solving problems; develops unique graphics, symbols, or patterns; many highly original ideas; cultural perspective may differ from mainstream view point

Sense of Humor

Demonstrates an unusual, often subtle sense of humor which may not be understood by mainstream culture; ELL students have difficulty interpreting humor involving puns and word play in English; effectively uses humor to gain peer acceptance

Sensitivity

Very concerned about human issues, ethics, and justice, shows leadership among peers; intensely sensitive to the needs and motivations of others; sets high expectations for self and others; displays empathy through art, nonverbal communication, and oral expressions in first language

Accelerated Learning

Quick to grasp new concepts; unusual ability to communicate with codes, numbers, or symbols; mathematics may be most advanced area; applies accumulated knowledge to new situations;

(Castellano & Díaz, 2002; Ford, 1996; Frasier & Passow, 1994) Adapted by Kingore, 2007 from Kingore, B. (2001). The Kingore Observation Inventory (KOI). 2nd ed. Austin: Professional Associates Publishing.

— The Kingore Observation Inventory (KOI) —
Grades K through 3

TEACHER *Ms. Wilhelm*
SCHOOL *Brigit Elem.* GRADE 2

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ADVANCED LANGUAGE

Uses multisyllabic words unassumingly; descriptive
Asks questions about words (in print or oral language)
Uses similes, metaphors, or analogies; rich imagery
Modifies language for less mature children
Displays verbal skills when teaching others, handling conflicts, or influencing the behavior of others
Expresses similarities and differences
Uses the specific language of a discipline

David |

Tyler

ANALYTICAL THINKING

Demonstrates complex and abstract thinking
Analyzes classroom tasks and instructional techniques
Observes intensely; is unusually attentive to details in their environment
Takes apart and reassembles ideas, objects, or experiences
Analyzes cause and effect, consequences, or alternatives
Creates songs, stories, or riddles related to their learning experiences
Organizes collections or ideas in unique ways

Ravi |

Tyler |||

George |||

Catherine

MEANING MOTIVATION

Is philosophical, pursues issues atypical of age/mates
Asks penetrating, intellectual questions; intense need to understand
Is curious; innovatively experiments
Remembers!
Displays an unexpected depth of knowledge in one or more areas; an "expert"
Demonstrates intense task commitment and energy when pursuing interests; persistent
Wants to do things independently
Synthesizes meaning through words, graphics, structures, or movement

Cara |

David |

Lynna ||

The Kingore Observation Inventory (KOI): Grades K through 3

PERSPECTIVE

Interprets another's point of view
Demonstrates complex dimension of perspective in language, art, and problem solving
Creates and interprets more complex shapes, patterns, or graphics than age/mates

Tyler |

George

Cara |||

SENSE OF HUMOR

Says or does something indicating a sense of humor beyond age/mates
Catches an adult's subtle or sophisticated humor
Uses figurative language for humorous effect
Understands and responds to the use of puns and riddles
Develops a humorous idea to the extreme; "heights of fantasy"

Lynna

George

Tyler |

SENSITIVITY

Exhibits intense concern for human issues
Acts spontaneously to help someone in need
Shows nonverbal awareness of another's needs and feelings
Expresses empathy through words or art
Displays a strong sense of fairness and justice
Expresses high expectations of self and others; high-strung
Senses discord or dissatisfaction
Overreacts at times

Cara ||

Lynna |

Ravi

ACCELERATED LEARNING

Requires minimum repetition for mastery
Increases rate of learning after introduction and exposure
Categorizes by multiple, often less-obvious, attributes
Comprehends symbolic representations, e.g., musical, numerical, alphabetical, mapping
Reads and interprets consecutive passages at an advanced level
Demonstrates an unexpected mastery of complex science or math concepts
Applies mathematical operations with sophisticated mastery
Creates advanced products
Accesses data with ease using an unexpected variety of tools

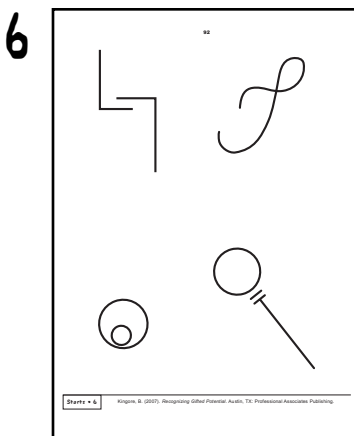
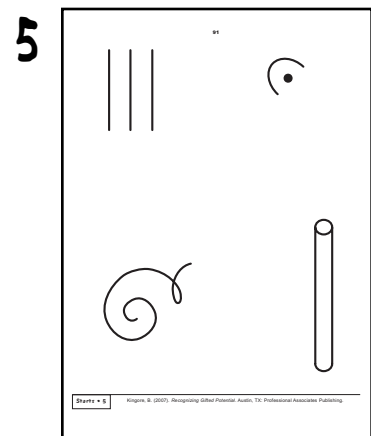
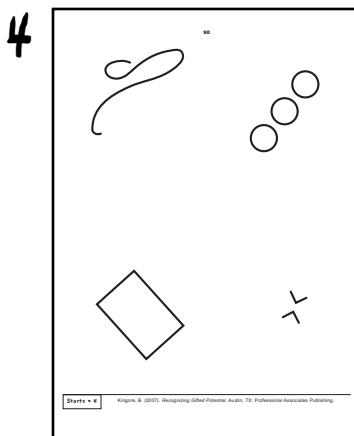
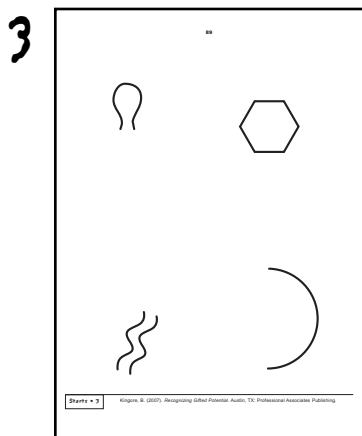
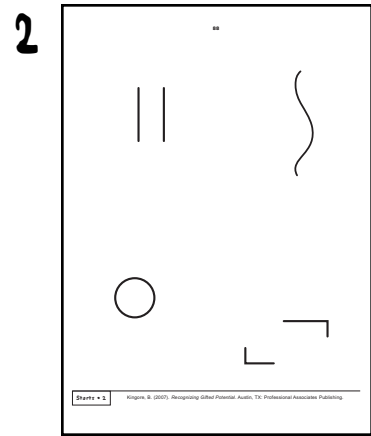
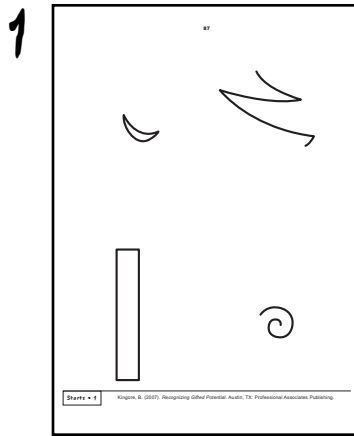
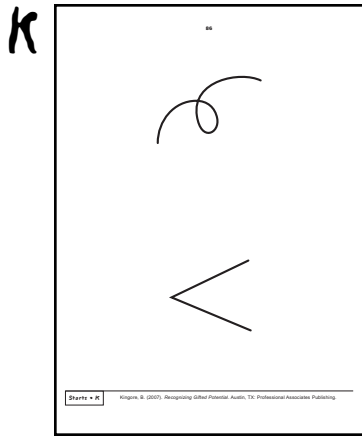
Lynna |||

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Tyler

Drawing Starts

Samples of the Handouts



Literature Correlated to the Kingore Observation Inventory (KOI)

Advanced Language

- Edwards, Pamela Duncan. (1998). *Some Smug Slug*. NY: HarperCollins.
Frasier, Debra. (2000). *Miss Alaineus: A Vocabulary Disaster*. San Diego: Harcourt.
Hoberman, Mary Ann. (2004). *You Read to Me, I'll Read to You: Fairy Tales*. NTY Little, Brown.
Levitt, Paul. (2003). *The Weighty Word Book*. Lanham, MD: Roberts Rinehart.
Schoter, Rone. (2006). *The Boy Who Loved Words*. NY: Schwartz & Wade.
Shulman, Mark. (2006). *Mom and Dad are Palindromes*. San Fransisco, CA: Chronicle.
Walton, Rick. (2006). *Around the House the Fox Chased the Mouse: A Prepositional Tale*. Salt Lake City, UT: Gibbs Smith.
Wilbur, Richard. (2000). *The Pig in the Spigot*. Orlando, FL: Voyager Books.

Analytical Thinking

- Brown, Margaret Wise. (1999; 1949). *The Important Book*. NY: HarperCollins.
Crews, Donald. (1995). *Ten Black Dots*. NY: HarperTrophy.
Konigsburg, E. L. (1996). *The View from Saturday*. NY: Scholastic.
Prap, Lila. (2006). *Once Upon...1001 Stories*. La Jolla, CA: Kane/Miller.
Sachar, Louis. (1998). *Holes*. New York: Farrar, Straus, & Giroux.
Shannon, George. (1996). *Tomorrow's Alphabet*. NY: Greenwillow.

Meaning Motivation

- Baker, Jeannie. (1991). *Window*. NY: Greenwillow.
Deedy, Carmen Agra. (1991). *Agatha's Feather Bed*. Atlanta: Peachtree Publishers.
Macaulay, David. (1987). *Why the Chicken Crossed the Road*. Boston: Houghton Mifflin
Radunsky, V. (2004). *What Does Peace Feel Like?* NY: Atheneum.
Reynolds, Peter. (2003). *The Dot*. Cambridge, MA: Candlewick Press.
Van Allsburg, Chris. (1984). *The Mysteries of Harris Burdick*. Boston: Houghton Mifflin.

Perspective

- Banyai, Istvan. (1995). *Zoom*. NY: Viking.
Fleischman, Paul. (1988). *Joyful Noise*. NY: Harper & Row.
Perry, Sarah. (1995). *If*. Malibu, CA: J. Paul Getty Museum.
Shaw, Charles. (1947). *It Looked Like Spilt Milk*. NY: HarperCollins
Steiner, Joan. (1999). *Look-Alikes, Jr.* (1998). *Look-Alikes*. Boston: Little, Brown.
Young, Ed. (1992). *Seven Blind Mice*. NY: Puffin.

Sense of Humor

- Arnold, Tedd. (2001). *More Parts*. NY: Puffin.
Baget, Brod. (2002). *Giant Children*. NY: Puffin.
McGee, Marni & Ian Beck. (2006). *Winston the Book Wolf*. NY: Walker.
Orloff, Karen & David Catrow. (2004). *I Wanna Iguana*. NY: Putnam & Sons.
Polacco, Patricia. (2007). *Ginger and Petunia*. NY: Philomel.
Pulver, Robin. (2002). *Punctuation Takes a Vacation*. NY: Holiday House.

Sensitivity

- Aiki. (1998). *Marianthe's Story: Painted Words and Spoken Memories*. NY: Greenwillow.
Yangsook Choi. (2001). *The Name Jar*. NY Dell Dragonfly.
Root, Phyllis. (2003). *The Name Quilt*. New York: Farrar, Straus, and Giroux.
Smothers, Ethel Footman. (2003). *The Hard-Times Jar*. NY: Farrar, Straus, & Giroux.
Turner, Glennette Tilley. (2006). *An Apple for Harriet Tubman*. Morton Grove, IL: Albert Whitman & Company.
Waber, Bernard. (2002). *Courage*. Boston, Houghton Mifflin.

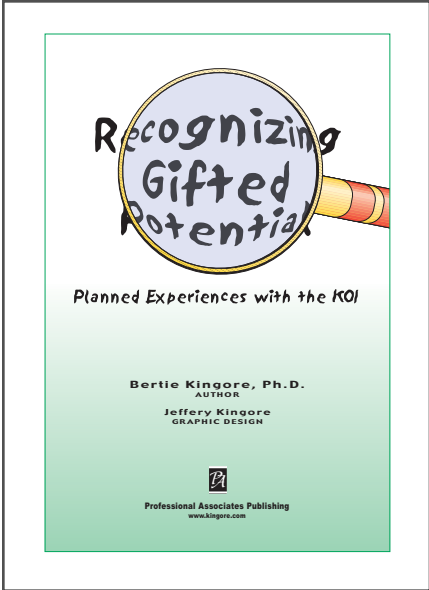
Accelerated Learning

- Cannon, Janell. (1993). *Stellaluna*. San Diego: Harcourt Brace & Company.
Goldstone, Bruce. (2006). *Great Estimations*. NY: Holt.
Neuschwander, Cindy. (2006). *Sir Cumference and the Ile of Immeter*. (2003). *The Sword in the Cone*. (2001). *Great Knight of Angleland*. (1999). *Dragon of Pi*. (1997). *First Round Table*. MA: Charlesbridge.
Smith, David J. (2002). *If the World Were a Village*. NY: Kids Can Press Ltd.
Tyson, Leigh Ann. (2003). *An Interview with Harry the Tarantula*. Washington, D.C.: National Geographic Society.

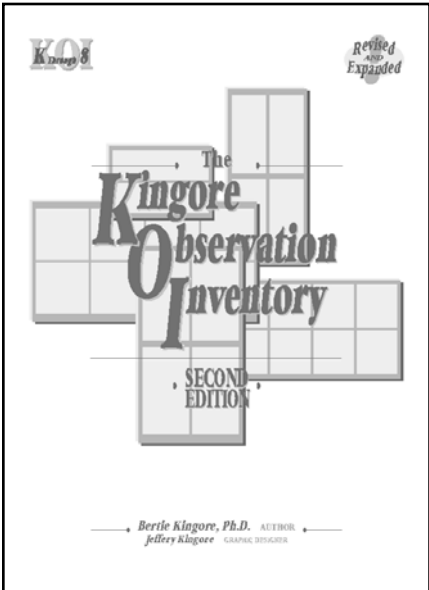
Resources by Bertie Kingore

- (2007). *Assessment: Time-Saving Procedures for Busy Teachers*, 4th ed. (Book and interactive CD-ROM available)
(2007). *Recognizing Gifted Potential: Planned Experiences with the KOI*. Austin: Professional Associates Publishing.
(2004). *Differentiation: Simplified, Realistic, and Effective*. (Book and interactive CD-ROM available)
(2003). *Literature Celebrations*, 2nd ed. Austin: Professional Associates Publishing.
(2001). *The Kingore Observation Inventory (KOI)*, 2nd ed. Austin: Professional Associates Publishing.
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RESOURCES



**Recognizing Gifted Potential:
Planned Experiences with the KOI**



**Kingore Observation Inventory
(KOI), 2nd ed.**
