

**Figure 3.3:**

### **A Quiz: Matching KOI Patterns with Students**

As a challenge, ponder the following profiles of students recognized for high ability or high aptitude. Then, match each profile to one of the sets of KOI gifted categories they might represent. A plus sign (+) after initials indicates a category with a large number of tallies.

- |                           |                        |                      |                             |
|---------------------------|------------------------|----------------------|-----------------------------|
| <b>a. AL+, P, S+, Acc</b> | <b>c. AT, P, Acc+</b>  | <b>e. AT, Acc</b>    | <b>g. AT+, MM, SH, Acc+</b> |
| <b>b. AL, Acc+</b>        | <b>d. AT, MM+, Acc</b> | <b>f. AL, SH+, S</b> |                             |

**AL** = Advanced Language • **AT** = Analytical Thinking • **MM** = Meaning Motivation  
**P** = Perspective • **SH** = Sense of Humor • **S** = Sensitivity • **Acc** = Accelerated Learning

\_\_\_\_\_ 1. Gregarious Greg, age 12, is socially apt; understands and wants to interact with a large number of peers; quite humorous and entertaining; verbalizes funny comments about current topics to amuse peers and the teacher; uses humor to distract a troubled peer

\_\_\_\_\_ 2. Quiet Quentin, age 10, is an introspective English-language learner; seldom volunteers; excels at math and figures out multiple, unexpected problem solutions; creates graphs and flow charts to help peers understand math concepts; peers go to him for help in math

\_\_\_\_\_ 3. Caring Camilla, age 7, is always the first to help a child in need; intervenes when children are upset with one another; loves to sketch and has created portraits or caricatures to give to every student; began reading when three years old; reads four years above grade level; unassumingly uses very advanced vocabulary

\_\_\_\_\_ 4. Lively Layla, age 11 and diagnosed ADHD; is impulsive and inattentive; fidgets; blatantly interrupts others, but usually with an idea that peers recognize as complex; amazing memory and information depth; passionate about Greek mythology; avoids most peer interpersonal relationships; shares philosophical ideas and intellectual solutions with the teacher and one peer

\_\_\_\_\_ 5. Demanding David, age 8, interrupts others; always insists on discussing his ideas, particularly about books; dominates flexible groups; is considered an accomplished author for his age and has poems and stories published in one newspaper and two national magazines

\_\_\_\_\_ 6. Wondering Whitney, age 13, is a leader respected by peers; considered quite witty; thinks logically and conceptually; long-term passion for microbiology and currently mentored by a high school science student; intellectually curious; probes with a myriad of thought-provoking questions, such as "What are the pros and cons of this decision?"

\_\_\_\_\_ 7. Rambunctious Rashard, age 5, lacks self-control; began kindergarten significantly below level but reached grade-level targets by mid-year; his thinking is complex and surprising when asked to explain his work that appears as scribbles; he explained to his teacher how electricity works; teaches peers how to complete intricate puzzles and constructions with manipulatives; boisterous and physical