

Figure 1.3
**Underrepresented, Under-
served Conceptualization of
Giftedness**

Underrepresented, underserved students' gifted indicators include:

- Remarkable increases in the pace of learning growth and/or level of achievement once background understanding is established;
- *Wows or leaps of insights* with probing questions or higher than expected responses that surprise educators;
- Asynchronous development and asynchronous academic performance;
- Complex real-world problem solving relevant to economics and survival;
- Surprisingly nuanced applications in a first language, such as switching from less to more formal language to clarify communication and/or align with others in specific situations;
- Nonstandard oral and written language, but able to use language for humorous effect to entertain or gain acceptance;
- *A hungry mind* (von Strumm et al., 2011) demonstrating an intense intellectual curiosity accompanied by the effort to satisfy that curiosity;
- Unique expertise and intense interest in an unexpected content or topic that may or may not be school-related;
- Unexpected leadership as peers respect and seek help from this student;
- High potential exhibited in code-based learning contents such as math, music composition, and/or non-linguistic representations.

Kingore, B. (2016). *The Kingore Observation Inventory* (3rd ed.). Austin, TX: PA Publishing.