

Kingore Observation Inventory (KOI)

1990 Construct Validity Study

Grades K Through 3

ADVANCED LANGUAGE

Unassumingly uses multi-syllable words

Buhler & Guirl, 1963 (Large vocabulary used easily and accurately)

Karnes, 1978 (Advanced vocabulary)

Kitano, 1982 (Advanced vocabulary for age)

Renzulli, Reis, & Smith, 1981 (Early accurate use of large vocabulary)

Uses similies, metaphors, or analogies

Freehill, 1961 (Use of metaphors and similies with early and frequent use of the words *like* and *as*)

Renzulli, 1983 (Verbal behavior characterized by richness of expression, elaboration, and fluency)

Torrance, 1980 (Speech includes many analogies and metaphors)

Modifies language for less mature children

Renzulli, Smith, White, Callahan, & Hartman 1976 (Modifies and adjusts expression of ideas for maximum reception; can find various ways of expressing ideas so others will understand)

Roedell, Jackson, & Robinson, 1980 (Simplifies sentences and vocabulary with young children)

Uses language to teach other children

Ehrlich, 1989 (Can frequently meet fellow students at their own levels)

Renzulli et al., 1976 (Modifies and adjusts expression of ideas for maximum reception; can find various ways of expressing ideas so others will understand)

Torrance, 1980 (Is effective in teaching other children in small groups)

Uses verbal skills to handle conflicts or to influence behavior of others

Buhler & Guirl, 1963 (Improves human relationships within a group; is able to influence others toward desirable or undesirable goals)

Ehrlich, 1989 (Has influence over others; avoids bickering and fighting)

Karnes, 1978 (Tends to direct activities in which he or she is involved)

Kitano, 1982 (Can influence others to work toward goals)

Roedell et al., 1980 (Uses a problem solving approach for conflict resolution)

Torrance, 1980 (Influences other children to engage in projects he or she initiates)

Expresses similarities and differences between unrelated objects

Clark, 1988 (Heightened ability to see unusual and diverse relationships)

Renzulli, 1983 (Looks for similarities and differences in events, people, and things)

Freehill, 1961 (Compares new to previous experiences; communicates unexpected similarities and comparisons)

Uses time concepts

Brumbaugh & Roshco, 1959 (Early interest in clocks and calendars)

Karnes, 1978 (Shows advanced understanding of concepts related to time)

Renzulli et al., 1981 (Early interest in clocks and calendars; understands functions)

ANALYTICAL THINKING**Analyzes classroom tasks**

Ehrlich, 1989 (Selects or creates efficient procedures for work or activities)

Renzulli, 1983 (Tries to understand complicated material by separating it into its respective parts)

Is unusually attentive to details in the environment

Clark, 1988 (Unusual quantity of information about the environment through heightened sensory awareness)

Karnes, 1978 (Is highly alert and observant; examines objects carefully or observes events closely)

Kitano, 1982 (Is attentive, alert; remembers things in detail)

Renzulli et al., 1981 (Keen observation)

Sees cause and effect relationships

Karnes, 1978 (Demonstrates advanced understanding of cause and effect relationships)

Renzulli, 1983 (Has rapid insights into cause and effect relationships)

Torrance, 1962 (Cause and effect thinking)

Takes apart and reassembles things and/or ideas with unusual skill

Ehrlich, 1989 (Wants to know how and why things work and will take them apart to find out)

Rimm, 1984 (Likes to take things apart to see how they work)

Renzulli, 1983 (Tries to understand complicated material by separating it into its respective parts)

Torrance, 1980 (Assembles complex part into a whole with ease; can repair a machine that malfunctions)

Ward, 1961 (Able to analyze and synthesize relationships)

Expresses relationships between past and present experiences

Brumbaugh & Roshco, 1959 (Relates information gained in the past to newly acquired knowledge)

Ehrlich, 1989 (Recognizes relationships and draws sound generalizations; transfers learning to new situations)

Karnes, 1978 (Demonstrates advanced ability to apply knowledge to practical situations)

Seagoe, 1974 (Ability to see relationships)

Torrance, 1980 (Keeps seeing relevance of new information to problems)

Makes up or expands songs, stories, and riddles about learning experiences

Buhler & Guirl, 1963 (Creates original stories, plays, poetry, tunes, and sketches; can use materials, words, or ideas in new ways)

Karnes, 1978 (Elaborates in great detail in art work, play, or conversation)

Renzulli et al., 1981 (Can write short stories, poems, or letters)

Tarrance, 1980 (Makes up unusual, surprising solutions in stories and role-playing)

Organizes collections of things

- Brumbaugh & Roshco, 1959 (Unusual capacity for planning and organizing; creates collections that are more advanced or unusual than those of age peers)
- Karnes, 1978 (Shows strong interest or exceptional skill in classifying)
- Renzulli, 1983 (Likes to organize and bring structure to things, people, and situations)
- Ward, 1961 (Able in the organization of elements)

MEANING MOTIVATION

Perseveres with an issue until it makes sense

- Brumbaugh & Roshco, 1959 (Persistent in face of unexpected difficulties)
- Clark, 1988 (Comprehensive synthesis; early ability to delay closure)
- Ehrlich, 1989 (Likes to think things out; persists in spite of difficulties)
- Torrance, 1980 (Does not give up easily; keeps trying to solve problems; returns to a problem or unfinished task time after time)

Asks penetrating questions

- Karnes, 1978 (Often inquires about the nature and function of things)
- Kitano, 1982 (Asks many questions)
- Minnesota, 1967 (Asks provocative questions)
- Renzulli et al., 1981 (Asks many intelligent questions about topics in which young children do not ordinarily have an interest)

Is curious; asks *how*, *why*, and *what if*

- Karnes, 1978 (Is highly inquisitive; is very curious about a great variety of things)
- Kitano, 1982 (High level of curiosity)
- Minnesota, 1967 (Possesses an inquisitive behavior; probes for the *why* rather than merely the *how* or *what*)
- Renzulli et al., 1981 (Curious about almost everything that goes on around him or her)
- Torrance, 1980 (Persists in asking questions)

Displays unexpected depth of knowledge in one or more areas

- Bristow, Craig, Hallock, & Laylcock, 1951 (Collects an uncanny amount of information in a subject of interest)
- Karnes, 1978 (Knows about many things of which peers are unaware)
- Terman, 1925 (Superiority in general storehouse of knowledge)

Asks questions about words in print or oral language

- Karnes, 1978 (Shows unusual interest in printing names, letters, and words)
- Kitano, 1982 (Shows early interest in books and reading)

Remembers

- Freehill, 1961 (Remembers well)
- Karnes, 1978 (Demonstrates exceptional retention of material)
- Kitano, 1982 (Retains information; remembers things in detail)

Renzulli et al., 1981 (Retains information about what is observed)

Has accelerated task commitment while learning

Kitano, 1982 (Long attention span)

Makovic, 1953 (Has greater powers of concentration and sustained attention given a reasonable degree of interest)

Karnes, 1978 (Is often absorbed in activity; is often busily involved in work of great personal interest)

Renzulli et al., 1981 (Ability to concentrate for a longer period of time than age peers)

Rimm, 1984 (Can work on a hobby for a long time and not get bored)

Torrance, 1980 (Is hard to distract when absorbed in a problem; returns to a problem or unfinished task time after time)

Wants to do things on own; independent

Gallagher, 1975 (Independence appears to be a particularly defining feature)

Karnes, 1978 (Often does things in own way; independent; nonconforming)

Kitano, 1982 (Does things in own way; independent; may prefer to work alone)

Rimm, 1984 (Enjoys being alone; prefers challenge and is not afraid to be different from peers)

Torrance, 1962 (Prefers to learn on their own)

PERSPECTIVE

Sees another's point of view

Roedell et al., 1980 (Understands others perspective)

Torrance, 1980 (Understands diverse viewpoints)

Unexpectedly demonstrates dimension, angle, or perspective in art

Roedell et al., 1980 (Unique or unexpected viewpoint in drawing)

Shade, 1990 (Creative perspective in graphics)

Creates interesting shapes or patterns

Renzulli et al., 1976 (Incorporates a large number of elements into art work; produces balance and order in art work)

Roedell et al., 1980 (Creates unusual or elaborate patterns)

Torrance, 1980 (Develops unique representations)

Spontaneously applies left and right

Roedell et al., 1980 (Understands relativity of left and right)

Shade, 1990 (Skilled coordination and directionality)

SENSE OF HUMOR

Says or does something indicating a finely developed sense of humor

Brumbaugh & Roshco, 1959 (Has sense of humor advanced for age)

Karnes, 1978 (Has a keen sense of humor)

Kitano, 1982 (Shows a mature sense of humor for age)

Rimm, 1984 (Often says things that are funny)

Renzulli, 1983 (Displays a keen sense of humor; sees humor in situations that may not appear humorous to others)

Sisk, 1987 (Likes to be class clown)

Torrance, 1980 (Portrays the comical, funny, amusing in role-playing, drawings, creative dramatics, and games; makes people laugh a lot)

Catches an adult's subtle humor

Ehrlich, 1989 (Enjoys humor in intellectual situations)

Karnes, 1978 (Has a keen sense of humor)

Kitano, 1982 (Shows a mature sense of humor for age)

Rimm, 1984 (Makes jokes with parent)

Renzulli, 1983 (Displays a keen sense of humor; sees humor in situations that may not appear humorous to others)

Uses figurative language for humorous effect

Karnes, 1978 (Has a keen sense of humor)

Roedell et al., 1980 (Uses humorous metaphors or analogies)

Understands and uses puns and riddles

Freehill, 1961 (Early punsters)

Karnes, 1978 (Has a keen sense of humor)

Rimm, 1984 (Likes to make up jokes)

Torrance, 1980 (Makes up humorous jokes and stories)

Plays with language

Freehill, 1961 (Loves to play with sounds and ideas)

Karnes, 1978 (Has a keen sense of humor)

Renzulli, 1983 (Displays a good deal of intellectual playfulness)

Roedell et al., 1980 (Plays with pronunciation of words and rhymes)

Torrance, 1977 (Plays with language)

SENSITIVITY

Spontaneously takes action to help someone in need

Clark, 1988 (Unusual sensitivity to the feelings of others)

Karnes, 1978 (Shows awareness of the others' needs)

Torrance, 1980 (Supports other members of the group and helps at just the right time)

Shows non-verbal awareness of the needs of children)

Bernal, 1974 (Extraordinary awareness and sensitivity)

Brumbaugh & Roshco, 1959 (Shows sensitivity for the feelings of others)

Clark, 1988 (Unusual sensitivity to the feelings of others)

Freehill, 1961 (Weeps when reading how their ancestors treated slaves)

Karnes, 1978 (Shows awareness of the needs of others)

Torrance, 1980 (Is intensely aware of the feelings and skills of others in small groups)

Uses empathic statements

Clark, 1988 (Unusual sensitivity to the feelings of others)

Freehill, 1961 (Expresses sympathy with suffering)

Karnes, 1978 (Shows awareness of the needs of others)

Has strong sense of justice

Clark, 1988 (Idealism and strong sense of justice)

Freehill, 1961 (Inclined toward a strong sense of responsibility; indignant about injustice)

Rimm, 1984 (Often thinks about what is right and what is wrong)

Has high expectations of self and others

Carroll, 1940 (Critical of own shortcomings)

Freehill, 1961 (Seeks to rectify their own or other children's social blunders; remodels own handiwork)

Kitano, 1982 (Possesses high standards)

Martinson, 1963 (Tendency to criticize both self and others)

ACCELERATED LEARNING

Rapidly accelerates learning after onset

Karnes, 1978 (Learns easily and readily)

Kitano, 1982 (Learns rapidly)

Terman, 1925 (Rapid progress at school)

Ward, 1961 (Independent, rapid, efficient learning of facts and principles)

Categorizes by more than one attribute

Clark, 1988 (Sees unusual or diverse relationships)

Ehrlich, 1989 (Can consider many factors and facets of a situation simultaneously)

Has an unusual ability to comprehend symbols

Ehrlich, 1989 (Works readily with symbols)

Hollingworth, 1942 (Uses and understands symbols [in reading]—the earliest and clear expressions of mental liveliness)

Karnes, 1978 (Shows an exceptional retention of symbols, letters, and words)

Renzulli et al., 1981 (Understands maps, diagrams, and graphics)

Reads consecutive passages at an advanced reading level and explains the meaning of what is read

Guilford, Scheuesle, & Shonburn 1981 (Comprehends and applies language well)

Karnes, 1978 (Demonstrates understanding and exceptional retention of what is read)

Renzulli et al., 1981 (Learned to read early with little or no formal teaching)

Plowman, Rice, & Sato, 1971 (Reads earlier and with greater comprehension of nuances in the language)

Has unexpected mastery of numbers

Karnes, 1978 (Demonstrates advanced understanding of mathematical relationships, e.g. sets, numbers)

Renzulli et al., 1981 (Understands the meaning of number concepts beyond the numbers 1 to 10)

Roedell et al., 1980 (Expresses abstract number concepts)

Has unexpected understanding of addition, subtraction, multiplication, or division

Karnes, 1978 (Demonstrates advanced understanding of mathematical relationships, e.g. sets, numbers)

Renzulli et al., 1981 (Understands the meaning of number concepts beyond the numbers 1 to 10)

Makes change; understands the relationship of coin denominations

Karnes, 1978 (Shows strong interest in or advanced understanding of concepts related to money)

Renzulli et al., 1981 (Knows the relationships among and between various coin denominations)

Grades 4 Through 8

ADVANCED LANGUAGE

Verbally proficient; large vocabulary

Buhler & Guirl, 1963 (Large vocabulary used easily and accurately)

Ehrlich, 1989 (Has a large vocabulary; knows and uses words and terminology that are advanced for age)

Freehill, 1961 (Inventiveness; wide interests and curiosity makes him or her an expert with words)

Minnesota, 1967 (Displays superior vocabulary and word usage)

Renzulli, 1983 (Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way)

Uses rich imagery; unusually descriptive

Minnesota, 1967 (Eagerly embellishes material and ideas)

Renzulli, 1983 (Verbal behavior is characterized by richness of expression, elaboration, and fluency)

Renzulli et al., 1976 (Uses descriptive words to add color, emotion, and beauty)

Torrance, 1980 (Speech is colorful, picturesque, and vivid)

Uses similes, metaphors, or analogies

Freehill, 1961 (Use of metaphors and similes; early and frequent use of the words *like* and *as*)

Renzulli, 1983 (Verbal behavior is characterized by richness of expression, elaboration, and fluency)

Renzulli et al., 1976 (Uses colorful and imaginative figures of speech, such as puns and analogies)

Torrance, 1980 (Speech includes many analogies and metaphors)

Modifies language for less experienced students

Renzulli et al., 1976 (Modifies and adjusts expression of ideas for maximum reception; finds various ways of expressing ideas so others understand)

Uses language to teach others

Ehrlich, 1989 (Can frequently meet fellow students at their own levels)

Renzulli et al., 1976 (Modifies and adjusts expression of ideas for maximum reception; finds various ways of expressing ideas so others understand)

Torrance, 1980 (Is effective in teaching other children in small groups)

Uses verbal skills to handle conflicts or to influence others behavior

Buhler & Guirl, 1963 (Will improve human relationships within a group; is able to influence others toward desirable or undesirable goals)

Ehrlich, 1989 (Has influence over others; avoids bickering and fighting)

Torrance, 1980 (Influences other children to engage in projects he or she initiates)

Expresses similarities and differences between unrelated objects

Clark, 1988 (Heightened ability to see unusual and diverse relationships)

Freehill, 1961 (Compares new things to previous experiences; points out similarities and makes comparisons at a young age)

Minnesota, 1967 (Visualizes relationships from disparate data or concepts)

Renzulli, 1983 (Looks for similarities and differences in events, people, and things)

ANALYTICAL THINKING**Able to abstract, conceptualize, generalize**

Carroll, 1940 (Able to see relationships, make local associations, and make mental transfers between situations with identical elements to generalize)

Clark, 1988 (Early differential patterns for thought processing, e.g. thinking in alternatives, abstract terms, sensing consequences, and making generalizations; early ability to use and form conceptual frameworks)

Ehrlich, 1989 (Is capable of abstract thought; recognizes relationships and draws sound generalizations; needs few or no concrete examples to understand difficult concepts)

Freehill, 1961 (Ability to generalize)

Renzulli, 1983 (Tries to understand complicated material by separating it into its respective parts)

Has a keen power of observation

Carroll, 1940 (Sees or hears more than an average child)

Clark, 1988 (Unusual quantity of information from the environment through heightened sensory awareness)

Minnesota, 1967 (Keenly observant and alert to things)

Renzulli, 1983 (Keen and alert observer)

Thinks clearly and logically

Carroll, 1940 (Able to make logical associations)

Ehrlich, 1989 (Thinks clearly and logically)

Makovic, 1953 (Superior reasoning abilities)

Minnesota, 1967 (Employs reason and logic)

Ward, 1961 (Able in analysis, synthesis, and organization of elements)

Thinks critically; may lead to skepticism

Buhler & Guirl, 1963 (Continually questioning status quo)

Ehrlich, 1989 (Thinks clearly and logically; does not accept authorization pronouncements without critical examination)

Renzulli, 1983 (Reasons things out for himself; is unwilling to accept authorization pronouncements without critical examination)

Seagoe, 1974 (Power of critical thinking; skepticism; evaluative testing)

Recognizes relationships between experiences or ideas

Brumbaugh & Roshco, 1959 (Relates information gained in the past to newly acquired knowledge)

Ehrlich, 1989 (Recognizes relationships and draws sound generalizations; transfers learning to new situations)

Seagoe, 1974 (Ability to see relationships)

Torrance, 1980 (Keeps seeing relevance of new information to problems)

Enjoys analyzing and solving problems

Martinson, 1974 (Intensity of interest in obscure problems)

Minnesota, 1967 (Thrives on problem situations)

Torrance, 1980 (Is stimulated by difficult problems; keeps trying to solve problems)

Enjoys planning and organizing things

Brumbaugh & Roscho, 1959 (Unusual capacity for planning and organizing; creates collections that are more advanced or unusual than age peers)

Renzulli, 1983 (Likes to organize and bring structure to things, people, and situations)

Seagoe, 1974 (Likes structure and order)

Ward, 1961 (Able in the organization of elements)

MEANING MOTIVATION

Intellectually curious, imaginative, and innovative

Brumbaugh & Roscho, 1959 (Expresses curiosity about many things)

Buhler & Guirl, 1963 (Insatiable curiosity; high-powered intellectual curiosity, imagination, and creativity)

Minnesota, 1967 (Possesses and inquisitive behavior; probes for the *why* rather than merely the *how* or *what*; consistently expresses unusually clever, unique responses to ideas)

Renzulli, 1983 (Often offers an unusual *way out*; unique, clever responses)

Terman, 1925 (High in intellectual interest)

Questioning attitude; asks provocative questions

Minnesota, 1967 (Asks provocative questions)

NEA, 1960 (Asks meaningful questions)

Terman & Oden, 1951 (Asks more intelligent questions)

Torrance, 1980 (Persists in asking questions)

Ward, 1961 (Varied, numerous, and penetrating questions)

Generates multiple new ideas and solutions to problems

Ehrlich, 1989 (Generates a large number of solutions to problems and questions)

Minnesota, 1967 (Generates alternatives)

Renzulli, 1983 (Generates a large number of ideas or solutions to problems)

Has breadth of information in advanced areas

Bristow et al., 1951 (Uncanny amount of information collected in a subject of fancy)

Plowman et al., 1971 (Delves into some interests beyond the usual limitations of childhood)

Terman, 1925 (Superiority in general storehouse of knowledge)

Ward, 1961 (Intensive, detailed understanding of matters of interest not necessarily related to amount of schooling; breadth of knowledge and general information)

Intrinsically motivated to pursue areas of interest

Ehrlich, 1989 (Pursues interests or hobbies with unusual intensity and attention)

Minnesota, 1967 (Is self-initiating; pursues individual interest)

Renzulli, 1983 (Needs little external motivation to follow through on work that initially excites him or her; is persistent in seeking task completion)

Has wide-ranging interests beyond age group

Brumbaugh & Roshco, 1959 (Has a number of interests)

Ehrlich, 1989 (Has a wide range of interests; has interests or hobbies that are beyond age peers)

Minnesota, 1967 (Has interests in a wide range of things)

Remembers! May retell a story or part of film almost verbatim

Freehill, 1961 (Remembers well)

NEA, 1960 (Great powers of retention)

Terman, 1925 (Retentive memory)

Accelerated task commitment and energy when pursuing interests

Carroll, 1940 (Able to concentrate on one activity for a long period of time without a lagging of interest)

Makovic, 1953 (Has greater powers of concentration and sustained attention given a reasonable degree of interest)

Rimm, 1984 (Can work on a hobby for a long time and not get bored)

Torrance, 1980 (Is hard to distract when absorbed in a problem, returns to a problem or unfinished task time after time)

Wants to do things on own; independent

Gallagher, 1975 (Independence appears to be a particularly defining feature)

Karnes, 1978 (Often does things in own way; independent; nonconforming)

Rimm, 1984 (Enjoys being alone; prefers challenge and is not afraid to be different from peers)

Torrance, 1962 (Prefers to learn on their own)

PERSPECTIVE**Expresses understanding of another's point of view**

Torrance, 1980 (Understands diverse viewpoints)

Unexpected use of dimension, angle, or perspective in art

Ehrlich, 1989 (Symbolic representations)

Shade, 1990 (Creative perspective in graphics)

Torrance, 1980 (Develops unexpected, unique representations)

Likes to create or invent

Freehill, 1961 (Explores and invents without end)

Renzulli, 1983 (Is often concerned with adapting, improving, and modifying institutions, objectives, and systems)

Rimm, 1984 (Enjoys inventing and thinking of new ideas)

Rogers, 1959 (Ability to toy with elements and concepts)

Seagoe, 1974 (Creative and inventive)

Approaches problems from unusual perspectives; solves problems in a new way

Carrol, 1940 (Works out highly individualistic approaches to problems in subject matter)

Clark, 1988 (Ability to generate original ideas and solutions)

Ehrlich, 1989 (Seeks alternative solutions; can deal with ambiguity)

Minnesota, 1967 (Imaginatively employs knowledge and information other than to memorize, store, or recall; shapes new associations from items of information; combines elements of materials or knowledge in unique patterns)

Parker, 1989 (Experiments with problem finding)

Ward, 1961 (Original interpretations and conclusions)

SENSE OF HUMOR**Says or does something indicating a finely developed sense of humor**

Clark, 1988 (Keen sense of humor)

Freehill, 1961 (Characteristically humorous)

Rimm, 1984 (Likes to make up jokes; good sense of humor)

Renzulli, 1983 (Displays a keen sense of humor and sees humor in situations that may not appear humorous to others)

Uses humor to gain approval from others

Ehrlich, 1989 (Uses humor with peers for popularity)

Sisk, 1987 (Performs as class clown)

Catches and adult's subtle humor

Ehrlich, 1989 (Enjoys humor in intellectual situations)

Rimm, 1984 (Makes jokes with parent)

Renzulli, 1983 (Displays a keen sense of humor and sees humor in situations that may nor appear humorous to others)

Displays intellectual playfulness; "plays" with language

Freehill, 1961 (Loves to play with sounds and with ideas)

Renzulli, 1983 (Displays a good deal of intellectual playfulness)

Torrance, 1980 (Invents words and combinations of words to express concepts and feelings for which existing words are inadequate)

Uses figurative language and puns for humorous effect

Freehill, 1961 (Early punsters)

Rimm, 1984 (Likes to make up jokes)

Torrance, 1980 (Makes up humorous jokes and stories)

SENSITIVITY

Intuitive

Clark, 1988 (Early involvement and concern for intuitive knowledge)

Getzels & Jackson, 1962 (Not stimulus bound but alert to the as-yet-not-realized)

Seagoe, 1974 (Expresses sensitivity; intuitiveness)

Shows awareness of others' needs and feelings

Brumbaugh & Roshco, 1959 (Shows sensitivity to feelings of others)

Clark, 1988 (Unusual sensitivity to the feelings of others)

Freehill, 1961 (Weeps when read how their ancestors treated slaves)

Torrance, 1980 (Is intensely aware of the feelings and skills of others in small group)

Cares deeply but may mask sensitivity

Ehrlich, 1989 (Cares about others)

Martinson, 1974 (Shows high level of sensitivity, empathy)

Seagoe, 1974 (Empathy for others)

Terman, 1925 (Sympathy and tenderness)

Expresses empathic statements

Clark, 1988 (Unusual sensitivity to the feelings of others)

Freehill, 1961 (Expresses sympathy with sufferings of others)

Martinson, 1974 (Shows high level of sensitivity, empathy)

Seagoe, 1974 (Empathy for others)

Bases friendships on similarity of interest rather than age

Brumbaugh & Roshco, 1959 (Tends to associate with older children who have more advanced interests)

Ehrlich, 1989 (Prefers to play with older children)

O'Shea, 1975 (Friendships occur with those of like mental age rather than with those of chronological age)

Sensitive to the aesthetic characteristics of things

Bernal, 1974 (Extraordinary awareness and sensitivity)

Ehrlich, 1989 (Responds to beauty; has aesthetic interests; responds to variations in color, hues, shades; is responsive to pattern and arrangement)

Minnesota, 1967 (Seeks complex, asymmetrical forms rather than symmetrical forms)

Renzulli et al., 1976 (Is sensitive to beauty; attends to aesthetic characteristics of things)

Strong sense of justice; desires fairness and consistency

Clark, 1988 (Idealism and strong sense of justice)

Diessner, 1983 (Mature moral reasoning)

Freehill, 1961 (Inclined toward strong sense of responsibility; indignant about injustice)

Rimm, 1984 (Often thinks about what is right and what is wrong)

High expectations of self and others

Carroll, 1940 (Critical of own shortcomings)

Clark, 1988 (High expectations of self and others)

Freehill, 1961 (Seeks to rectify their own or other children's social blunders; remodels own handiwork)

Martinson, 1963 (Tendency to criticize both self and others)

A loner part of the time

Ehrlich, 1989 (Often prefers to work on own)

Getzels & Jackson, 1962 (Prefers separateness)

Renzulli et al., 1976 (Prefers to work independently)

Rimm, 1984 (Enjoys *aloneness*)

ACCELERATED LEARNING**Creates and invents beyond the parameters of age-expected knowledge in a field**

Buhler & Guirl, 1963 (Creates new ideas and substances or may invent and build new devices)

Clark, 1988 (Ability to generate original ideas & solutions)

Minnesota, 1967 (Imaginatively employs knowledge and information other than to memorize, store, recall; shapes new associations from items of information; combines elements of materials or knowledge in unique patterns)

Unusual ability to comprehend symbols

Buhler & Guirl, 1963 (Works readily with symbols)

Ehrlich, 1989 (Works readily with symbols; enjoys codes)

Hollingworth, 1942 (Use and understanding of symbols [in reading] are the earliest clear expressions of mental liveliness)

Reads above grade level and comprehends with advanced understanding

Ehrlich, 1989 (Reads above grade level by at least two years)

Gallagher & Crowder, 1957 (Gifted 4th and 5th graders score 3.5 to 4 years above non-gifted in paragraph meaning and word meaning scores)

Makovic, 1953 (Reads more rapidly and with greater comprehension)

Plowman et al., 1971 (Reads with greater comprehension of nuances in the language)

Terman & Oden, 1951 (Shows preference for books which are usually preferred by older children)

Ward, 1961 (Advanced reading ability)

Comprehends advanced ideas, concepts, and implications

Clark, 1988 (Early differential patterns for thought processing, e.g. thinking in alternatives, abstract terms, sensing consequences, making generalizations)

Ehrlich, 1989 (Uses abstract reasoning and symbolic thought)

Plowman et al., 1971 (Comprehends with almost nonverbal clues implications which other children need to have spelled out for them; more complex processing of information than an average child of the same age)

Ward, 1962 (Ready grasp of principles; sensitivity to inference in fact, consequence of proposition, application of ideas; spontaneous elevation of observation to higher planes of abstraction)

Able to learn material easily and with a minimum of practice

Carter & Ormrod, 1982 (Acquires formal operations earlier)

Ehrlich, 1989 (Learns quickly and efficiently)

Gallagher, 1975 (Learns more effectively than average students)

NEA, 1960 (Learns easily and rapidly without much drill)

Terman, 1925 (Grasps and understands new ideas quickly; rapid progress at school)

Ward, 1961 (Independent, rapid, efficient learning of fact and principles)

KOI 1990 Construct Validity Study References

Grades K Through 8

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