



# Griffiths III Subscale Quartile Charts





## Griffiths III Subscale Quartile Charts

The Quartile Charts look at the level of difficulty of each individual subscale item and provide valuable information in interpreting a child's performance on the Griffiths III.

Each quartile chart has the items in the 5 subscales of Griffiths III arranged in quartile groups. There is a Quartile Chart for each year of Griffiths III Scales i.e. 6 charts in all. The percentage difficulty values are inverse as developmental skills increase as the year progresses; as do the percentages of difficulty of the items. This is in line with psychometric theory.

The items grouped in Quartile 1 are those achieved by the Griffiths III standardisation sample of typically developing children in the first 3 months of that year of age. They are the easiest items in the year according to the 2016 standardisation data. In the standardisation, these items were completed by 76-100% typically developing children of that year of age.

The items grouped in Quartile 4 are those achieved by typically developing children in the last 3 months of that year of age. They are the hardest items in the year according to the 2016 standardisation data. In the standardisation, these items were completed by 1-25% typically developing children of that year of age.

Quartiles 2 and 3 contain items falling within the mid-range for that year. In Quartile 2, 51-75% of typically developing children achieve these items in that year. In Quartile 3, 26-50% typically developing children achieve those items in the year.

When the Quartile Charts are used to assist qualitative developmental assessment of a child who would, in the examiner's opinion, meet the parameters of the standardised test, clinical judgement may be used and if thought appropriate, the child may be said to be functioning at that particular developmental range of months.

When the Quartile charts are used to assist developmental assessment of a children with severe disabilities whose development falls near or below the floor of the standardised test, the quartile age range should not be used in a general way but the description should be specific at item level to define a child's strengths and limitations.

Another way of using the Quartile Charts is to analyse the constructs not achieved, and to use this information to assist with future planning.

### References

1. Test use outside the normative boundaries of Griffiths III, ARICD Statement on normative scoring, p2.
2. ARICD statement on use of Griffiths III Scales of Child Development for children functioning below a developmental quotient of 50.

Both ARICD statements available at <https://www.aricd.ac.uk/resource/griffiths-iii-resources/>



## Griffiths III Year One Items grouped by Quartile level of difficulty

**Q1 76-100%** typically developing children achieve these items in Year One.

**Q2 51-75%** typically developing children achieve these items in Year One.

**Q3 26-50%** typically developing children achieve these items in Year One.

**Q4 1-25%** typically developing children achieve these items in Year One.

Subscale A Foundations for Learning	Item	Quartile	Subscale B Language and Communication	Item	Quartile	Subscale C Eye and Hand Coordination	Item	Quartile	Subscale D Personal-Social- Emotional	Item	Quartile	Subscale E Gross Motor	Item	Quartile
Hand goes to mouth	A1	Q1	Makes eye contact with speaker	B1	Q1	Follows moving light with eyes	C1	Q1	Quietens when picked up	D1	Q1	Lifts chin when prone	E1	Q1
Energetic arm movements	A2	Q1	Reacts to sound of Hand Bell (1) – ring the bell and see if the child stills or responds in any other way	B2	Q1	Follows moving Ring with Bells horizontally	C2	Q1	Visually recognises parent/carer	D2	Q1	Holds head erect for a few seconds	E2	Q1
Plays with own fingers	A3	Q1	Engages in solitary vocal play (e.g., cooing)	B3	Q1	Follows moving Ring with Bells vertically	C3	Q1	Social smile	D3	Q1	Lifts head when prone	E3	Q1
Clasps Yellow Brick put in hand and grasps it	A4	Q1	Reacts to sound of Hand Bell (2) – actively searches for sound with eye/head movements	B4	Q1	Glances from one object to another	C4	Q1	Responds positively to strangers	D4	Q1	When placed on back can bring hand to mouth on one side	E4	Q1
Shows interest in Yellow Brick Box	A5	Q1	Vocalises in face to face interactions (dyadic)	B5	Q1	Grasps Ring with String when given	C5	Q1	Stops crying when talked to by parent/carer	D5	Q1	Back firm when held in a sitting position	E5	Q1
						Watches ring pulled along by string	C6	Q1	Mirror item (1) - glances at reflection	D6	Q1			
						Reaches for Ring with String and grasps	C7	Q1						
Drops first Yellow Brick for second	A6	Q1	Responds when called - getting the child's attention in some way	B6	Q2	Carries Ring with String to mouth	C8	Q2	Anticipatory movements when about to be lifted	D7	Q2	Shows small movements of all parts of body when relaxed and awake.	E6	Q2
Takes brick or toy from table	A7	Q2	Shouts for attention	B7	Q2	Resists adult who tries to take Ring with String	C9	Q2	Interested in small children other than siblings	D8	Q2	Lifts head, shoulders and chest when on tummy	E7	Q2
Holds two Yellow Bricks	A8	Q2	Two-syllable babble – reduplicated babbling	B8	Q2	Plays with Ring with String - shaking, banging, etc.	C10	Q2	Finger Feeds (1) - biscuit, rusk, toast	D9	Q2	Lying on back can bring both hands together to midline	E8	Q2
Looks for fallen object	A9	Q2	Tuneful babble (prosody)	B9	Q2	Palmar grasp: reaches for and picks up string	C11	Q2	Pulls off Square Cloth	D10	Q2	Crossing the midline	E9	Q2
Passes toy or brick from hand to hand	A10	Q2										Pivoting	E10	Q2



## Griffiths III Year Two Items grouped by Quartile level of difficulty



Q1 76-100% typically developing children achieve these items in Year Two.  
 Q2 51-75% typically developing children achieve these items in Year Two.

Q3 26-50% typically developing children achieve these items in Year Two.  
 Q4 1-25% typically developing children achieve these items in Year Two.

Subscale A Foundations for Learning	Item	Quartile	Subscale B Language and Communication	Item	Quartile	Subscale C Eye and Hand Coordination	Item	Quartile	Subscale D Personal-Social-Emotional	Item	Quartile	Subscale E Gross Motor	Item	Quartile
Removes lids and both bricks from the other two Brick Boxes	A2.1	Q1	Imitates or repeats a word	B2.1	Q1	Scribbles more freely	C2.1	Q1	Obeys simple requests	D2.1	Q1	Stands from squat or ground	E1	Q1
Puts bricks in and out of Brick Boxes in play	A2.2	Q1				Puts two rings on Ring Pole	C2.2	Q1	Claps hands in imitation	D2.2	Q1	Walks alone, arms and hands held high	E2	Q1
1-Square Formboard	A2.3	Q1							Points to share interest	D2.3	Q1	Stoops to reach object	E3	Q1
									Holds open cup for drinking	D2.4	Q1	Kneels without support	E4	Q1
												Walks alone, arms low guard	E5	Q1
3-Hole Formboard (one in)	A2.4	Q2	Maintains attention for two minutes	B2.2	Q2	Transfers brick from one Beaker to another	C2.3	Q2	Finger Feeds (2) – eats finger foods for meals	D2.5	Q2	Creeps backwards on steps	E6	Q2
1-Circle and 1-Square Formboard together	A2.5	Q2	Identifies one picture from <i>The Animals' Day</i> Picture Book	B2.3	Q2	Enjoys vigorous straight scribble	C2.4	Q2	Initiates own play activities	D2.6	Q2	Climbs stairs up and down	E7	Q2
3-Hole Formboard (two in)	A2.6	Q2	Long babbled sentences, expression must contain at least one clear word	B2.4	Q2	Takes eight rings off Ring Pole	C2.5	Q2	Plays alongside other children	D2.7	Q2	Seats self at table	E8	Q2
			Names one object from six – word can be an approximation ( <i>sock, ball, spoon, cup + 2 other objects</i> )	B2.5	Q2				Identifies Body Parts (1) – Griff	D2.8	Q2	Runs	E9	Q2
			Follows a one-step instruction with or without gestural cues ( <i>give daily a drink or 'brush dolly's hair'</i> )	B2.6	Q2				Funny Act	D2.9	Q2			
			Identifies four objects from six ( <i>sock, ball, spoon, cup, car + 2 other objects</i> )	B2.7	Q2									

Puts 2 bricks in each Brick Box	A2.7	Q3	Indicates two body parts on self	B2.8	Q3	Puts eight rings on Ring Pole	C2.6	Q3	Dressing (1) – helps actively to dress and undress	D2.10	Q3	Walks backwards pulling Toy on a String	E10	Q3
3-Hole Formboard (three in) [Tx2]	A2.8	Q3	Names two objects from six ( <i>sock, ball, spoon, cup + 2 other objects</i> )	B2.9	Q3	Builds a tower of four bricks	C2.7	Q3	Mirror Task (3) – finds Sticker	D2.11	Q3	Moves to sit astride a Wheeled Toy and starting to propel	E11	Q3
3-Hole Formboard turned over (two in)	A2.8	Q3	Has a vocabulary of 10 words	B2.10	Q3	Circular scribble (in imitation)	C2.8	Q3	Toileting (1) – indicates when nappy needs changing.	D2.12	Q3	Throws Short Tennis Ball over arm 1 metre	E12	Q3
			Identifies six objects from eight	B2.11	Q3	Puts three Connector Blocks together any shape (2 connectors aligned. 3 blocks firmly stick)	C2.9	Q3	Shows Concern (1) – shows concern through expression or act	D2.13	Q3	Climbs using furniture or other support	E13	Q3
3-Hole Formboard turned over (three in)	A2.10	Q4	Names three objects from eight	B2.12	Q3				Identifies Body Parts (2) – four features of Griff	D2.14	Q3			
Train of three Yellow Bricks	A2.11	Q4	Communicates with two-word phrase (e.g. more juice, daddy sock, all gone drink, bye-bye dolly)	B2.13	Q4	Turns pages of 'The Animals' Day Picture Book singly	C2.10	Q4						
			Follows a two-step instruction with or without gestural cues ( <i>'feed dolly and brush her hair'</i> )	B2.14	Q4	Opens Screw Toy	C2.11	Q4	Eats independently - some mess	D2.15	Q4	Squats to play on the floor	E14	Q4
			Picture Vocabulary (1) – at least 12	B2.15	Q4	Vertical stroke	C2.12	Q4				Jumps (both feet leave floor together)	E15	Q4
			Communicates with three-word phrases	B2.16	Q4	Reassembles Screw Toy	C2.13	Q4				Throws Short Tennis Ball into basket	E16	Q4
						Fits two interlocking Foam Puzzle pieces together	C2.14	Q4						
						Undoes one big button	C2.15	Q4						

## Griffiths III Year Three Items grouped by Quartile level of difficulty

**Q1 76-100%** typically developing children achieve these items in Year Three.

**Q3 26-50%** typically developing children achieve these items in Year Three.

**Q2 51-75%** typically developing children achieve these items in Year Three.

**Q4 1-25%** typically developing children achieve these items in Year Three.

Subscale A Foundations for Learning	Item	Quartile	Subscale B Language and Communication	Item	Quartile	Subscale C Eye and Hand Coordination	Item	Quartile	Subscale D Personal-Social- Emotional	Item	Quartile	Subscale E Gross Motor	Item	Quartile
			Activity Pictures (1) – identifies	B3.1	Q1				Mirror Task (4) – names self	D3.1	Q1	Jumps off a step, both feet together and land together	E3.1	Q1
			Defines two objects by use	B3.2	Q1				Gives name on request (1) – first name	D3.2	Q1	Walks upstairs four or more steps, one foot on each step	E3.2	Q1
			Names six objects in Large Picture	B3.3	Q1							Rises from kneeling without using hands	E3.3	Q1
Repeats one digit (8; 2; 7)	A3.1	Q2				Puts six Connector Blocks together any shape (2 connectors on each block and 6 of 9 locks firmly stick)	C3.1	Q2				Runs fast with regular alternating strides	E3.4	Q2
Assembles Brick Boxes by colour (all 12 pieces)	A3.2	Q2				Builds a tower of eight or more bricks	C3.2	Q2						
6-Hole Formboard (40 seconds)	A3.3	Q2	Understands positional words and follows a one- step instruction, no gestural cues	B3.4	Q2	Scissors (1) – handles Universal Scissors and tries to cut	C3.3	Q2	Dressing (2) – pulls up elasticated pyjamas or tracksuit bottoms	D3.3	Q2			
Repeats two digits (1-6; 5-3; 9-4)	A3.4	Q2	Uses two descriptive words (adjectives, adverbs)	B3.5	Q2				Knows own gender	D3.4	Q2			
Compares two bears for size (biggest bear, smallest bear)	A3.5	Q2	Talks well in sentences using four to five words	B3.6	Q2				Facial Expression (1) – identifies two of four (happy, sad, surprised, angry/cross)	D3.5	Q2			
			Picture Vocabulary (2) – at least 18	B3.7	Q3	Copies a horizontal stroke	C3.4	Q3	Expresses own thoughts and feelings	D3.6	Q3	Crosses feet and both knees when seated	E3.5	Q3
			Names 16 objects in the box	B3.8	Q3	Playdough (1) – makes into sausage shape	C3.5	Q3	Knows age	D3.7	Q3	Stands on one foot for three or more seconds	E3.6	Q3



			Understands Opposites (1) [P]	B3.9	Q3	Threads six beads	C3.6	Q3	Participates in group play	D3.8	Q3			
			Activity Pictures (2) – names six verbs	B3.10	Q3	Threads 11 or more beads	C3.7	Q3	Toileting (2) – trained by day	D3.9	Q3			
Builds bridge with three Brick Boxes	A3.6	Q3							Gives name on request (2) – family name	D3.10	Q3	Catches Short Tennis Ball arms outstretched	E3.7	Q3
Series (1) – 1(A) and 1(B)	A3.7	Q4				Undoes all three buttons	C3.8	Q4						
11-Hole Formboard (60 seconds)	A3.8	Q4												
Matching Task – Identical Pairs (3 of 3 correct)	A3.9	Q4												
Memory House (1) – Visual Learning Task (6 of 8 buttons)	A3.10	Q4												

## Griffiths III Year Four Items grouped by Quartile level of difficulty

**Q1 76-100%** typically developing children achieve these items in Year Four.

**Q3 26-50%** typically developing children achieve these items in Year Four.

**Q2 51-75%** typically developing children achieve these items in Year Four.

**Q4 1-25%** typically developing children achieve these items in Year Four.

Subscale A Foundations for Learning	Item	Quartile	Subscale B Language and Communication	Item	Quartile	Subscale C Eye and Hand Coordination	Item	Quartile	Subscale D Personal– Social– Emotional	Item	Quartile	Subscale E Gross Motor	Item	Quartile
			Sentence Repetition (1) – repeats a five-word sentence	B4.1	Q1				Perspective Taking (1) – Double-Sided Cards (identifies 1 of 2)	D4.1	Q1	Jumps over two 1.5m Tapes 30 cm apart	E4.1	Q1
			Descriptive Sentences (1) – one descriptive sentence about Large Picture	B4.2	Q1				Dressing (3) – can undress self except for difficult fastening	D4.2	Q1			
Three Bears and Door – size	A4.1	Q2	Understands Opposites (2)	B4.3	Q2	Copies a circle – Stage 1	C4.1	Q2	Has one or two playmates	D4.3	Q2	Walks along 1.5m Tape (for minimum of 1 metre)	E4.2	Q2
6-Hole Formboard (20 seconds)	A4.2	Q2	Understands Similarities (1)	B4.4	Q2	Puts 12 Pegs in Life-size Cup (30 seconds)	C4.2	Q2	Shows Concern (2) – verbalises concern when another is hurt	D4.4	Q2	Walks downstairs one foot on each step in an adult manner	E4.3	Q2
Object Hunt (1) – 11 of 14 flowers (60 seconds)	A4.3	Q2	Defines 10 objects by use	B4.5	Q2	Does up all three buttons	C4.3	Q2	Handles frustration – calms self	D4.5	Q2	Kangaroo jumps over three 1.5m Tapes 30 cm apart	E4.4	Q2
Series (2) – 2(A) and 2(B) [D; P C]	A4.4	Q2			Q2	Copies a cross – Stage 1	C4.4	Q2	Can eat meal – neatly	D4.6	Q2			
Draw a Person (1)	A4.5	Q2			Q2	Folds a 10 cm <sup>2</sup> piece of paper in half	C4.5	Q2	Moral Reasoning (1) ( 2 of 3 of Rob someone, Help someone, Drop plates)	D4.7	Q2			
									Separates easily from parents	D4.8	Q2			

Dress Teddy (boy and girl; Griff and Ruthie)	A4.6		Understands Similarities (2)	B4.6	Q3				Says I, me, mine when talking about self	D4.9	Q3	Hops on one foot – three or more hops	E4.5	Q3
Repeats four digits (3-7-2-9; 5-8-1-6; 4-9-5-2)	A4.7	Q3	Understands positional words and follows a two-step instruction (2 of 3 correct)	B4.7	Q3	Playdough (2) – makes a ball	C4.6	Q3	Understands and plays by rules of games (Snakes and Ladders)	D4.10	Q3	Broad jump across two 1.5m Tapes 40 cm apart	E4.6	Q3
Train Puzzle (4 of 5 pieces)	A4.8	Q3	Activity Pictures (3) – names eight verbs (running, sitting, crying, kicking, swimming, swinging, skipping, fishing)	B4.8	Q3							Runs to kick a Short Tennis Ball	E4.7	Q3
Builds 'castle' to model using three Brick Boxes and lids	A4.9	Q3				Folds a 10 cm <sup>2</sup> piece of paper twice	C4.7	Q3						
11-Hole Formboard (40 seconds)	A4.10	Q3												
						Scissors (2) – cuts out square	C4.8	Q4						
						Joins dot-to-dot of circle and square (2 of 2 correct)	C4.9	Q4						

## Griffiths III Year Five Items grouped by Quartile level of difficulty

Q1 76-100% typically developing children achieve these items in Year Five.

Q2 51-75% typically developing children achieve these items in Year Five.

Q3 26-50% typically developing children achieve these items in Year Five.

Q4 1-25% typically developing children achieve these items in Year Five.

Subscale A Foundations for Learning	Item	Quartile	Subscale B Language and Communication	Item	Quartile	Subscale C Eye and Hand Coordination	Item	Quartile	Subscale D Personal-Social- Emotional	Item	Quartile	Subscale E Gross Motor	Item	Quartile	
			Descriptive Sentences (2) – two descriptive sentences about Large Picture	B5.1	Q1	Pegboard (1) – puts 12 pegs in (60 Seconds)	C5.1	Q1	Facial Expression (2) – identifies five of six (happy, sad, surprised, angry/cross, worried, disgusted)	D5.1	Q1				
			Sentence Repetition (2) – repeats a 10-word sentence	B5.2	Q1				Understands reasons for people's feelings (2 of 3 of happy, sad, angry/cross)	D5.2	Q1				
Matching Task – By Association	A5.1	Q2	Understands Opposites (3)	B5.3	Q2	Sequential finger movement imitation	C5.2	Q2	Perspective Taking (2) – False Belief Test	D5.3	Q2		Sequence hop, jump, hop, jump	E5.1	Q2
Numeracy – Shop (4 of 5 correct)	A5.2	Q2			Q2	Construction Pieces (1) – bolts two pieces together with one bolt	C5.3	Q2	Has best friend	D5.4	Q2		Runs and kicks Short Tennis Ball through 'goal' of bricks	E5.2	Q2
Directional Table	A5.3	Q2			Q2	Copies a cross – Stage 2	C5.4	Q2	Eats without assistance – no mess	D5.5	Q2		Makes three star jumps in a sequence	E5.3	Q2
Object Hunt (2) (6 of 7 rows of balls)	A5.4	Q2			Q2	Copies a circle – Stage 2	C5.5	Q2					Walks forward along 1.5m Tape precisely heel-to-toe	E5.4	Q2
Memory House (2) – Button Pairs (3 of 4 correct)	A5.5	Q2			Q2								Marches in time to Tambourine	E5.5	Q2
Picture Arrangement (1)	A5.6	Q2			Q2										
Spot-the-Difference (5 of 6 differences – girl's hair, flower, fence nails, car doors, cat, light)	A5.7	Q2	Understands Similarities (3)	B5.4	Q2										
Pattern-Making (50 seconds)	A5.8	Q2	Takes part in a short definite conversation about something he or she is interested in	B5.6	Q2										

Draw a Person (2)	A5.9	Q3	Understands more complex sentences (2 of 3 positive and 2 of 3 negative correct)	B5.5	Q3	Trails Task (1) and (2) – square and circle (2 of 2 correct)	C5.6	Q3	Asserts self in socially acceptable ways (2 of 3 of Join in, Takes toy, Accidentally hurts)	D5.6	Q3	Skipping along	E5.6	Q3
						Writes first name	C5.7	Q3				Bounces and catches Short Tennis Ball	E5.7	Q3
						Copies a triangle – Stage 1	C5.8	Q3						

## Griffiths III Year Six Items grouped by Quartile level of difficulty



**Q1 76-100%** typically developing children achieve these items in Year Six.  
**Q2 51-75%** typically developing children achieve these items in Year Six.

**Q3 26-50%** typically developing children achieve these items in Year Six.  
**Q4 1-25%** typically developing children achieve these items in Year Six.

Subscale A Foundations for Learning	Item	Quartile	Subscale B Language and Communication	Item	Quartile	Subscale C Eye and Hand Coordination	Item	Quartile	Subscale D Personal-Social- Emotional	Item	Quartile	Subscale E Gross Motor	Item	Quartile
Memory House (3) – Incidental Memory Task	A6.1	Q2	Telling a story from the Large Picture	B6.1	Q1	Construction Pieces (2) – bolts four pieces together with four bolts into a square	C6.1	Q2	Can dress/undress, wash hands and face, use bathroom without assistance	D6.1	Q1	Hop and kick	E6.1	Q1
			Descriptive Sentences (3) – three or more descriptive sentences	B6.2	Q1				Moral Reasoning (2) (3 of 3 of Rob someone, Help someone, Drop plates)	D6.2	Q1			
6-Hole Formboard (10 seconds)	A6.2	Q2				Pegboard (2) – puts 12 pegs in (30 seconds)	C6.2	Q2	Perspective Taking (3) – Griff and Ruthie Beach Scene (Bucket, Rock pool, Bucket)	D6.3	Q2	Stands on one foot for 10 seconds or more	E6.2	Q2
	A6.3	Q2	Word Definitions (mentions 2 aspects related to each item, correctly defines 2 of 3)	B6.3	Q2	Copies a triangle – Stage 2	C6.3	Q2				Throws Short Tennis Ball up and catches it	E6.3	Q2
Picture Arrangement (2)			Understands Differences (3 of 3 correct)	B6.4	Q2				Knows address (two parts)	D6.4	Q2	Walks forward 1.5m Tape with feet crossing either side	E6.4	Q2
			Follows a complex three-part command (2 of 3 correct)	B6.5	Q2				Facial Expression (3) – names five of six (happy, sad, surprised, angry/cross worried, disgusted)	D6.5	Q2			
Repeats five digits (6-1-3-8-4; 5-9-2-7- 1; 9-2-7-8-6)	A6.4	Q3				Six Clothes Pegs on line (20 seconds) (5 of 6 pegs)	C6.4	Q3	Talks about self – two characteristics or personality traits	D6.6	Q3	Walks backward along 1.5m Tape precisely heel-to- toe	E6.5	Q3
	A6.5	Q3				Laces eight holes (60 seconds)	C6.5	Q3						

Repeats three digits backwards (1-8-6; 7-2-5; 4-9-3)	A6.6	Q3	Sentence Repetition (3) – repeats a 15-word sentence	B6.6	Q3	Scissors (3) – cuts around a complex shape with pair of Universal Scissors	C6.6	Q3										
						Trails Task (3) – Griff's Trail Home	C6.7	Q3										
																		Q4
																		E6.6
																		E6.7
																		Q4