

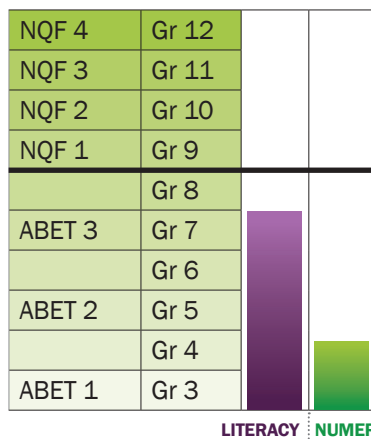
# DIAGNOSTIC REPORT

## Elementary Report

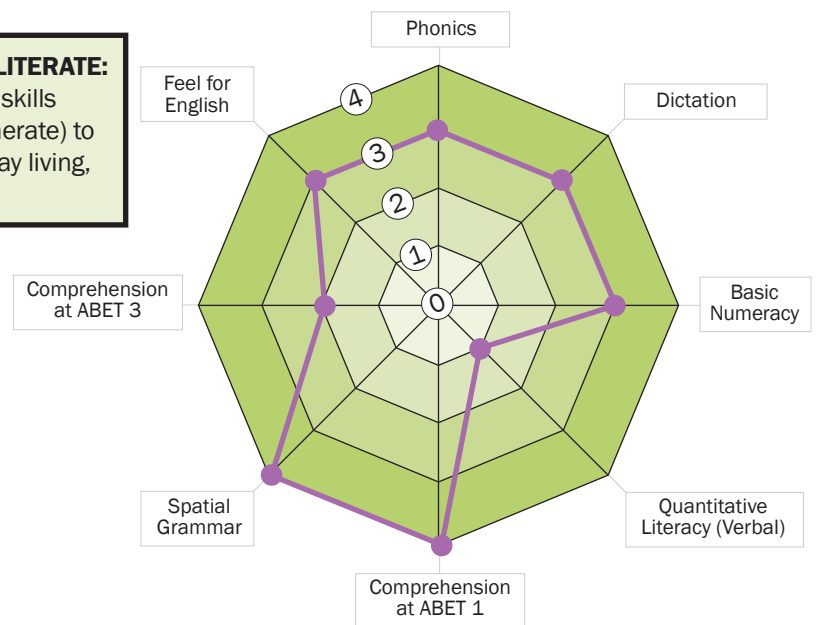
### PERSONAL DETAILS

Date of assessment			
Name & Surname		Company	
ID Number		Branch or Department	
Age		Mother tongue	
<b>Highest education level claimed:</b> <i>[If not Tertiary, then schoollevel]</i>	XXX		
<b>Literacy level benchmarked against English mother-tongue speaker</b>	[NQF1]	Grade equivalent: [Grade 6]	
<b>Numeracy level</b> <i>(scaled up to NQF 1/Gr9)</i>	[NQFlevel: ABET 1/2]	Grade equivalent: [Grade 4]	

### DIAGNOSTIC DASHBOARD



**FUNCTIONALLY LITERATE:**  
Having the basic skills (literate and numerate) to cope with everyday living, including work



LITERACY SKILLS	
Phonics	3. Below benchmark
Dictation	3. Below benchmark
Basic Numeracy	1. Very significantly below benchmark
Quantitative Literacy	4. At benchmark
Comprehension ABET 1	4. At benchmark
Spatial grammar	4. At benchmark
Comprehension ABET 3	4. At benchmark
Feel for English	4. At benchmark

SECOND ORDER FACTOR	
Quantitative Numeracy (verbal)	1. Requires significant development

#### SCALE FOR LITERACY SKILLS

1. Very significantly below benchmark
2. Significantly below benchmark
3. Below benchmark
4. At benchmark

#### SCALE FOR SECOND ORDER FACTOR

1. Requires very significant development
2. Requires significant development
3. Requires development
4. Well developed

Key to Diagnostic definitions available as separate document

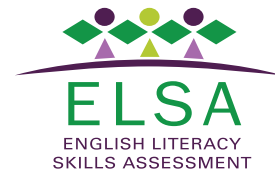
### RECOMMENDATIONS

If Literacy level is	NQF Level 3	The candidate should enter into:	Hands-on English X
If Numeracy level is		Numeracy training will benefit	Yes /No

Please consider the ability of the English second language user to possibly adapt to a next level of information presented. It is not uncommon to be able to integrate with information at two grade levels beyond benchmarked level, especially in higher levels of proficiency. It is recommended that learners should be assisted in understanding the vocabulary of the particular learning area to support effective learning as well. Also consider the Readability Index of all learning material to be suited for the audience. **ELSA was designed and standardised by Hough & Horne CC (Validity: 84%, Reliability 0,67)**

# DIAGNOSTIC REPORT

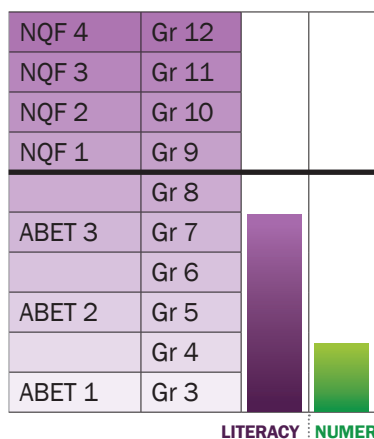
## Intermediate Report



### PERSONAL DETAILS

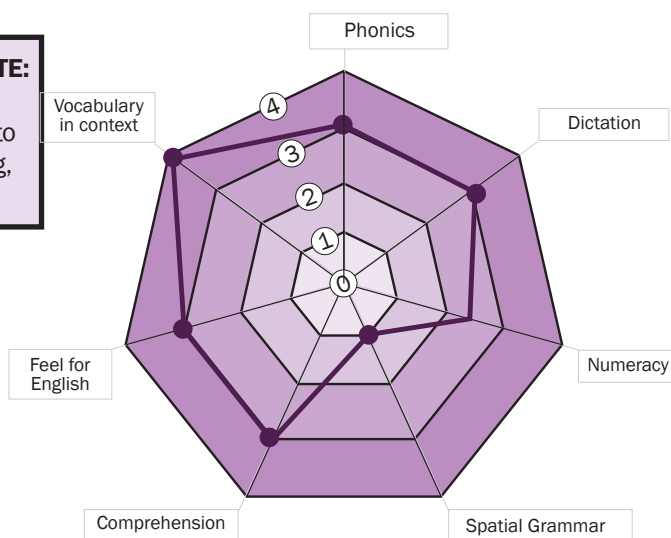
Date of assessment			
Name & Surname		Company	
ID Number		Branch or Department	
Age		Mother tongue	
<b>Highest education level claimed:</b> <i>[If not Tertiary, then schoollevel]</i>	XXX		
<b>Literacy level benchmarked against English mother-tongue speaker</b>	[NQF1]	Grade equivalent: [Grade 6]	
<b>Numeracy level</b> <i>(scaled up to NQF 1/Gr9)</i>	[NQFlevel: ABET 1/2]	Grade equivalent: [Grade 4]	

### DIAGNOSTIC DASHBOARD



#### FUNCTIONALLY LITERATE:

Having the basic skills (literate and numerate) to cope with everyday living, including work



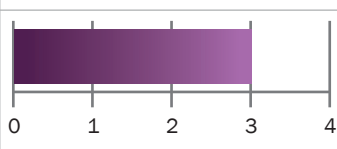
### LITERACY SKILLS

Phonics	3. Below benchmark
Dictation	3. Below benchmark
Basic Numeracy	1. Very significantly below benchmark
Quantitative Literacy	4. At benchmark
Comprehension ABET 1	4. At benchmark
Spatial grammar	4. At benchmark
Comprehension ABET 3	4. At benchmark
Feel for English	4. At benchmark

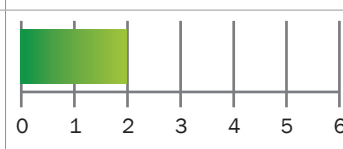
Key to Diagnostic definitions available as separate document

### SECOND ORDER FACTOR

#### READING PROCESSING



#### TRAINABILITY LEVEL



#### SCALE FOR READING PROCESSING

- Totally inadequate
- Inadequate
- Passable
- Appears to be adequate

#### SCALE FOR TRAINABILITY LEVEL

- Extremely low
- Very low
- Low
- Fair
- High
- Very high

### RECOMMENDATIONS

If Literacy level is	NQF Level 3	The candidate should enter into:	Hands-on English X
If Numeracy level is		Numeracy training will benefit	Yes /No

Please consider the ability of the English second language user to possibly adapt to a next level of information presented. It is not uncommon to be able to integrate with information at two grade levels beyond benchmarked level, especially in higher levels of proficiency.

It is recommended that learners should be assisted in understanding the vocabulary of the particular learning area to support effective learning as well.

Also consider the Readability Index of all learning material to be suited for the audience.

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INSTITUTE FOCUSED ON BRIDGING THE  
ENGLISH FUNCTIONAL LITERACY GAP

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