



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Psychological Assessments

Practice information and assessment options

2026

Thank you for enquiring about the assessment process at the practice. We offer several assessment and guidance options, selected according to the referral question, the age of the client, and the outcome required. This guide is designed to help you understand each option and decide which is most appropriate for your situation.

How to choose the right assessment

Use the table below as a starting point. Find the description that best matches your situation, then read the matching option in detail. If more than one row applies, the practice is happy to advise on the most appropriate choice.

Your situation	Suitable option
My younger child is struggling and we are not yet sure why, and several areas seem affected (learning, attention, emotions or behaviour).	A — Comprehensive Psycho-Educational Assessment
There is a specific, clearly defined learning concern and a previous assessment already exists; we mainly need an updated picture.	B — Brief Psycho-Educational Assessment
A school, examination board (IEB, SACAI, Cambridge or a UK board) or university requires specific standardised tests (WISC-V / WAIS-IV and WIAT-III) for accommodations.	C — Standardised Assessment
We need to renew or update existing concessions (for example extra writing time, often at Stellenbosch University) and a full report already exists.	D — Targeted Assessment (hourly)
A student/adult or older student wants to understand difficulties with attention, focus and organisation.	E — Adult ADHD Assessment
A learner or student needs help choosing a direction for study or a career.	F — Career Guidance Assessment
A Grade 9 learner needs to choose subjects for Grades 10 to 12.	G — Subject Choice Assessment



Lelani Cloete
 Educational Psychologist
 admin@lelanicloete.com
 Herold Street, Stellenbosch
 www.lelanicloete.com

AT A GLANCE: ALL ASSESSMENT OPTIONS

	Assessment and who it suits	Direct assessment time	Cost (cash / EFT)	Medical aid
A	Comprehensive Psycho-Educational Assessment Full, integrative evaluation across cognitive, academic, emotional and behavioural domains. Best for younger children and complex or unclear presentations, and where differential diagnoses must be explored or excluded.	± 6 hours (usually two mornings), plus intake and feedback sessions. Report writing (≥ 5 hours) included.	R7 500 (capped)	7 × tariff sessions
B	Brief Psycho-Educational Assessment Focused evaluation of a specific learning concern where prior assessment data exists. Cognitive and scholastic focus; suited to accommodation re-evaluations and follow-ups.	± 4 hours, with a combined intake and feedback session. Report writing (± 5 hours) included.	R5 000	5 × tariff sessions
C	Standardised Assessment (IEB, SACAI, Cambridge, UK boards and some tertiary institutions) Board-compliant battery (WISC-V or WAIS-IV, WIAT-III, and DIVA where relevant) for formal accommodation and access applications.	± 5 to 6 hours, with a combined intake and feedback session. Report writing (≥ 5 hours) included.	R7 500	7 × tariff sessions
D	Targeted Assessment (hourly-based) Focused, purpose-specific review of current academic impact where comprehensive data already exists. Commonly used to renew concessions, especially at Stellenbosch University.	± 2 to 4 hours depending on complexity. Report writing included in the hourly time.	R1 292.20 per hour (Discovery 2026 tariff); typically R2 584 to R5 169	Per hour at tariff
E	Adult ADHD Assessment Focused evaluation of attention regulation and executive functioning in adults and older adolescents. Clarifies whether difficulties are consistent with ADHD-related features; not a medical diagnosis.	3 hours total (1 intake, 1 assessment or interview, 1 feedback). Report writing included.	3 × R1 292.20 (± R3 876.60)	3 sessions at tariff
F	Career Guidance Assessment Integrative assessment of interests, aptitudes (where included), personality and values to guide subject, study and career decisions at transition points.	Includes administration, a feedback session and a written report.	R4 500 in-person aptitude R3 800 online aptitude R3 500 without aptitude	Private fee
G	Subject Choice Assessment (Grade 9) Guides informed FET-phase (Grades 10 to 12) subject selection by integrating aptitude, academic performance, interests, personality and motivation.	± 4 hours assessment plus 1 hour feedback. Report writing included.	R3 500	3 × tariff sessions



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Please note

- All fees include the feedback session, scoring and interpretation, and the written report (report writing typically requires three to five or more additional hours and is not billed separately).
- Medical aid tariffs apply where billing is used, but the total fee is capped at the cash amount shown. Procedure and ICD-10 codes for each option are listed in the detailed sections.
- Prescribed Minimum Benefit (PMB) codes may not be used for psycho-educational assessments. The only exception is where a psychiatrist integrates the assessment into a documented treatment plan.
- Reports remain valid for two years (some institutions accept reports up to three years old). The report is released once full payment has been received.

Consent for minors

For minors (under 18 years), written consent from both legal parents or guardians is required before an assessment can take place. Both parents or guardians must therefore sign the consent documentation. Students and adults may complete and sign the consent form independently.

Payment, banking and administrative information

The following applies to all assessment options offered by the practice.

Payment

- Payment may be made by cash, EFT, or direct medical aid billing where coverage is available.
- Medical aid tariffs apply where billing is used; however, the total fee for capped options is fixed at the cash amount shown.
- The written report is released once full payment has been received. Feedback sessions may take place prior to report release.

Medical aid and coding

- Prescribed Minimum Benefit (PMB) codes may not be used for psycho-educational assessments, as this would constitute fraudulent activity.
- The only exception applies where a psychiatrist integrates the assessment into a documented treatment plan.
- Procedure and ICD-10 codes are listed within each detailed assessment section above.

Validity of reports

- Reports remain valid for two years and may inform future assessments or interventions. Some institutions accept reports that are not older than three years.

Banking details

Beneficiary	Lelani Cloete Sielkundige (Pty) Ltd	Account number	63135238011	Branch code	255355
Bank	First National Bank (FNB)	Reference	Invoice number		



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

CLICK ON THE LINK BELOW:

- A. [Comprehensive Psycho-Educational Assessment](#)
- B. [Brief Psycho-Educational Assessment](#)
- C. [Standardised Assessment \(IEB, SACAI, Cambridge and tertiary\)](#)
- D. [Targeted Assessment \(hourly-based\)](#)
- E. [Adult ADHD Assessment](#)
- F. [Career Guidance Assessment](#)
- G. [Subject Choice Assessment \(Grade 9\)](#)

Brief vs Comprehensive: a closer comparison

The practice offers both a Brief and a Comprehensive Psycho-Educational Assessment, allowing the process to be matched to the referral question, the age of the learner, and the level of detail required.

Aspect	Brief	Comprehensive
Primary focus and scope	Focused assessment used where prior data exists and the referral question is specific. Commonly used for accommodation re-evaluations or follow-ups, emphasising current functioning rather than full diagnostic clarification.	Detailed, integrative assessment giving a full understanding of functioning. Valuable for younger children and complex presentations where differential diagnoses must be explored or excluded, and where comprehensive intervention planning is required.
Domains typically assessed	Cognitive functioning; scholastic / academic skills.	Cognitive and perceptual functioning; scholastic / academic skills; emotional functioning; behavioural and executive functioning; developmental and contextual factors.
Cognitive domain	SSAIS-R.	SSAIS-R (Afrikaans) or WISC-V (English).
Scholastic / academic domain	Targeted measures focused on the referral question (for example selected WIAT-III subtests or curriculum-based measures).	Comprehensive academic assessment across domains (for example WIAT-III and curriculum-linked measures of reading, writing, spelling and mathematics).
Emotional and behavioural functioning	Not routinely included.	Behavioural rating scales and emotional screening, using parent, teacher and/or self-report where appropriate.
Executive functioning / attention	Not routinely assessed.	Executive functioning questionnaires and attention-related screening tools where indicated.
Collateral and contextual information	Review of relevant existing reports and limited background information.	Developmental history, parent interview, teacher questionnaires, school reports and qualitative behavioural observations.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option A — Comprehensive Psycho-Educational Assessment

What this assessment is

- A full, integrative evaluation of a learner's cognitive, academic, behavioural and emotional functioning, conducted by a registered Educational Psychologist.
- It evaluates multiple domains simultaneously, giving a holistic understanding of how cognitive, academic, emotional and behavioural factors interact.
- The aim is not only to establish whether learning difficulties are present, but to clarify how and why they occur.
- The outcome provides a strong foundation for long-term educational planning, intervention and support, rather than short-term or symptom-focused solutions.

When this assessment is typically used

- For younger children, where learning patterns and developmental trajectories are still emerging and require careful interpretation.
- Where learning difficulties are complex, developmental in nature, or longstanding, and cannot be explained by academic performance alone.
- Where there is uncertainty about the nature of the difficulties and differential diagnoses need to be explored or excluded.
- Where multiple interacting factors influence learning, including cognitive processing, emotional regulation, behaviour and environmental context.
- Where coordinated intervention planning is required across home, school and tertiary settings.

What is assessed

- **Cognitive functioning.** Intellectual abilities, reasoning, processing speed and working memory, to understand how the learner processes, stores and applies information.
- **Scholastic / academic functioning.** Reading, writing, spelling and mathematics, to determine current skill levels and achievement relative to cognitive ability.
- **Emotional functioning.** Emotional regulation, anxiety, mood and stress-related factors, and how these may affect learning, concentration and performance.
- **Behavioural and executive functioning.** Attention, organisation, planning, task initiation, impulse control and self-regulation within learning environments.
- **Developmental and contextual factors.** Developmental history, educational background and environmental influences that provide context for current functioning.

What the report includes

- A fully integrated analysis of findings across all assessed domains.
- A clear explanation of the learner's strengths, vulnerabilities and intra-individual discrepancies.
- Interpretation grounded in developmental and neuropsychological principles, rather than surface-level description.
- Individualised, practical recommendations covering educational accommodations, school-based support, intervention planning and referrals where indicated.

Professional fees and what is included

- Cash / EFT: R7 500.00 (capped)



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

-
- Medical aid: 7 × medical aid tariff sessions
 - Minimum ICD-10 code: Z55.9
 - Procedure codes: 86211, 86211, 86205, 86205

Includes

- Intake session
- Approximately 6 hours of assessment
- Feedback session
- Comprehensive written report

Who should choose this assessment

- Your child is in primary school or early high school and learning difficulties are emerging, inconsistent or not yet clearly understood.
- Difficulties are complex or longstanding and previous support has not led to sufficient improvement.
- Multiple areas are affected, such as learning, attention, emotional regulation, behaviour or school adjustment.
- There is uncertainty about the underlying cause, or differential diagnoses need to be explored or excluded.
- A holistic, defensible report is needed for school support, multidisciplinary collaboration or future educational contexts.

Who should not choose this assessment

- A recent comprehensive assessment already exists and the purpose is only updated documentation for accommodations.
- The referral question is narrow and clearly defined.
- Only a review of current cognitive or academic functioning is required.
- The institution does not require a full reassessment, or specifies a different format.

In these cases, a Brief, Targeted or Standardised Accommodation-Focused Assessment may be more appropriate.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option B — Brief Psycho-Educational Assessment

What this assessment is

- A focused, targeted evaluation of a learner's cognitive and academic functioning, conducted by a registered Educational Psychologist.
- It assesses selected domains only, rather than all areas of functioning, and is designed to answer specific, clearly defined referral questions.
- The outcome supports short- to medium-term educational decision-making, particularly where updated documentation is required.

When this assessment is typically used

- Where a previous comprehensive assessment already exists and remains clinically relevant.
- For an accommodation or concession re-application, an institutional review, or a follow-up assessment.
- Where the referral question is narrow and well defined, such as confirming the continued impact of a known learning difficulty.
- Where a full reassessment across emotional, behavioural and developmental domains is not required.

What is assessed

- **Cognitive functioning (selected areas).** Targeted evaluation of specific processes relevant to the referral question, for example processing speed or working memory.
- **Scholastic / academic functioning.** Focused assessment of reading, writing, spelling and/or mathematics, depending on the academic concern.
- **Functional academic impact.** How identified difficulties affect performance under current learning or assessment conditions.

What the report includes

- An integrated summary of current cognitive and academic functioning.
- Clear interpretation of whether learning difficulties continue to impact academic performance.
- Explicit motivation for the continuation, adjustment or discontinuation of accommodations, where applicable.
- Focused, practical recommendations aligned with the referral purpose, suitable for submission to schools, universities and support services.

Professional fees and what is included

- Cash / EFT: R5 000.00
- Medical aid: 5 × medical aid tariff sessions
- Minimum ICD-10 code: Z55.9
- Procedure codes: 86211, 86205, 86205

Includes

- Approximately 4 hours of assessment
- Feedback session (combined with intake)
- Summary written report

Who should choose this assessment

- A comprehensive psycho-educational assessment has already been completed in the past.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

-
- The current need is for updated documentation rather than a full reassessment.
 - The referral question is specific and clearly defined.
 - The purpose is an accommodation or concession re-application.
 - The learner is functioning relatively well overall, but specific academic demands remain challenging.

Who should not choose this assessment

- No prior psycho-educational assessment exists.
- Difficulties are complex, unclear, or affect multiple domains.
- Differential diagnoses need to be explored or excluded.
- Emotional, behavioural or developmental concerns require comprehensive evaluation.

In these cases, a Comprehensive Psycho-Educational Assessment may be more appropriate.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option C — Standardised Assessment (IEB, SACAI, Cambridge and tertiary)

What this assessment is

- A standardised psycho-educational assessment providing objective, norm-referenced evidence of cognitive and academic functioning.
- It is designed specifically to meet the formal requirements of examination boards and tertiary institutions for accommodation and access applications.
- It is appropriate for school-aged learners, older adolescents and tertiary students, and is conducted by a registered Educational Psychologist.
- Findings are integrated into a formal report structured for submission to examination boards, universities, and access or disability services.

When this assessment is required

- When applying for formal examination or tertiary accommodations.
- When institutions explicitly require a standardised cognitive assessment together with a standardised academic achievement assessment.
- When previous assessments do not meet current institutional requirements, are outdated, or did not include the required instruments.
- When documentation must be acceptable for both local and international educational contexts.

What is assessed

- **Cognitive functioning.** Assessed using the WISC-V (school-aged learners) or WAIS-IV (older adolescents and adults), evaluating reasoning, processing speed, working memory and related abilities.
- **Scholastic / academic functioning.** Assessed using the WIAT-III across reading, writing, spelling and mathematics, providing objective evidence of academic skills under standardised conditions.
- **Behavioural and attentional functioning (where relevant).** Assessed using the DIVA where attentional or executive difficulties are relevant to the accommodation request.

What the report includes

- Full standardised test results with appropriate interpretation.
- A clear explanation of how cognitive and academic functioning impacts assessment performance.
- Explicit motivation linking findings to the requested accommodations.
- Documentation structured to meet formal accommodation and access standards.

Professional fees and what is included

- Cash / EFT: R7 500.00 (capped; same tariff level as the Comprehensive Assessment)
- Medical aid: 7 × medical aid tariff sessions
- Minimum ICD-10 code: Z55.9
- Procedure codes: 86211, 86211, 86205, 86205
- The fee reflects the cost of psychometry for the British instruments, administration of the WISC-V or WAIS-IV and the WIAT-III, the DIVA where relevant, and scoring, interpretation and integration of findings.

Includes

- Approximately 5 to 6 hours of direct assessment



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

-
- Feedback session (combined with intake information gathering)
 - Comprehensive written report structured for institutional submission

Who should choose this assessment

- A school, examination board or university specifically requires WISC-V / WAIS-IV and WIAT-III results.
- You are applying for formal examination or tertiary accommodations.
- Previous assessments do not meet current institutional requirements.
- Documentation must be acceptable for UK-aligned or international systems.

Who should not choose this assessment

- A comprehensive developmental understanding is required.
- Emotional, behavioural or developmental concerns require in-depth exploration.
- The purpose is a simple re-application where a targeted update would suffice.

In these cases, a Comprehensive or Targeted / Hourly-Based Assessment may be more appropriate.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option D — Targeted Assessment (hourly-based)

What this assessment is

- A focused, non-standardised assessment that uses selected measures rather than a full standardised battery, guided by a clearly defined referral question.
- The purpose is to provide updated, current evidence of functional academic impact, rather than to re-establish a full cognitive or developmental profile.
- It is proportionate and purpose-specific, responding directly to institutional requirements where a full reassessment is not necessary.

When this assessment is typically used

- Most commonly for re-applications for additional writing time or academic concessions.
- Frequently for tertiary students, particularly at Stellenbosch University, where a prior comprehensive assessment exists and the institution requires updated motivation rather than full reassessment.
- When the referral question is narrow, such as whether previously identified difficulties continue to impact current performance.
- When the institution or examination board does not require a full standardised reassessment.

What is assessed and how

- Review of current functional academic impact, particularly under timed or demanding conditions.
- Targeted evaluation of cognitive or academic processes relevant to the referral question.
- Selected standardised measures, review of prior reports, academic records and institutional correspondence, integrated with collateral information for continuity.

What the report includes

- A focused summary of current findings and whether difficulties continue to impact performance.
- Explicit motivation addressing the specific accommodation or concession request.
- Integration of current findings, prior reports and relevant academic or institutional documentation.
- Concise, targeted recommendations aligned with institutional requirements.

Professional fees and what is included

- Cash / EFT: R1 292.20 per hour (Discovery Medical Aid tariff, 2026)
- Medical aid: Charged per hour at tariff
- Typical time range: 2 to 4 hours, depending on complexity and the amount of prior documentation available.
- Indicative total: approximately R2 584.40 to R5 168.80 (2 to 4 hours at the hourly rate).
- The hourly fee reflects assessment planning, administration of selected measures, scoring and interpretation, review of prior documentation, and report writing (included).

Important

This option is recommended only where sufficient prior comprehensive assessment data is available and a full standardised reassessment is not required by the institution or examination board. If no prior comprehensive assessment exists, or a full battery is specified, a Comprehensive or Standardised Assessment is more appropriate.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Who should choose this assessment

- A comprehensive psycho-educational assessment has already been completed.
- The current need is for updated motivation rather than full reassessment.
- The referral question is specific and clearly defined.
- The institution allows targeted reassessment for accommodation purposes.

Who should not choose this assessment

- No prior psycho-educational assessment exists.
- Learning difficulties are complex or unclear.
- Differential diagnoses need to be explored or excluded.
- The institution explicitly requires a full standardised battery.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option E — Adult ADHD Assessment

What this assessment is

- A targeted psychological evaluation, conducted by a registered Educational Psychologist, focusing on attention regulation and executive functioning in adults and older adolescents.
- The purpose is to explore whether reported difficulties are consistent with ADHD-related features, rather than to provide a medical diagnosis.
- It is a focused, domain-specific assessment designed to inform support planning, accommodations and next steps.

When this assessment is typically used

- When an adult or student reports longstanding difficulties with attention, focus, organisation or time management.
- When attentional difficulties are affecting university studies, occupational functioning or daily responsibilities.
- When clarification is required before considering academic or workplace accommodations, or further medical or psychiatric evaluation.

What is assessed

- **Attention regulation.** The ability to sustain focus, resist distraction and manage attentional demands over time.
- **Executive functioning.** Organisation, planning, task initiation, working memory and follow-through.
- **Functional impact.** How attentional and executive difficulties affect academic, occupational and daily functioning.

The assessment includes a structured clinical intake, targeted interview-based assessment, and appropriate screening or structured tools where indicated. Findings are interpreted within a psychological and functional framework, rather than a medical diagnostic framework.

Structure and time allocation

- **1 hour — Intake session.** Detailed exploration of presenting concerns, history and functional impact.
- **1 hour — Assessment / interview.** Targeted evaluation of attention and executive functioning.
- **1 hour — Feedback session.** Discussion of findings, implications and recommendations.

What the report includes

- A clear summary of findings related to attention and executive functioning.
- Interpretation of whether reported difficulties are consistent with ADHD-related features, and their functional impact.
- Practical recommendations for support strategies, academic or workplace accommodations, and skill-based interventions.
- Guidance regarding referral for medical or psychiatric evaluation, where indicated.

Professional fees and what is included

- Cash / EFT: R1 292.20 per hour (Discovery Medical Aid tariff, 2026)
- Medical aid: 3 sessions at tariff
- Total assessment time: 3 hours (intake, assessment / interview, and feedback).
- Indicative total: $3 \times R1\ 292.20 = R3\ 876.60$.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

-
- The fee reflects professional consultation time, administration and interpretation, and a written summary report (included).

Who should choose this assessment

- Attention and executive functioning difficulties are the primary concern.
- Difficulties are affecting academic, occupational or daily functioning.
- Clarification is needed before pursuing medical or psychiatric evaluation.
- Support strategies or accommodations need to be identified.

Who should not choose this assessment

- A comprehensive psycho-educational profile is required.
- Learning difficulties extend beyond attention and executive functioning.
- Differential diagnoses across multiple domains need exploration.

In these cases, a Comprehensive Psycho-Educational Assessment may be more appropriate.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option F — Career Guidance Assessment

What this assessment is

- A structured assessment process, conducted by a registered Educational Psychologist, aimed at supporting informed educational and career decision-making.
- It integrates interests, aptitudes (where included), personality style, and values and motivational drivers to develop a coherent understanding of how abilities, preferences and values align with fields of study and career pathways.
- It is guidance-oriented, supporting thoughtful exploration and informed choice rather than prescriptive or rigid career matching.

When this assessment is typically used

- When learners or students feel uncertain, conflicted or overwhelmed about subject, study or career choices.
- At important transition points, such as senior high school, post-matric planning, or tertiary course reconsideration.
- When interests, strengths and values appear misaligned with the current academic or career direction.

What is assessed

- **Interests.** Areas of genuine engagement, curiosity and sustained motivation.
- **Aptitudes (where included).** Patterns of cognitive or academic strengths relevant to learning and work environments.
- **Personality.** Preferred work styles, environments, interpersonal orientation and decision-making tendencies.
- **Values.** Core motivators, priorities and meaning-based drivers that influence long-term satisfaction and persistence.

Standardised psychometric instruments are selected according to age, educational level and referral context, and results are interpreted integratively. The process includes administration, professional interpretation, a structured feedback session, and a written report synthesising findings and guidance themes.

Assessment options and fees

Three structured options are available, depending on whether aptitude testing is included and how it is administered. All options include psychometric instrument costs, professional interpretation, a feedback session, and a written career guidance report.

Option	Includes	Total cost
1. In-person aptitude testing	Interests, personality, values and aptitudes; aptitude testing conducted in person at the practice. Suitable where detailed aptitude information is required.	R4 500.00
2. Online aptitude testing	Interests, personality, values and aptitudes; aptitude testing conducted online where appropriate.	R3 800.00



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option	Includes	Total cost
3. Without aptitude testing	Interests, personality and values. Suitable where aptitude data already exists, or where the referral question is exploratory rather than ability-focused.	R3 500.00

Who should choose this assessment

- You require structured guidance for subject, study or career decisions.
- You want decisions grounded in self-understanding rather than guesswork.
- You are navigating a transition point or reconsidering your current direction.
- You value an integrated, professional interpretation rather than isolated test results.

Who should not choose this assessment

- There are significant learning, attention or emotional difficulties requiring a psycho-educational assessment.
- Formal accommodation or access documentation is required.
- The primary concern is diagnostic clarification rather than career planning.

In these cases, a Psycho-Educational Assessment or Targeted Assessment may be more appropriate.



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

Option G — Subject Choice Assessment (Grade 9)

Purpose

- Subject choice and early career decision-making involve integrating self-knowledge with accurate subject and career information.
- The assessment supports informed and realistic subject selection for the FET phase (Grades 10 to 12), and fosters self-awareness rather than premature career certainty.
- It helps learners understand how their abilities, interests and learning style interact, and how subject choices influence future study and career access.
- Learners are not required to decide on a final career, but to make choices that keep appropriate pathways open, reduce unnecessary academic risk, and align with both current functioning and future potential.

How decisions are approached

A dynamic decision-making approach is followed. Recommendations are based not on a single score or preference, but on the interaction between aptitude, academic performance, interests, personality and temperament, motivation and work habits, and emotional maturity and stress tolerance. Subject choices are treated as developmental decisions, recognising that learners continue to grow and refine their interests over time.

The assessment process

- Collection of background information from the learner and parents.
- Structured exploration of self-knowledge, including strengths, challenges and preferences.
- Administration of a standardised aptitude assessment.
- Completion of interest and personality questionnaires.
- Qualitative questioning to explore motivation, subject experiences, perceived challenges and emerging career ideas.
- Integration of aptitude results, scholastic performance and self-report information, leading to guided decision-making about subject choices.

The role of parents

Subject and career decisions are evolving processes rather than once-off events; this assessment is one structured point in that journey, not a final answer. Parental involvement is essential, as subject choices influence both Grades 10 to 12 and post-school options. Parents are encouraged to act as partners in discussion, facilitators of exploration, and supporters of realistic decision-making.

Helpful questions to consider together

- What does each subject involve in terms of content, pace and assessment demands?
- Which subjects are required or recommended for intended tertiary fields?
- Is the learner willing and able to work consistently, function under pressure, and manage sustained academic demands?
- Which subjects align with the learner's interests, strengths and learning style?
- How does the learner typically cope with stress, academic setbacks and high-workload periods?



Lelani Cloete
Educational Psychologist
admin@lelanicloete.com
Herold Street, Stellenbosch
www.lelanicloete.com

What the assessment provides

- A clear, integrated understanding of the learner's aptitude profile, academic strengths and challenges, and interests and preferences.
- Practical guidance on subject suitability, risk areas, and subjects that support future pathways.
- A professional report to support family discussion, school consultation and informed decision-making.

Professional fees and what is included

- Cash / EFT: R3 500.00
- Medical aid: 3 × medical aid tariff sessions

Includes

- Approximately 4 hours of assessment
- 1 hour feedback session
- Written report

A note for learners

Learners do not need to know exactly what they want to become at this stage. What matters is learning to reflect on who they are, understand how they learn, and make choices that allow for growth. This assessment is a tool, not a verdict, and ongoing conversation, exposure and reflection remain essential.