

## Do you want more Information about Deaf CAMERA?

For more information  
about Deaf CAMERA,  
contact Deaf Literacy  
Initiative at  
[dli@deafliteracy.ca](mailto:dli@deafliteracy.ca), or  
PTP Adult Learning and  
Employment Programs  
at [publications@ptp.ca](mailto:publications@ptp.ca).

Deaf Literacy Initiative  
112 Guelph Street Georgetown,  
Ontario L7G 3Z0  
\*mailing address only\*

PTP Adult Learning and  
Employment Programs  
815 Danforth Ave, Toronto, ON  
M4J 1L2  
(416) 686-8426



Deaf Literacy  
Initiative



## Deaf CAMERA

### What is Deaf CAMERA?

CAMERA is the short form for *Communications and Math Employment Readiness Assessment*. Deaf CAMERA is for Deaf learners in literacy programs who want to develop the skills they will use in a job.

Deaf CAMERA is right for learners at Essential Skills levels, 1, 2, and 3. Deaf CAMERA is used to assess learners' skill levels and strengths in reading, writing, document use, and numeracy. Tasks are like real workplace tasks.

### What can Deaf CAMERA do?

Deaf CAMERA can:

- assess reading, writing, document use and numeracy skills
- help practitioners understand what skills a learner needs to develop
- show learners their overall progress in their literacy programs
- help practitioners and learners decide if a learner is ready to go to a higher class level or to graduate from a program

### How is Deaf CAMERA used?

Deaf CAMERA can be used with learners who are able to follow instructions given in ASL.

Because Deaf CAMERA is standardized, only a trained assessor from Deaf Literacy Initiative (DLI) can administer Deaf CAMERA.

The DLI assessor communicates with learners in ASL. Sometimes learners respond in ASL and sometimes they write their answers in English.

The assessment can be given from time to time during a program so a learner can show progress in reading, writing, document use, and numeracy. After the assessment, the trained DLI assessor assigns a score and tells the learner the results.

The results are also shared with practitioners so they know the learner's strengths and also what the learner still needs to work on.

This way, the practitioner can develop classroom activities that help learners build the skills they need.