MAXIMUM PERFORMANCE
ON
ENTRY-LEVEL CORRECTION EXAMS
A Candidate’s Preparation Manual

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INTRODUCTION

Most candidate preparation manuals dedicate a significant amount of printed material to informing the candidate of the duties for corrections officer jobs, the minimum qualifications, drug testing, physical abilities testing, and other related subjects. After spending a considerable amount of time reading numerous pages, the candidate finally arrives at a place in the manual devoted to text material that might help him/her score at maximum potential on an entry-level test. Although it may be valuable to learn about these other subjects, this entire book’s purpose is to prepare you, the candidate, for performing at your maximum on Entry-Level Corrections Tests. However, it cannot assure you of a score higher than your potential maximum performance on the test. Remember that all of these recommendations are suggestions that would help most candidates, including me, if I were a candidate. However, ultimately, you are responsible for your own performance, and you must decide what will work best for you. This manual increases your possibility of achieving your overall maximum performance level by focusing on test preparation beforehand and test-taking strategies during the actual test administration. To accomplish this goal, the remainder of the manual is organized in the following manner.

Chapter One - About the Test

In Chapter 1, you, the candidate, are presented with the general construction of the test and the logic behind the construction of the test. Also, you are reminded about investigating your options for re-taking the test.
INTRODUCTION

Most jurisdictions use an Entry-Level Corrections Exam that assesses those cognitive abilities that are relevant for corrections officer work. For some jurisdictions, the multiple choice test for Entry-Level Corrections Exam may be the sole tool used for assessing cognitive abilities of candidates and, therefore, it is the focus of this manual. NOTE: Entry-Level Corrections Exams should not test your knowledge of corrections work but rather should test the abilities needed to learn and do corrections work. The abilities that are tested by Entry-Level Corrections Exams have been researched for several years by numerous scientists and have been demonstrated to be related to corrections work.

Chapter Two - Administrative Instructions

Chapter 2 will familiarize you with the typical administrative instructions. Many errors that candidates make are attributed to not understanding the instructions or NOT filling in the answer sheet forms correctly. To maximize your score, you must reduce these unfortunate errors that may suppress your true performance on the components of the test. Candidates should review this chapter once several months before the test and again a few days before the test.
Chapter Three - Types of Questions and How to Prepare for Them

Chapter 3 first presents you with a list of typical abilities and definitions of those abilities that are usually represented in some form on corrections officer tests. The remainder of the chapter presents you with the different categories or types of questions. These types or categories, either obviously or sometimes not so obviously, link back to these abilities. Your focus should be on learning how to handle the types of questions. Preparation strategies will be given for practicing and developing the skills that will help you achieve your maximum performance on the exam. This chapter should be used in order to best prepare for the test.

Chapter Four - Strategies for Taking the Test

This chapter deals with techniques or strategies that may help you maximize your performance when you are actually taking the test (during the test administration).
CHAPTER 1
ABOUT THE TEST

Most corrections departments across the nation administer entry-level examinations. The specific exam components may vary from department to department, but examples could include any combination of the following: a reading ability test, a writing ability test, a questionnaire that you must complete regarding your past experiences or personal preferences, a medical exam, a physical agility exam, an oral board, and a cognitive ability exam. Although the other components are important, this manual will focus only on the cognitive ability component, the multiple choice exam.

Most entry-level corrections officer cognitive ability tests measure abilities that are important for successful performance on the job. In fact, a corrections department usually goes to considerable effort to ensure that the test vendor has demonstrated the test to be a valid predictor of success and has evidence that the test does equally well in predicting success for all racial, gender, or ethnic groups.

Even though the test is designed to measure skills and abilities important to the job, the test does not require you to have prior knowledge about corrections officer work. The test will assess those abilities that are needed, and sometimes the questions are placed in a corrections environment.
The administration of the test usually is structured in such a way that you are first presented with a booklet containing material that you must study and remember. You are allowed anywhere from thirty (30) minutes to one (1) hour to study and memorize the material. The practice is standardized. The booklet contains material that you need to study and commit to memory. The material that must be learned and committed to memory may vary from test to test but usually contains vocabulary words and definitions, hypothetical corrections cases, reading passages, and photographs or drawings of various scenes. You are informed that there will be questions about the material later. After a set time has elapsed, the booklet is taken up, and you are handed the exam which will have some questions that will test how well the candidate was able to memorize the material and includes other questions that address abilities other than memory that are also important to law enforcement related jobs.

The test that you will be given has approximately 100 items which sample abilities and skills important for corrections work. In most cases, there is a time limit, but it is usually not a speed test. In other words, you are not time-pressured; the time allotted is considered adequate to read and respond to the questions. However, you should work efficiently. In many cases, if you finish early you are allowed to turn in your paper and leave. Usually there is no penalty for guessing. One of the best ways to prepare for the test is to find out from the jurisdiction as much as you can about the test ahead of time.
ABOUT THE TEST

Listening to and following all the instructions is very important. Many errors are attributed to not following instructions correctly. The next chapter, Chapter 2, is dedicated entirely to the administrative instructions.

Retake Policy

Many jurisdictions have a test retake policy. Find out what your options are for taking the test again.

Abilities Tested

The following job-related abilities are some of the most frequently assessed by corrections officer exams.

1. Written Comprehension
2. Written Expression
3. Memorization
4. Problem Sensitivity
5. Inductive Reasoning
6. Deductive Reasoning
7. Information Ordering
8. Spatial Orientation
9. Flexibility of Closure

Definitions, along with typical types or categories of test questions for these abilities are given in Chapter 3. The typical categories of questions most often seen on corrections officer tests assess in part the abilities listed above.
CHAPTER 2

ADMINISTRATIVE INSTRUCTIONS

This chapter is dedicated to explaining to the candidate both the general and the specific instructions given on test day. When scoring answer sheets, it is sometimes obvious that the candidate did not understand the instructions. The instructions given to the candidate on test day may seem boring at times but, if followed correctly, can often make the difference in a candidate’s score. This chapter presents material which many candidates may feel is boring and unnecessary. However, putting the candidate in the “test situation” by letting him or her read some of the instructions, should help the candidate feel “at home” with the instructions on test day and help prevent errors due to misinterpretation of the instructions. The chapter will begin with an excerpt from an actual Administrator’s Manual for an Entry-Level Corrections Officer Exam. The Administrator’s Manual provides a wealth of information. When a point in the manual needs to be further discussed, the explanation will appear in bold italics to indicate the explanation.

"EXCERPT FROM TEXT OF AN ACTUAL ADMINISTRATOR’S MANUAL"

*Keep in mind that this text is instructing the Test Administrator.*
ADMINISTRATIVE INSTRUCTIONS

ADMINISTRATOR'S GUIDE

General Function of the Test Administrator

The Administrator's main function is to maintain the security of the examination materials and to make sure that each candidate has an equal chance of performing his or her best. An efficiently administered exam will contribute to the reliability and validity of the test results.

Consider the following points before starting the administration of the examination:

- **Test Site and Seating Arrangements.** The testing site should be well-ventilated with good lighting conditions. It should be large enough to accommodate all candidates comfortably. Candidates should be seated facing forward at desks or tables which provide plenty of firm writing space. All candidates should be able to see and hear the administrator clearly. The seating should be arranged so that candidates who finish before the time limit and are allowed to leave will produce a minimum of disturbance to other candidates.

- **Materials and Equipment.** The materials needed for the examination should be counted and checked before the administration date. In addition to the appropriate number of test booklets and answer sheets, there should be two pencils for each candidate. Since it is necessary to have optical scoring answer sheets, **number 2 pencils must be provided.** The administrator should have this Test Administrator's Manual and a reliable clock or watch. Other helpful materials are a stop watch for the administrator, a pencil sharpener, and a clock which is visible to the candidates so they may be able to pace themselves during the examination. The administrator should have an answer sheet to be used for demonstration when directions for filling out the answer sheets are being given.

- **Administrator and Proctors.** In addition to the administrator, there should be one or more proctors to assist in the administration of the examination. Even for a small group of candidates, there should be at least one proctor in case the administrator becomes busy with an emergency. The total number of proctors needed to assist the administrator depends on the amount of control needed for checking in the candidates, for keeping order, and for efficient passing out and collecting of testing materials. Besides the administrator, we recommend - as a rule of thumb - one proctor for each 25 candidates up to 100, and one additional proctor for every 50 candidates above 100 candidates. The administrator and proctors should be familiar with the testing procedures and their respective duties before the administration is begun. The steps in the process should be planned out and agreed upon before the administration date.
Preliminary Tasks and Announcements

Certain tasks should be done before the actual administration of the test, such as checking in of the candidates; assignment of identification numbers, if appropriate; distribution of pencils and other necessary equipment; and preliminary announcements. The following is a partial checklist of topics which might be covered in the preliminary announcements. The order of the topics should be at the discretion of the administrator. A sample set of instructions is provided for you as a guide.

1. Welcome statement and overview of the examination procedures. This should include a statement as to when the candidates will receive the testing materials and what they should and should not do with them.

2. The number of items in the test.

*3. Information regarding the passing score, and the role the test results will play in determining the candidate’s success. (In some jurisdictions, the passing score is determined after the test is given. We recommend setting the passing score after the administration.)

4. How the test is scored. One point is given for each item answered correctly. The score is the number of correct answers.

*5. When and how the candidates will be notified of the results.

*6. Procedures, if any, for challenges and inspection of the examination. (If required by law, Morris & McDaniel, Inc., must be provided the relevant information prior to occurrence.)

*7. Other stages of the selection process; e.g., orals, physical, background check, etc.

*8. Procedures for withdrawing from the examination.

*9. Procedures for permission to go to the restrooms, drinking fountain, etc.

10. Regulations regarding smoking.

11. Regulations regarding personal equipment; e.g., pocket calculators and dictionaries. They are not allowed.

12. Procedures to follow after finishing the examination.

* These items are not included in the sample instructions as they are primarily dependent on the particular jurisdiction.

We suggest that the testing materials not be passed out until after the preliminary announcements have been made.
ADMINISTRATIVE INSTRUCTIONS

Note: All of this information may or may not be relevant to your jurisdiction. This is provided as a guide.

However, the answer sheet must be filled in as described.

EXAMINATION ORIENTATION AND INSTRUCTIONS

Approximately 20 minutes prior to starting:

Tell candidates that the test will begin soon and to use the restroom now. Ask them to be seated near the center and front of the room (away from perimeter).

Test Administrator: May I have your attention please? We are now ready to begin. From this point on until you complete the test, there will be no talking allowed among candidates.

Good morning, my name is ___________. I am the proctor who will be administering the test today. I would like to welcome you to this assessment process.

Please listen carefully as I describe the schedule and procedures to you. Today's examination is the Entry Level Corrections Officer Exam. The test will be administered in two (2) parts. The first part, the pre-test study period, will last (45) forty-five minutes. The second part, the actual multiple-choice test, will last one and one-half (1½) hours.

When you complete the test, bring all of your materials to the front and leave the room. As you leave, please be as quiet as possible, as others may still be taking the test.

Please be aware that you may not eat or smoke in the testing room.

Restrooms for men are located (give directions) ________________.

Restrooms for women are located (give directions) ________________.

Administrator - [Have a proctor hand out answer sheets at this time].

Apart from the schedule, there are some general procedures of which we would like you to be aware.
ADMINISTRATIVE INSTRUCTIONS

Listen to all instructions carefully. If you do not follow instructions, you may hurt your chances for a good score. You may not use any materials while you are taking the test other than those provided to you. At this time, please remove any materials other than the answer sheet and pencils from your table and place them on the floor beside you.

If you need a pencil, assistance with directions, or if you have any problems understanding the procedures, raise your hand and a monitor will help you. If you are unsure of a procedure, be sure to ask a monitor for assistance. Monitors may only clarify procedures. They will not explain the meaning of any questions, define words, or give, in any manner, any information which would be of help in answering a question. Any necessary explanations will be made to all candidates.

Again, there will be no talking among candidates until after you have left the testing area, as we do not want you to disturb others. Also, anyone who obtains an unfair advantage or assists another in obtaining an unfair advantage will be immediately disqualified. Monitors will report any violations or suspected violations.

You must return all materials given to you when you complete the test. The removal of a preparatory study booklet, a test booklet, an answer sheet, or any notes from the room by a candidate is grounds for immediate disqualification.

[Have proctors begin passing out the Preparatory Booklets]

The proctors will begin passing out the Preparatory Booklets. Do not open it until you are told to do so.
ANSWER SHEET INSTRUCTIONS

TO MONITOR: PLEASE READ OVER THESE INSTRUCTIONS CAREFULLY BEFORE THE TEST ADMINISTRATION. THEN, WHEN READING TO THE APPLICANTS, READ SLOWLY AND MAKE SURE THE APPLICANTS UNDERSTAND WHAT THEY ARE SUPPOSED TO DO.

Does anyone NOT have an answer sheet? Place the answer sheet in front of you and listen carefully as I explain how to fill it in. To fill in the answer sheet, use only the number 2 pencils that have been provided to you. Using any other kind of pencil may make it impossible for the scoring computer to read it, and may result in a poor score. If you break a pencil, raise your hand and a monitor will bring you a new one.

First, go to the row of boxes marked **Last Name**. You must write your last name in the horizontal boxes. Put one letter in each of the horizontal boxes. Start with the first box and do not skip any. Next, darken the bubble below each box that corresponds to each letter in your last name. For example, if you wrote an A in the first box under Last Name, then darken the bubble with an A in it in the column of bubbles directly below it. Follow this same procedure for your first name in the row of boxes marked **First Name**. Write your middle initial in the row of boxes marked **MI**.

Are there any questions?

Next, look at the boxes that are marked **SSN/ID #**. Fill in the numbers of your social security number in the horizontal boxes. Remember to only put one number in each box. Then darken the bubble with the corresponding number directly below each box. It is critical that you fill in your social security number correctly since this is the most reliable way we have to identify you.

Now go to the section marked **Ethnicity**. Please darken the one bubble that best describes your ethnicity. Then proceed to the next section marked **Gender**. Darken the bubble next to Male if you are male, and darken the bubble next to Female if you are female.

Now go to the section marked **Ed** for education. Enter the number of years you attended school in the two blocks provided for you. For example, if you attended high school and two years at a junior college, you should enter fourteen (14) for fourteen years of formal education. After filling in the boxes, darken the bubble below each box that corresponds to your information.

Next is the section marked **Date of Birth**. Your Date of Birth should be in month/day/year format. After filling in the boxes, darken the bubble below each box that corresponds to your information.
ADMINISTRATIVE INSTRUCTIONS

The last row of boxes is marked **Test Date**. Fill in today's date in the horizontal row of boxes. Remember that the date should be in a month/day/year format. Darken the corresponding bubble in each column. Today's date is ____________________.

Are there any questions?

There are a few additional comments that need to be made with regard to the answer sheet. First, this test is in a multiple-choice format. You will notice that the answer choices on the answer sheet are identified by A, B, C, or D. It is **very** important that you make sure that the letter you are marking corresponds correctly to the answer you have chosen.

Additionally, notice that you will be proceeding **down** the first column and then moving to the next column. Check frequently to make sure that the question number you are marking on the answer sheet matches the question number in the test booklet. Once you have turned in your answer sheet or time has been called, you **will not** be allowed to make any changes.

Mark your answer sheet neatly within each bubble. Make sure that you darken each bubble completely. If you mark outside the bubble the computer may not be able to score that response correctly. Stray marks within any answer bubble may be coded as an answer. Be sure to erase any accidental marks. If you erase any marks, be sure to do so completely. If a question has two bubbles marked, no credit will be given for that question.

**DO NOT OPEN YOUR PREPARATION BOOKLET UNTIL YOU ARE TOLD TO DO SO.**

Is there anyone who has not been given a Preparatory Booklet? (Pause)

We are now ready to begin the actual test instructions. Raise your hand if you need a pencil, and a monitor will bring you one at this time. Remember, the Entry Level Corrections Officer Exam will be administered in two parts. The first part is the pre-test study period. You will be allowed 45 minutes to study your preparatory booklet. At the end of the 45 minute study period, I will say, “Time is up, please stop.” At that point you must close your preparatory booklet. We will then collect the preparatory booklets and pass out the test booklets. **Do not open the test booklet until you are told to do so.** When everyone has their test booklet, I will announce when your 1½ hour test period will begin. At that point you may open your test booklets and begin the test. The Entry Level Corrections Officer Exam has 100
ADMINISTRATIVE INSTRUCTIONS

questions. If you complete the test before the 1½ hour time limit has elapsed, bring your test materials to the front. You may then leave quietly. Once you leave the testing room, you will not be allowed back in for any reason. Therefore, be sure to take all of your belongings with you when you leave.

Now, open your pre-test study booklet and count the pages to be sure that it is complete. The Entry Level Corrections Officer Exam Preparation Booklet should have 9 consecutively-numbered pages. If your Pre-Test Study Booklet is missing any pages, raise your hand now. (Pause)

Before beginning the pre-test study period, I will cover the General Instructions for the exam. Turn to the GENERAL INSTRUCTIONS on the first page of the pre-test study booklet. Read along with me as I read the instructions to you.
ADMINISTRATIVE INSTRUCTIONS

GENERAL INSTRUCTIONS

The questions on the Entry-Level Corrections Officer Exam are multiple-choice. For each question, you must decide which ONE of the answers is the BEST answer.

You have been provided an answer sheet on which to mark your answers. You will indicate which answer you have selected by darkening the bubble on the answer sheet which corresponds to the ONE answer that you think is the BEST answer.

Example

<table>
<thead>
<tr>
<th>Questions in Test Booklet</th>
<th>Items on Answer Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This is an examination for the job of:</td>
<td>● B C D</td>
</tr>
<tr>
<td>a. Corrections Officer.</td>
<td>Answer &quot;A&quot; is the best answer, and bubble &quot;A&quot; has been darkened to show this.</td>
</tr>
<tr>
<td>b. Social Worker.</td>
<td></td>
</tr>
<tr>
<td>c. Firefighter.</td>
<td></td>
</tr>
<tr>
<td>d. Truck Driver.</td>
<td></td>
</tr>
<tr>
<td>2. A major responsibility of corrections officers is to:</td>
<td>A B C ●</td>
</tr>
<tr>
<td>a. give speeches.</td>
<td>Answer &quot;D&quot; is the best answer, and bubble &quot;D&quot; has been darkened to show this.</td>
</tr>
<tr>
<td>b. repair water leakages.</td>
<td></td>
</tr>
<tr>
<td>c. fight fires.</td>
<td></td>
</tr>
<tr>
<td>d. maintain order and safety.</td>
<td></td>
</tr>
</tbody>
</table>

When marking your answers on the answer sheet, be sure that the question number is the same as the response number on the answer sheet. Check your answer sheet against the test booklet every few questions to see that you are correctly marking the number on the answer sheet that corresponds with the question.

If you want to change an answer, completely erase the bubble you have darkened. Then, darken the bubble you think represents the best answer. Darken only one bubble for each question. If you darken more than one bubble for a question, you will receive no credit for that question.

Always assume that one of the responses represents the best choice of the responses given. Your score on the test will be the number of correct answers. Therefore, it is generally to your advantage to guess if you do not know the answer, rather than leave the question blank.

This test has a total of 100 questions. Before answering items, be sure to read any specific instructions. DO NOT WRITE IN THIS PRE-TEST BOOKLET.

You will be allowed a total of 45 minutes to study this pre-test booklet. At that time, the pre-test booklet will be taken up, and the test booklet will be passed out. You will be given one and one-half hours to take the test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.
ADMINISTRATIVE INSTRUCTIONS

It is now ______ (announce the time). Your 45 minute study period begins now.

MONITOR—BE SURE TO NOTE THE STARTING TIME BELOW.

Fill in the following times after the test has started:

Starting time ______________________________________________________________________

Stopping time ______________________________________________________________________

When the time is up, ask the candidates to close their Pre-Test Study Booklets and have the materials collected.

NOTES: Any exceptional or unforeseen events should be written down here along with the times of the events.

[Have proctors begin collecting the Pre-Test Study Booklets and passing out the Test Booklets.]

The proctor will now be collecting the Preparatory Booklets and passing out the Test Booklets. Do not open the Test Booklet until you are told to do so. (Wait until everyone has a Test Booklet.)

Is there anyone who does not have a Test Booklet or an Answer Sheet? (Pause) Now open the Test Booklet and make sure you have 23 consecutively-numbered pages. It is your responsibility to ensure you have a complete Test Booklet. If your Test Booklet is missing any pages, please raise your hand. (Wait for everyone to check pages.) Does anyone NOT have a COMPLETE Test Booklet? (Pause)

You are about to begin the 1½ hour test period. If you complete the test before the 1½ hour time limit has elapsed, bring your test materials to the front. You may then leave quietly. Once you leave the testing room, you will not be allowed back in for any reason. Therefore, be sure to take all of your belongings with you.
ADMINISTRATIVE INSTRUCTIONS

It is now _____ (announce the time). You may begin now.

MONITOR-BE SURE TO NOTE THE STARTING TIME BELOW.

Fill in the following times after the test has started:

Starting time ____________________________

Stopping time ____________________________

When the time is up, ask the candidates to close their Test Booklets and have the materials collected.

NOTES: Any exceptional or unforeseen events should be written down here along with the times of the events.
CHAPTER 3
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

This chapter will begin by presenting abilities that have been linked to and determined to be important to corrections officer work. Most of these job-related abilities frequently seen on corrections officer exams are well-researched abilities that Dr. Edwin Fleishman and Dr. Marilyn Quaintance presented in the book, *Taxonomies of Human Performance*. Test questions often are designed to assess these abilities, even though this may not be apparent to the candidate. Sometimes the way the questions link to the abilities is obvious and sometimes not so obvious. The good news is that you as a candidate do not have to worry about knowing this linkage.

This chapter will present you with these abilities and their definitions. The second part of the chapter presents you with the types of questions that are frequently found on the exam and how you can prepare for them. Your focus should be on learning preparation strategies for handling the different types of questions. The focus of this chapter is to present you with ways to practice and develop the skills and hone the abilities needed to achieve your personal maximum performance on the exam.

**Job-Related Abilities**

The following are some of the most frequently used job-related abilities on corrections officer exams.

1. **Written Comprehension** (Reading Comprehension)
   
   Written comprehension involves reading and understanding written words and sentences. Since many corrections directives are presented in writing, in order to be an effective member of a corrections department, it is essential that you are able to read directives and understand them.
2. Written Expression
Written Expression involves writing words and sentences so others will understand.

3. Memorization
Memorization is the ability to retain and recall new information which occurs as a regular or routine part of the task. These new bits of information must be memorized to properly accomplish or carry out the task. This ability does not extend either to the memorization of the task procedures or to the recall of any information previously learned outside of the given task situation.

4. Problem Sensitivity
Problem sensitivity is the ability to recognize or identify the existence of problems. It includes the specification of the problem as a whole as well as recognition of the elements of the problem. This ability does not include any of the reasoning necessary for the solution of the problem.

5. Inductive Reasoning
Inductive reasoning is the ability to find the most appropriate general concepts or rules which fit sets of data or which explain how a given series of individual items are related to each other. It is the ability to proceed logically from individual cases to general principles.

6. Deductive Reasoning
Deductive reasoning is the ability to apply general concepts or rules to specific cases or to proceed from stated premises to their logical conclusions. This ability can be termed analytical reasoning in that progression is from the whole to the parts.
7. Information Ordering
Information ordering is the ability to apply rules or objectives to given information in order to arrange that information into the best or most appropriate sequence. The types of information considered under this ability include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.

8. Spatial Orientation
Spatial orientation is the ability to maintain one’s position with respect to objects in space or to comprehend the position of objects in space with respect to the observer’s position.

9. Flexibility of Closure
Flexibility of closure is the ability to identify or detect a previously specified stimulus configuration which is embedded in a more complex sensory field. It is the ability to isolate the specified relevant stimulus from a field where distracting stimulation is intentionally included as part of the task to be performed.

Even though the above abilities are rather academic and do not require your further attention, it may be helpful for candidates to know that there is a scientific basis for the types of questions that they will be asked on the Entry-Level Corrections Officer Exams.

Types of Questions
The following are some of the types of questions most frequently seen on corrections officer exams. You should use this information to begin your preparation for the test. Optimally, you should begin this preparation several months before the test.

Reading Comprehension Questions
To assess this ability, written passages sometimes placed in corrections context are presented and questions follow the passage. The intent is for you, the candidate, to demonstrate how well you understand what you read.
Types of Questions and How to Prepare for Them

Reading Comprehension, or understanding what you read, is very important to your success both on the test and on the job. Your ability to be successful in the field of corrections is directly related to your ability to read written material with comprehension. On the job, beginning as a corrections officer and continuing up to the highest rank that you can achieve, you will have to read and interpret volumes of information. How well you use this ability will directly relate to how well you do your job.

First, I will present ways to improve your performance on these types of questions. Second, I will describe the three primary ways these questions appear, and last, I will present you with some sample questions so you can see how you might expect to be assessed in this test category. Later, in the chapter on strategies (Chapter 4) for taking the test, I will present suggestions to deal with or handle Reading Comprehension questions once you are in the administration. Remember, that all of these recommendations are suggestions that would help most candidates, including me, if I were a candidate. However, ultimately, you are responsible for your own performance, and you must decide what will work best for you.

Ways to Improve:

Read Carefully

Speed reading does not work. The industry of speed reading was developed on the misrepresentation that you can increase your speed at reading by three to six fold without any sacrifice in comprehension; however, no research supports this premise. Even though characters in fiction are often described with the ability to speed read great volumes with high comprehension, it is best to class this feat along with leaping tall buildings and running faster than a speeding bullet. Research clearly shows that the techniques which speed reading depends upon lessen comprehension.

For example: Don’t visually look at several words as a unit, as recommended in speed reading techniques. Do not do it! Look at each word. Research shows that comprehension is sacrificed by looking at groups of words. Do read each word. Do say each word (sub vocalizing) to yourself.

Don’t read around or skip a word if you don’t understand it. Don’t do it! Research does not support this. Do reread a passage or a word that you did not initially understand and try to understand it before moving on.

Don’t depend on identifying key words and skimming the rest - Don’t do it! Research shows the skimming technique can lead to the wrong interpretation of the
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

passage. The adjectives and adverbs describing the key words can be critical to the correct interpretation. Do carefully read all of the passage to get the full and accurate message of the passage.

Build your Vocabulary
The average TV program is estimated to use a vocabulary of approximately 3,000 words. William Shakespeare used an astonishing vocabulary of 30,000 words. There are over a million words in the English language. You should build your vocabulary since words are the building blocks of Reading Comprehension. No matter how well you develop all the other skills presented in this manual and no matter how well you practice and implement good test taking strategies, if you do not understand a number of words in a passage, it will be difficult to answer the question correctly.

In your everyday reading, when you read and come across a word you do not know, do not read around it. Note it and look it up in a dictionary. If a dictionary is not readily available, write it down in a spiral bound notebook that you keep for the purpose of building your vocabulary. Later, look up the word in a dictionary. While you still have the dictionary open, try to use the word in a sentence. Then check the definition again. Ask your friends about the word. Try to use it a couple of times a day for a few days, until you are comfortable with it.

You are probably saying to yourself right now that there is not time for you to build your vocabulary before the test. Building your vocabulary is important if you are serious about being a corrections officer, and it will help you in other ways too. Start now! Build your vocabulary and try to make it a part of a long term training program. In addition to being important in understanding written passages, usually there are some questions that are solely vocabulary questions. You can expect the vocabulary part of the exam to represent 5% to 20% of the questions on the exam.

Concentrate
How many times have you heard of people getting comfortable in a lounge chair or their bed before studying? Did you know there is a direct correlation between comprehension or learning and concentration? How well do you think you can concentrate when your body is so relaxed? Light reading for pleasure is the type of reading that can take place in your recliner or your bed. When you are reading for pleasure, your attention may stray from the subject and that is okay. However, when you are serious about understanding and comprehending details in your reading, YOU MUST CONCENTRATE. Question frequently what the message is. Asking questions about the paragraph or a section is a good way to maintain focus. It is important to work at full concentration. Most people find their ability to
concentrate is enhanced by sitting up straight and leaning slightly forward. Some people actually find they concentrate better when they are standing. Thomas Wolf, a famous writer, is said to have done his best writing by standing and writing on top of an icebox. In summary, do not get too relaxed when you are trying to maximize your comprehension of reading material.

Summary
Increase your comprehension by constantly asking yourself what the writer was saying in a particular sentence, paragraph, and chapter. Total concentration is an important part of maximizing your reading concentration. Concentration is a skill that can be honed with practice. In addition, there is no substitute for building your vocabulary, if you want to increase your skill in this ability. Finally, carefully read all of the material to get the full and accurate message of the passage.

Types of Reading Comprehension Questions:
1. What were the facts presented?
These types of questions do not emphasize interpretation or the underlying meaning. These questions are trying to determine if you can read the literal printed words. “Simply the facts, Ma’am,” as Sergeant Friday would say. The answers to these questions, of course, are found in the printed words without making any inductive or deductive inferences. If you do not recall the facts, then go back to the text and find the answer.

2. What was the theme of the passage, or which of the following would be the most appropriate title for this passage?
Questions such as these will require you to induce from all the available information a title that best summarizes the meaning of the passage.

3. Reasoning may be tested by presenting you with a different or hypothetical situation and asking, if the information in the passage is applied to the hypothetical situation, what would be the answer to the question?
This type of question requires more than a literal reading of the passage. You are required to read, understand, and use reasoning to interpret the passage to apply to another perhaps similar situation.
Examples of Reading Comprehension Passage and Questions

Qualifications and Training

Most institutions have the same basic requirements for corrections officers. These requirements include being a U.S. citizen and at least 18 to 21 years of age; having a high school education or equivalent (GED); having no felony convictions; and demonstrating job stability, generally by gaining two years of work experience. Corrections officers must be in good health, i.e., meet standards of physical fitness, hearing, and eyesight. Good judgment and the ability to think and act on your feet are crucial. Most applicants are not only subject to background checks and screened for drug use but also required to pass a written exam.

Most Federal, State, and local corrections departments offer some type of training for corrections officers. Normally, corrections officers will receive several weeks or months of on-the-job training under the supervision of a more advanced corrections officer. Federal corrections officers are required to obtain 200 hours of training experience during the first year. Self-defense skills and fire arm proficiency are usually incorporated into the training, as well as instruction on institutional and security procedures and operations. Corrections officers are provided annual training to ensure their knowledge of developments and procedures is up to date.

7. Which of the following is a basic requirement for corrections officers?
   * a. being a U.S. citizen
   b. having no misdemeanor convictions
   c. having a college degree
   d. being 22 years of age

8. According to the passage, what is crucial for corrections officers?
   * a. good judgment
   b. computer skills
   c. knowledge of inmate programs
   d. the ability to restrain inmates

9. What are federal corrections officers required to do during the first year?
   * a. obtain 200 hours of training experience
   b. memorize the inmate handbook
   c. take 200 hours of self defense classes
   d. 200 hours of community service

* indicates the correct answer for all sample questions.
Vocabulary Questions

Vocabulary is typically measured by presenting a word and asking which of the following is most similar in meaning or presenting a series of words and asking which does not belong. The goal is to test your vocabulary. Typically, vocabulary questions make up 5% to 20% of the examination. As we have advised earlier, you should begin building your vocabulary and continue this practice well into your career. (Also see page 28.) There are two primary ways vocabulary words are tested on a Corrections Officer Test. One way is by presenting the vocabulary word and its definition in the Pre-Test Study Booklet so the definitions can be memorized. This type of question will be covered under Memorization Questions. The other way simply requires you to match the word with an appropriate definition or synonym.

Examples of Vocabulary Definitions (usually given in Pre-Test Booklet)

- **Inmate fund:** An account where an inmate’s "official" money is stored and used to by commissary items.
- **Good time:** Credits earned toward one’s sentence.
- **Administrative segregation:** Placement in a controlled unit for the safety and security of the institution

Examples of Vocabulary Questions

1. An account where an inmate’s "official" money is stored and used to by commissary items is an:
   * a. inmate fund.
   b. cash fund.
   c. inmate account.
   d. inmate capital.

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2. Credits earned toward an inmate’s sentence are referred to as:
   * a. good time.
   b. time completed.
   c. scheduled time.
   d. sentence reduction.

3. Placement of an inmate in a controlled unit for the safety and security of the institution is considered:
   * a. administrative segregation.
   b. punishment.
   c. inmate segregation.
   d. one-on-one observation.

Memorization Questions

According to behavioral scientists there are several types of memory: memory for relationships, paired associate memory, memory for ideas, visual memory, and short term memory, to mention a few. Regardless of the technical breakdowns of memory, it is usually tested in three ways or some combination of the three ways. What did you see? What did you read? What did you hear?

Being able to remember details of what you see, hear, and read has long been the hallmark of good corrections officers. These skills are in constant use by effective corrections officers in their day-to-day activities. They must be able to remember the appearance of inmates and locations. They must be able to remember the routes in their assigned areas. They must be able to remember departmental procedures to prevent mishandling important duties or emergencies. The corrections officer must have a good memory in order to perform effectively.

Even though most candidates know that memory is important, they do not know how to make it happen. Many candidates will stare at a scene presented on a test with all the intensity of Superman looking at Lois Lane, all the time believing that there is a correlation between how hard they are staring and how well their mind is recording the facts. It just does not happen that way. Anyone who has ever made it through the first year of a military officers’ training school where you have to memorize lots of material
knows that you must have a plan or procedure, you must stay focused, and you must practice with the plan or procedure.

The simple statement above - that you must use a method or plan; you must stay focused, be attentive, or concentrate; and, you must practice - is more important for your success than might be readily apparent. All three elements are important - any two elements without the third one will not result in your maximum performance. And if you implement all three elements, I am very confident that you cannot only maximize your performance on the entry level test, but also be a valuable asset to the department and community that you serve.

Although many people believe that memory ability depends entirely on raw, undeveloped ability, this is simply not the case. I have never met a person with a photographic memory, even though I have been told numerous times about a friend who has a friend who has a photographic memory. But I have met many people who exhibited incredible memory skills. The first time was when I was a freshman entering college. The college president invited thirty or forty students to his home. We were all sitting or standing in his living room when he had each person around the room introduce themselves. Afterwards, he went back and repeated each person’s name. I was amazed. Later, I learned that practically anyone can do the same thing. History is filled with examples of persons with prodigious memories. Both George Washington and Napoleon were reported to be able to call every soldier under their command by name. Pablios Cornelius Scipio, a great orator in ancient Rome during its republic period, was reported to know all of the citizens of Rome, a figure in excess of 20,000 people, by name.

You might say these are great people from whom we expect great abilities, but in my travels I am routinely addressed by name by hotel staff and restaurant personnel. This proves to me, personally, what memory experts say: that the average man or woman on the street can develop incredible memories.
I will address each of the three elements required for good memory. Because the method that you develop requires more explanation, I will save the method for last.

1. **Attention** Let’s first address the element of attention, staying focused or concentration. What ever label you use, it means you must not let your attention wander or stray. You must stay focused and give all your attention to the task of remembering the details.

   The first American psychologist, William James, said, “The average man is only half awake.” You, on the other hand, will be fully awake, “on the edge of your chair,” alert. I mean this literally ... sit up. If you are all sprawled out and relaxed, you can hardly be as attentive as you need to be. Research says that to a point, tension in the muscles correlates positively with learning in the brain.

2. **Practice** Once you have learned a system for remembering details, you must practice it. Many of you with good intentions say, “I’ll do it later.” Ziglar, a famous motivational speaker, called this the “round to it “ flaw. This “do it later” concept will be one of the most important distinctions between those who do well on this section and those who do not do well. You must start practicing **daily** as soon as you know the system.

3. **Memory System** Virtually all pneumonic or memory techniques depend on two factors, associational memory and visual imagery. I will recommend techniques that depend on these factors to varying degrees. To refresh your memory on what was covered about the test in Chapter 1, the test will probably consist of a memory component that takes place at the beginning of the testing. A booklet will probably be presented to you with vocabulary words, incident reports, and corrections scenes. Of course, you cannot open the booklet until told to do so. When instructed, you will be allowed a given time, usually 30 to 45 minutes, to study that material in the booklet. You will not be allowed to make notes during this time. Once time is called, the booklet will be taken up and will
no longer be available to you. You will then be told to open the test question booklet, and you will be asked questions about the material that was taken up.

The following are types of material that you may find in the Pre-Test Study Booklet and which you will need to memorize.

- Vocabulary Words
- Incident Reports and other Written Passages
- Corrections Scenes

Following are systems for remembering and answering the types of questions that will be presented about this material.

**Memory System for Vocabulary**

First, vocabulary words may be presented. For most of the material, rote memory will not be adequate to handle the number of details that must be remembered, but using rote memory aided by some associational linkages will be a good strategy for the vocabulary words.

Some of the words you may already know, but for those that you do not know, study the word and the meaning and link the meaning to something you already know. It can be something silly and ridiculous, for that may facilitate memory. For example, a subpoena is a formal ordering for a person to attend court. You might say subpoena is like supper or sup. Supper is ordered and served by the Court. This type of method might help you remember. To use associational memory, you need to link the unknown word to something you already know or something easy for you to remember.

The reason I am presenting memory system in this section, the preparation section, rather than the section on Exam Strategy is that you must practice using your imagination in creating the linkages from the “easy to remember” to the vocabulary word
that was previously unknown. This practice is essential. Here is a list of words on which you can practice. The first six have example linkages provided for you. For the remaining ones, I want you to create the linkages that will work for you.

1. Eustress: helpful stress; stress necessary to function and accomplish goals  
   *Linkage:* When you are stressed, you accomplish your goals.

2. Innovation: a new idea or way of doing things  
   *Linkage:* Nova is Latin for new.

3. Supposition: an assumption, theory, hypothesis, or conjecture  
   *Linkage:* what one gets when one supposes

4. Lacerate: to tear, cut roughly, or mangle  
   *Linkage:* Lacerate sounds similar to serrate, and a serrated knife has a rough, jagged blade, which would make a rough cut.

5. Advocate: to support, plead for, be in favor of, or defend by argument  
   *Linkage:* An ad (advertisement) supports something or pleads for business.

6. Clandestine: kept secret, done in secrecy, especially for an evil, immoral, or illegal purpose  
   *Linkage:* The evil clan was destined to be kept secret.

7. Arrest Warrant for Parole: a warrant, issued by a field officer, detailing an act or acts for which an offender on parole is arrested, such to be issued before the arrest or within twenty-four hours after arrest  
   *Linkage:*
8. Information: analysis of facts and figures
   \textit{Linkage:}

9. Agenda: a plan; a list of things to be accomplished
   \textit{Linkage:}

10. Reprimand: oral or written formal criticism of behavior
    \textit{Linkage:}

11. Arbitrary: unreasoned; based on personal feelings or preferences rather than on reason, logic, or law
    \textit{Linkage:}

12. Excusable Assault: one committed by accident, by lawful means, without any unlawful intent
    \textit{Linkage:}

13. Ethics: standards of fair and honest conduct
    \textit{Linkage:}

14. Accountability: makes people responsible for tasks assigned to them
    \textit{Linkage:}

15. Roll Call: brief period before each shift when officers check in and receive their briefing prior to going on duty
    \textit{Linkage:}

\textbf{Memory System for Incident Reports and other Written Passages}

You will be given an incident report, and you will be expected to recall from
memory the facts in the report. A successful strategy to practice is focusing on the five W’s:

The five W’s are When, Where, Who, What, Why, and also How. To remember these, many law enforcement academics teach using a pneumonic device NEOTWY. This is derived as follows:

<table>
<thead>
<tr>
<th>WHE</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHER</td>
<td>E</td>
</tr>
<tr>
<td>WH</td>
<td>O</td>
</tr>
<tr>
<td>WHA</td>
<td>T</td>
</tr>
<tr>
<td>HO</td>
<td>W</td>
</tr>
<tr>
<td>WH</td>
<td>Y</td>
</tr>
</tbody>
</table>

Without such assistance, you will find yourself fumbling for some of the elements.

First, carefully read the story underlining all the relevant facts. Do not try to memorize the written passage; you will only be asked about the facts.

After carefully reading the story and noticing the relevant facts, go back and try to personalize the facts by linking them to something or someone with which or with whom you are already familiar. For example, “A 23-year old woman received knife cuts on the face.” Maybe you have a sister or friend who is 23 years old.

“The suspected perpetrator was a 46-year old white male wearing a yellow jacket.” The age of the suspect is twice the age of the victim. It was a cowardly
“The suspect rode off on a Harley Davidson motorcycle, license plate number RAH 983.” The license is the first three letter of Harley - HAR in reverse and one year before I was born without the number one in front of the year - 1984 minus 1 = 1983 minus the one in front of the year = 983.

“There was one witness who works at the GIANT grocery store.” A giant help and factor in proving this case.

Now, write out beside the passage the pneumatic word:

<table>
<thead>
<tr>
<th>N</th>
<th>E</th>
<th>O</th>
<th>T</th>
<th>W</th>
<th>Y</th>
</tr>
</thead>
</table>

Then, fill in the remaining letters needed to write When, Where, Who, What, Why, and How. I personally find it easier to address the people - the WHO’s - in the incident first. You can be sure that these are rich sources for questions and will appear in the test booklet. Remember, you have the following categories of people: the victims, the suspected perpetrators, the accomplices, and the witnesses.

Of course, not all categories are always reported in the incident report. Go through and carefully underline each of the WHO’s using associational links to
facilitate your memory. Then mark through the WHO.

Next, I find it easier to address the WHAT, what happened in the report. Focus on what the perpetrator(s) did and what objects (i.e., vehicles, weapons) were involved. What describes the crime scene? Again, create associational links.

Next, I find it easier to cover the WHEN. Note any times or dates in the report. A cautionary note: when dealing with dates, the reported date may not be the same as the date of the incident. For example, perpetrators were seen by witnesses at the location three days before. The types of dates that need to be looked for are when did the incident OCCUR. When was it reported and when were arrests made? Use appropriate associational links.

Next, I would address WHERE. Where did the incident occur? Where was the weapon found? Where was the car parked? Where did the car go? Where was the evidence found?

Next, I would address WHY. Motive is always an important element to a crime scene. If a motive is presented, be sure to note it because item writers usually like questions about the motive.

Last, I would address HOW. How was the crime accomplished? How was the investigation conducted?

Memory recall is one of the most important skills that a corrections officer in the field must have. In fact, an officer must be able to recall from memory details about places and things in order to solve criminal investigations as well as other corrections related problems.
Officers must also be able to remember correct procedures that are presented to them in the form of standard operating procedures, memoranda from superiors, and oral directions. In an emergency it is often critical that these procedures or instructions be followed with speed and accuracy. If proper procedures are not used or only partially followed, the welfare of individuals could be jeopardized.

Because memory is so important to performing corrections officer work successfully, it is certain to be an element on your exam.

The passage below is an example of Hypothetical Corrections Case like you may see in the Pre-Test Study booklet. You would need to read the passage and commit to memory the details of the passage.

**Example of a Hypothetical Corrections Case**

On January 16, 2005, Corrections Officer Sandra Ward was monitoring inmate visitation at the George County Corrections Facility. Upon observing the visitation area, she noticed a Hispanic male inmate and a female visitor sitting side by side, facing toward the wall. As she changed her position in the room to attain a side view of the two, she saw the visitor slip what appeared to be a small baggie filled with a white powdered substance into the inmate’s hand. She responded immediately and quickly ran over to the inmate and his visitor. As she approached them, the inmate put what he had just been handed into his mouth and swallowed it.
Examples of Hypothetical Corrections Case Questions

Answer questions 1 - 3 *solely* on the basis of the Hypothetical Corrections Case.

1. The violation occurred in the:
   * a. visitation area.  
   b. cafeteria.  
   c. recreation area.  
   d. inmate’s cell.

2. What did the visitor appear to hand to the inmate?
   * a. a small baggie filled with a white powdered substance  
   b. a large baggie filled with a green leafy substance  
   c. a small pocket knife  
   d. a folder piece of paper

3. As Corrections Officer Sandra Ward approached in inmate, what did he do with the contraband he had just been handed?
   * a. He put it in his mouth and swallowed it.  
   b. He threw it underneath the table where he was sitting.  
   c. He handed it back to the visitor.  
   d. He sat on it, placing it between the seat and his left thigh.

Memory System for Crime Scenes or Visual Materials

Again using the NEOTWY pneumonic method should help you. Beginning with WHEN, is there any evidence of the time in scene? Clocks, indications of daytime or nighttime are evidence of the time of day. Calendars, fans, and fires are evidence of months or seasons.

Addressing WHERE next, you should note an address, or street sign, and whether the scene takes place inside or outside. Also, be sure to remember where objects are located. If there is a weapon, there is a good probability that you will be asked about it. Notice where it is in relation to other objects.
Moving to WHO next, you should note the details of all the people in the scene. What are they wearing? What or who are they looking at? What objects are they close to?

Next address WHAT, by asking yourself what is happening or has happened in the scene? Has someone been injured?

When addressing WHY, you must allow the picture to elicit questions. If there is a person doing something, then why? If a window is open, why? If the calendar shows July, then why is there a fire in the fireplace? Why is a table leg broken? Why is a chair upside down?

In addition, memorize all numbers or written material that occurs in the scene. Always count people and things. For example, 6 inmates, 5 chairs, or 3 security officers. As you go through NEOTWY, you must use associations to help you remember things.
Example of a Correction Scene (usually found in a Pre-test Booklet)

Weight Room Scene

Corrections officers arrive on the scene of the prison’s weight room, where an inmate has been found unconscious. Immediately upon arriving, they took several pictures of the scene before processing the evidence. You have been provided with one of these photographs, which is an overview of the weight room.
Examples of Correction Scene Questions

Questions 1 - 4 are based on the Weight Room Scene.

1. Which of the following items is on the weight room table?
   * a. towel
   b. free weight
   c. dumbbell
   d. water bottle

2. Which of the following pieces of exercise equipment is shown in the picture?
   * a. stationary bike
   b. treadmill
   c. stair stepper
   d. rowing machine

3. The clock on the wall reads approximately:
   * a. 12:45.
   b. 10:15.
   c. 8:00.
   d. 5:30.

4. What object is located next to the unconscious inmate’s head?
   * a. dumbbell
   b. jump-robe
   c. book
   d. towel
Corrections Form Questions
Corrections work is often “fact intensive” and, therefore, facts, i.e., raw data, must be captured, stored, and retrieved constantly. Departmental forms are often the medium through which this takes place. As a corrections officer if you are the recipient or gatherer of information you will have to complete forms. Other times as an investigator, you will have to retrieve information stored in previously completed reports or forms. Therefore, most exams will contain questions that require you either to retrieve information from reports or forms.

When answering this type of question you should use some of the techniques already discussed in this manual. You should:

- Quickly review the entire form to identify its purpose and layout.
- Use the NEOTWY device not to memorize but to organize or locate information on the form.
- Read the form and question very carefully to avoid confusing or interchanging facts about people, dates, times, or locations.

The sample questions that follow will provide an opportunity to become familiar with this type of question.
Below is a Shift Schedule and a Non-compliance Report for the second half of the month of August. You will need to read the report and take into account the shift schedule to answer the questions that follow.

Example of a Corrections Form

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY</th>
<th>ACTION</th>
<th>TIME</th>
<th>BLDG</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>THURS</td>
<td>Fighting</td>
<td>3:14 p.m.</td>
<td>C</td>
</tr>
<tr>
<td>16</td>
<td>FRI</td>
<td>Refusal to stand count</td>
<td>6:58 a.m.</td>
<td>B</td>
</tr>
<tr>
<td>16</td>
<td>FRI</td>
<td>Possession of narcotic</td>
<td>5:13 p.m.</td>
<td>A</td>
</tr>
<tr>
<td>20</td>
<td>TUES</td>
<td>Fighting</td>
<td>2:01 a.m.</td>
<td>B</td>
</tr>
<tr>
<td>20</td>
<td>TUES</td>
<td>Sexual Assault</td>
<td>11:27 p.m.</td>
<td>A</td>
</tr>
<tr>
<td>22</td>
<td>THURS</td>
<td>Refusal to stand count</td>
<td>1:37 p.m.</td>
<td>B</td>
</tr>
<tr>
<td>23</td>
<td>FRI</td>
<td>Possession of narcotic</td>
<td>12:21 a.m.</td>
<td>C</td>
</tr>
<tr>
<td>23</td>
<td>FRI</td>
<td>Fighting</td>
<td>5:46 p.m.</td>
<td>A</td>
</tr>
<tr>
<td>24</td>
<td>SAT</td>
<td>Sexual Assault</td>
<td>3:18 a.m.</td>
<td>B</td>
</tr>
<tr>
<td>26</td>
<td>MON</td>
<td>Possession of dangerous contraband</td>
<td>11:09 a.m.</td>
<td>C</td>
</tr>
<tr>
<td>29</td>
<td>THURS</td>
<td>Refusal to stand count</td>
<td>9:31 a.m.</td>
<td>B</td>
</tr>
<tr>
<td>30</td>
<td>FRI</td>
<td>Possession of narcotic</td>
<td>8:04 p.m.</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>FRI</td>
<td>Sexual Assault</td>
<td>10:32 p.m.</td>
<td>C</td>
</tr>
<tr>
<td>30</td>
<td>FRI</td>
<td>Possession of narcotic</td>
<td>4:44 a.m.</td>
<td>C</td>
</tr>
<tr>
<td>31</td>
<td>SAT</td>
<td>Fighting</td>
<td>6:26 p.m.</td>
<td>B</td>
</tr>
</tbody>
</table>

Shift Schedule:

**Shift A:** 7 am to 3 pm

**Shift B:** 3 pm to 11 pm

**Shift C:** 11 pm to 7 am
Examples of Corrections Form Questions

Answer the following questions based on the Non-Compliance Report and Shift Schedule for August 15th - August 31st.

1. Which of the following occurred most frequently during Shift B?
   * a. fighting
   * b. refusal to stand count
   * c. sexual assault
   * d. possession of narcotic

2. Which of following occurred most frequently in Building A?
   * a. possession of narcotic
   * b. fighting
   * c. sexual assault
   * d. possession of dangerous contraband

3. While reviewing the non-compliance report, the security personnel supervisor realized the most non-compliant area was:
   * a. Building B-Shift C
   * b. Building C-Shift B
   * c. Building B-Shift A
   * d. Building C-Shift C
Use of Logic Questions

Most of the time these questions present you with a situation that implies an objective or states an objective and you are presented with four tasks or activities. Your challenge is to arrange the activities in the sequence that would be best in accomplishing the stated or implied objective or would accomplish the desired results. Even though the situation and the four activities may be placed in a corrections context, in order to select the right answer, one does not need to have any prior knowledge of corrections work. Sometimes though, it is assumed that you will logically apply a certain hierarchy of values. For example, you will place a higher value on the lives and well-being of people over material things. For example, taking care of the injured victim or addressing the victim’s need is the first order of priorities. Then you can concentrate on your priority of capturing the perpetrator. Other types of common sense are often needed to handle these questions successfully.

The best way to prepare for these questions is simply to become familiar with the type of question, to use good common sense, and to apply the hierarchal values described above. The sample questions below present two different examples of logic questions that can be found on an entry level corrections officer examination.

Examples of Logic Questions

1. A corrections officer has just been informed of a possible medical emergency involving an inmate.
   1. obtain as much information as possible about the incident
   2. confirm first aid/CPR is being administered, if necessary
   3. ensure that all corrections and health staff that were directly involved complete the appropriate incident forms
   4. ensure additional staff are immediately deployed to the scene of the incident

Place the above statements in the correct sequence.

* a. 1, 4, 2, 3
   b. 2, 3, 1, 4
   c. 1, 2, 4, 3
   d. 4, 2, 3, 1
2. On the recreational yard, a group of inmates begin harassing officers about complaints they have.
   1. An order is given for staff to prepare for an emergency evacuation from their posts.
   2. The inmates become unruly and refuse the directives to return back to their living units.
   3. The officers are unsuccessful in attempts to find a spokesman for the group and the group gets threatening towards the officers present.
   4. A system announcement is made giving an order to all inmates in the yard to disperse and return to their living units, announcing that the yard is closed.

Place the above statements in the correct sequence.

* a. 3, 4, 2, 1  
   b. 1, 4, 3, 2  
   c. 4, 2, 1, 3  
   d. 1, 2, 4, 3

Map Reading Questions

Directional orientation is a well documented ability for good corrections officers. This ability when coupled with other abilities helps officers respond to urgent situations and to go from one point to another more efficiently. Favorable outcomes in emergency situations are sometimes dependant on quick and efficient movement from one point to another.

Most exams will assess this ability placing you in a location on a map and asking which direction you will have to travel to reach another location or a particular object.

You could also be given word problems that require you to visualize a walk or route and then asking where your ending point is in relation to your starting point.
Examples of Corrections Map Questions

Refer to Map 1, which depicts a typical recreation yard for inmates to answer the following questions.

1. If the two inmates walking on the track together, decide to run over to the argument at the weight lifting area, which direction would they be traveling?
   * a. Northwest
   * b. South
   * c. Southwest
   * d. East

2. If one of the inmates near the fight behind the bleachers decides to run to the security tower, which direction would he be traveling?
   * a. West
   * b. South
   * c. North
   * d. East
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

3. If security personnel leave the security tower to respond to the fight, which direction would they be traveling?
   * a. East
   b. West
   c. Northeast
   d. South

Examples of Directional Orientation Word Questions

1. If an officer leaving the cafeteria were to walk seven yards east, then six yards north, and then two yards east, where would the final location be in relation to the cafeteria?
   * a. Northeast
   b. Southeast
   c. Northwest
   d. Southwest

2. If an officer leaving the Recreation Yard were to walk six yards west, then five yards south, and then one yards east, where would the final location be in relation to the Recreation Yard?
   * a. Southwest
   b. Northwest
   c. Southeast
   d. Northeast

3. If an officer leaving Building A6 were to walk four yards east, then six yards south, and then six yards west, where would the final location be in relation to Building A6?
   * a. Southwest
   b. Northwest
   c. Southeast
   d. Northeast
CHAPTER 4
STRATEGIES FOR TAKING THE TEST

The purpose of this chapter is to present you with strategies for effectively handling the test once it has been put in front of you and testing time has begun.

BEFORE THE EXAM

• Get everything you need organized the night before. Select comfortable clothes to wear. Make sure you have a government issued ID with your picture on it.
• If possible before exam day, drive to the exam site and make sure you know where you will be going.
• Get a good night’s sleep and wake up early enough to eat a good breakfast.
• Leave early enough so you allow MORE than enough time to arrive at least 15 minutes before the exam registration begins.

Most likely the first timed component of the exam will be the material that must be memorized. This material will be taken up after a short study time. The following is a strategy for this component.

STRATEGIES FOR STUDYING AND MEMORIZING THE MATERIAL HANDED OUT TO BE MEMORIZED:

1. Make sure you have a complete package. First, count the pages to make sure you have a complete copy of the test. Errors can appear in publications, even in books as popular as Harry Potter. In *Harry Potter and The Goblet of Fire*, page 291, on the last line of that page, it appears to me that the word “know” is missing: “I don’t who put my name in The Goblet of Fire....” A typo does not invalidate a test; however, a typo or printing error in page numbering would be a problem for you.
Types of Questions and How to Prepare for Them

The point is that you want to make sure that some publishing or printing error does not give you a test with two page eights. Therefore, as soon as you get your booklet for memory (and also when you get the next component), be sure to count the pages and make sure you have consecutively numbered pages. In many exams the instructions tell you how many pages you should have in each component package; however, DO NOT take for granted that the pages are numbered correctly if the last page of your booklet is the number you were told it should be. Go through each page one by one.

2. Read the instructions carefully. Read the instructions for each set of material or questions. It can be a grave error to assume you know what the instructions are. There are usually different instructions which apply to different kinds of questions. Make certain you understand what you are supposed to memorize.

3. Monitor your time. Check your time periodically throughout this memory part of the test. You have been given a certain amount of time to complete your study of the material. Pace yourself so that you do not spend too much time on any one memory item. Use associations and the pneumonic device presented in Chapter 2.

4. DO NOT waste any time. Once you have gone through every component of the items that you must remember, immediately go back over them. You may be allowed to write in the booklet. If you have written your pneumonic devices, cover them up when you repeat the process to make sure you are committing this information to memory. After you have gone through all elements twice, keep repeating until time is called.

5. Continue to Concentrate. When time is called for this study period, continue to run through all the elements in your mind. Continue this task
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

while they are taking up the memory component test package. Continue concentrating until the test question package has been handed out and you are allowed to write.

STRATEGIES FOR AFTER THE TEST BOOKLET IS HANDED OUT AND TEST TIME HAS BEGUN:

6. Write items committed to memory as soon as possible. Once time is started for the test question component, write out every detail that you committed to memory using all your pneumonic and associational devices.

7. Make sure your exam is complete. After you have received the second component, the test question booklet, check through the pages one by one to make sure they are numbered in sequence and that you have a complete package. In many exams the instructions tell you how many pages you should have in each component package; however, DO NOT take for granted that the pages are numbered correctly just because the last page of your booklet is the number you were told it should be. For example, you may have been given a faulty test booklet with a duplicate of page 12 and no page 11.

8. Read the directions carefully. Do not think this is unnecessary just because you have read so many instructions for multiple-choice tests. Note the time allowed and number of questions. If there are 100 questions and you have 2½ hours to complete the test then this means you have 1½ minutes per question or 10 questions every 15 minutes. So monitor your time by checking to make sure you have not fallen behind.

9. Examine the answer sheet carefully. You have already darkened the bubbles for your name, social security number, race, and other types of
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

information. (Some of this information is needed to meet Federal requirements). Now look at the way the questions are numbered. Do the questions run sequentially down vertical columns or do they run horizontally across the page. Note how many choices are provided. Sometimes there are five choices (a, b, c, d, or e) on the answer sheet even though there are only four or even fewer choices on the exam.

10. Darken the correct bubble or answer. More times than you would believe, candidates do not receive credit for a correct answer because they marked their answer at the wrong number on the answer sheet. In other words, they darkened in the bubble for a different question from the one they intended. Here are some important details to remember so that you do not lose valuable points because of an error:

• Check each question’s number on the answer sheet against the question’s number on the test. You would not believe the number of people who, because of careless errors, fail a test. If you, by error, get off the numbers, you will fail this test.

• One check is to put a dash through the question number on the test booklet that you are working on, then check that number against the one on the answer sheet. Circle the choice on the test booklet that you think is correct and check that against the choice you marked on the answer sheet.

• Erase all extraneous (extra) marks.

• Make sure you have darkened only one choice for each question. If two are marked, you will not receive credit, so completely erase any changed answers.
11. Limit the time per question. Remember part of your strategy is to monitor your time. If you find that a question is taking more than your allotted time (our example was 1 ½ minute per question), then circle lightly the question number on the answer sheet (later, you must erase it completely) and/or in the test booklet and move on to the next question.

Be careful of a question that may cause you to lose sight of your strategy. You can become obsessive and lose valuable time because you refuse to move on before resolving a question, by answering it. You must balance the need to limit time needed per question against a need to complete the question. Some people get trapped on a question and just can't break free and move on. Make the decision early to stay with the strategy and limit your time per question. Circle the question or put a light mark by it on the answer sheet and come back to it. DO NOT leave a question on the answer sheet blank unless there is a penalty for guessing.

12. Understand the question. Knowing what the question asks may sound sophomoric; however, understanding what the question is asking is fundamental and important to answering it correctly, so read each stem once - read the choices - then reread the stem.

13. Do not select a choice before reading all the choices. Many times there is more than one answer that is correct but only one that is most correct. Your careful reading of your instructions told you always to select the best response. For example, if you were told in a reading passage, the age of a minor is one who is less than 18 years of age and a question for the passage states:
According to the passage, who is a minor?
(a) Anyone under the age of 5
(b) Anyone under the age of 10
(c) Anyone under the age of 15
(d) Anyone under the age of 18

All responses are correct but “d” is the best response. If you had not read all the choices, you might not have selected “d.”

14. Return to previously skipped questions. After you have completed going through all the questions on the exam, go back to the ones you skipped. If you followed my advice, you circled the question in the test booklet or circled lightly the questions on the answer sheet. After you have carefully erased the circle on the answer sheet, use the strategy I recommended to respond to the question.

15. In the final analysis, put an answer down for each question. Usually, there is no penalty for guessing. This should be spelled out in the instructions.

- There is a tendency for the correct answer to be either significantly longer or significantly shorter than the other choices. Be wary of this because usually the test maker is aware of this tendency and will go back through the question’s choices to guard against this.

- If there are ten questions remaining and you do not have time to thoughtfully eliminate any choices and you do not have the foggiest idea as to the correct answer, then just guess by using the same letter choice for each guess. For example, every time you guess, always use the same letter. Let’s say you guess on questions 5, 22, 36, and 78. You have chosen your “guess letter” to be “a.” Therefore, your answer for these questions will all be “a.” Whatever you choose your “guess letter” to be,
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

whether a, b, c, or d, on average you will get 25% correct, and that can be valuable.

- If two choices include all possibilities, then one is probably the correct choice. For example, in the question cited above about who is a minor, if you had seen the following as two of the choices,
  
  (a) more than 18 years of age
  
  (b) less than 18 years of age
  
  since between the two they have exhausted the universe of possibilities, then you can safely predict that one is probably the correct answer.

16. For Long Reading Passages If there are five or fewer questions after a long passage, try reading the first two questions, then reading the material, looking for the answer to the two questions. If the first question asks the general concept of the entire passage, then put it aside and take the next two questions. Read the material to answer the questions. Then, look at the remaining three or more questions. If you are in doubt about the answers, you should begin by eliminating the most obvious incorrect choices and then the next incorrect choice. One of the two remaining choices is the most probable correct answer. After removing the two most obvious wrong choices, you now have a 50% chance of answering the item correctly. Some guides will tell you never to change your first guess. Actually, research is clear on this. A thoughtful elimination of distractors or incorrect options has a higher probability of being correct.

Reading passages can sometimes be too time consuming for slow readers. Watch for the time traps where, because of your own reading ability or speed, you feel that you are spending too much time on a passage. If this is the case, put it aside and come back to it later.
17. Cross out the wrong choices. Carefully examine a choice to determine why it COULD NOT be correct. Once you have determined that a choice CANNOT be correct, then eliminate that choice and move to the next choice. If you are not able to eliminate the choice, then move to the next choice. Sometimes you are not able to eliminate a choice because it simply is not a wrong choice. It is only after you have reviewed all choices when you realize that, even though it is not wrong, there is one choice that is better than the others. However, if you see something in a choice that clearly makes it wrong, cross it out in the test booklet if possible, placing an asterisk by the part of the choice that made it wrong. This mark may be helpful on the questions which require you to identify a person in a set of pictures in which the individual has attempted to change his/her identity. In these cases you may, if possible, mark through the face that is not the same as the face in the stem and put an asterisk by a cleft chin, indicating this was the feature that made the choice wrong. On the map questions, if possible, you may put an asterisk by the direction that made the set of directions wrong.

18. When you do not know the answer, look for ironclad words. The following may help you, and even though they are only generalities, the beauty of generalities, as Mark Twain said, is that they are generally true. Of course, the flip side of that coin is that sometimes they are not. However, if you do not know, you want to go with scientific probabilities. Most of the time, words such as Always, Never, Everyone, No One, None, and All leave no room for an exception, and this is typically not the way things happen. So, if you are not sure of an answer, hedge your bet against such choices where these words occur.

19. Qualifying Words Words such as Most, Most of the Time, Many, Generally, Few and Infrequently are qualifiers worth noting for an educated guess
when you are going with probabilities. In other words, these qualifiers are sometimes used in the correct choice. When you do not know the correct choice and you have already eliminated obvious wrong choices, you may be faced with two or three choices that appear equally correct. Often times qualifying words such as these will be used with a correct choice. Therefore choosing the choice with these qualifying words may increase your odds of guessing correctly. Do not get carried away with defying the odds. You are not Luke Skywalker, who can defy odds of one in a million because the Force is with him. You are a solid candidate, and even though you are not sure of the answer, you are going to be reasonable and go with the odds or the probabilities. The department you are trying to work for is looking for reasonable officers, not Rambos.

20. Never guess based on three (3) “a’s” in a row. I have heard candidates say that they narrowed their choices to two and based their guess on the fact that picking “a” would have meant that three “a’s” in a row had been selected by the test maker for correct answers. Do not make decisions based on this principle. The test maker, in most cases, is a professional who uses a table of random numbers to assign which alternative is the correct one, and the test maker does not even know whether there are three questions or four questions in a row with “a” as the correct choice. Furthermore, the test maker does not care. Think about it. If you have flipped a coin three (3) times and each time it has landed on heads, the probability that it will land on heads the next flip is STILL 50/50.

21. Always go with your educated guess. Many self-help books advise you to go with your first impression if you do not know which choice is correct. This tactic is simply not correct, and only if you believe in Ouija Boards and Tooth Fairies should you follow this advice. There is no scientific evidence to support this point. However, there is tremendous support for carefully
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

eliminating choices. Think about it. If you can eliminate one of the choices, your odds are now one in three, instead of one in four. If you have ever played cards or any other game of chance, you know that, over the entire game, improving your odds is the difference between winning and losing.

• Only eliminate by crossing out a choice when you know it is *clearly wrong*.
• Then, focus your attention on eliminating two of the remaining three choices.
• If one choice is the same as another choice but just worded differently, then both of these choices are probably not correct, and you need to look at the remaining choices.
GENERAL INSTRUCTIONS

The questions on the Entry-Level Correctional Officer Exam are multiple-choice. For each question, you must decide which **ONE** of the answers is the **BEST** answer.

You have been provided an answer sheet on which to mark your answers. You will indicate which answer you have selected by darkening the bubble on the answer sheet that corresponds to the **ONE** answer that you think is the **BEST** answer.

<table>
<thead>
<tr>
<th>Questions in Test Booklet</th>
<th>Items on Answer Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This is an examination for the job of:</td>
<td></td>
</tr>
<tr>
<td>a. Correctional Officer.</td>
<td>○ ○ ○ ○</td>
</tr>
<tr>
<td>b. Social Worker.</td>
<td>Answer &quot;A&quot; is the best answer, and bubble &quot;A&quot; has been darkened to show this.</td>
</tr>
<tr>
<td>c. Firefighter.</td>
<td></td>
</tr>
<tr>
<td>d. Truck Driver.</td>
<td></td>
</tr>
<tr>
<td>2. A major responsibility of correctional officers is to:</td>
<td>○ ○ ○ ○</td>
</tr>
<tr>
<td>a. give speeches.</td>
<td>Answer &quot;D&quot; is the best answer, and bubble &quot;D&quot; has been darkened to show this.</td>
</tr>
<tr>
<td>b. repair water leakages.</td>
<td></td>
</tr>
<tr>
<td>c. fight fires.</td>
<td></td>
</tr>
<tr>
<td>d. maintain order and safety.</td>
<td></td>
</tr>
</tbody>
</table>

When marking your answers on the answer sheet, be sure that the question number is the same as the response number on the answer sheet. Check your answer sheet against the test booklet every few questions to see that you are correctly marking the number on the answer sheet that corresponds with the question.

If you want to change an answer, completely erase the bubble you have darkened. Then, darken the bubble you think represents the best answer. Darken only one bubble for each question. If you darken more than one bubble for a question, you will receive no credit for that question.

*Always assume that one of the responses represents the best choice of the responses given.* Your score on the test will be the number of correct answers; therefore, it is generally to your advantage to guess if you do not know the answer, rather than to leave the question blank.

You will be allowed a total of 45 minutes to study this pre-test booklet. **DO NOT WRITE IN THIS PRE-TEST BOOKLET.** When the 45 minute study period is over, the pre-test booklet will be taken up, and the test booklet will be passed out. The test has a total of 97 questions. Before answering items, be sure to read any specific instructions. You will be given one (1) hour and 30 minutes to take the test.

*DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.*

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INFORMATION THAT MUST BE LEARNED AND MEMORIZED

The study material in this Pre-Test Study Booklet must be learned and memorized in order to answer certain questions on the exam. You will NOT be able to use this Pre-Test Study Booklet during the exam.

You may NOT take notes for the exam.
DEFINITIONS OF TERMS

Study these words and their definitions. They will appear on the exam, and you will be required to answer questions about them. **You will not be allowed to use this Pre-Test Study Booklet during the exam.**

- **Sealed Indictment:** A disciplinary violation documented by a correctional officer without notifying the inmate that it is being written.
- **Runner:** A person that is supporting an inmate by sending packages and/or money orders.
- **Pipeline:** A channel through which contraband may enter a facility.
- **Jail:** A county facility for pretrial detainees or inmates serving short terms (less than a year).
- **Boot Camp:** Military style programs used by many states for some first time offenders.
- **Central File:** The critical information maintained on each inmate.
- **Cat Walk:** A walkway above the yard or tier where officers patrol.
- **Cell Confinement:** Disciplinary detention, confining an inmate to a cell for 24 hour increments.
- **Count:** The process of establishing accountability for all inmates, repeated at different times throughout the day.
- **Shank:** A type of knife made by an inmate inside a facility.
- **Lockdown:** The policy of confining a group of inmates or an entire facility to cells in response to unrest or emergency.
MEMORIZATION PASSAGE

This section contains information that should be memorized. You must read and understand this information in order to answer certain questions on the exam. The narrative information presented below will not be available on the exam.

ELECTRONIC MONITORING SYSTEM

Because of rapidly growing incarceration rates and advanced technology, governments are turning to electronic monitoring systems as a means of reducing costs and improving the effectiveness of corrections. Electronic monitoring systems are used to monitor the location of an individual without resorting to incarceration. They help to verify compliance with conditions of supervision such as home confinement, alcohol use, curfew, and house arrest.

There are two types of monitoring systems. The active system utilizes a transmitter worn by the offender that sends signals to a field monitoring device placed in the offender's home. If the offender leaves the home during unscheduled hours or breaks the device, authorities are notified immediately. In the passive system, offenders are contacted by telephone. This is usually done by building a voice template into a computer which calls the offender randomly. The offender is asked to speak certain words into the phone when this happens. The computer then matches the spoken words with the voice template and provides a report specifying whether there was compliance or violation.
HYPOTHETICAL CORRECTIONAL CASES

The following hypothetical cases are to be studied as if you are going to be required to testify as the correctional officer named. You must read and memorize the facts presented in each case in order to answer certain questions on the test. The narrative information presented below will NOT be available on the exam.

Remember: The three rules for correctional officers to follow in testifying are:
1. Read the file before testifying—dates, times, locations, etc.
2. Do not bring the file into court.
3. Make sure you testify from memory and not from notes.

CASE 1
Transferring Inmate

On December 31, 2004, two correctional officers who were assigned to the South Hall of Building Four attempted to transfer inmate Roger Sullivan to another cell. The officers handcuffed the inmate’s hands behind his back. By the time the officers requested that Sullivan kneel on the cell floor, he had quickly maneuvered his hands to the front of his body using contortionist skills and had a small, metal blade in his hand. The officers did not notice this until the cell door was already opening. The cell door is controlled electronically and was not able to be closed quickly enough. The inmate managed to cut one of the correctional officers across the left side of his face and run down the hall before he was subdued by chemical agents.

CASE 2
Planned Attack

On April 19, 2005, inmate Carl Jackson informed Correctional Officer Todd Slack that another inmate, Ryan Hunter, had been collecting and storing syringes that have been shared by other inmates and hiding them in the back of the toilet. Hunter claimed the syringes contained blood contaminated with the Hepatitis B virus. According to Jackson, Hunter is planning on bringing the syringes with him to the recreational field on April 23, 2005, where he will participate in a soccer game. Apparently, Hunter has some enemies that will also be playing and is planning on “getting them back.”
CRIME SCENE

This section of the exam provides a potential crime scene that, as a correctional officer, you may encounter. The scene is in the prison’s greenhouse. Your observation of and your ability to recall details about this scene will be of extreme importance. You must memorize the scene in order to answer certain questions on the exam. You will be tested on your ability to recall the details of this scene. The scene will NOT be provided for your use during the exam.
Greenhouse Scene

Correctional officers arrive on the scene of the prison’s greenhouse, where an inmate has been found unconscious. Immediately upon arriving, they took several pictures of the scene before processing the evidence. You have been provided with one of these photographs, which is an overview of the greenhouse.
MEMORY
Definitions of Terms
(taken from the Pre-Test Study Booklet)

Questions 1–11 are based on the definitions provided in the Pre-Test Study Booklet.

1. The repeated action at different times throughout the day of establishing accountability of all inmates is a:
   a. lockdown.
   b. lineup.
   c. count.
   d. runner.

2. A type of knife made by an inmate inside a facility is called a:
   a. pipeline.
   b. shank.
   c. pencil.
   d. shaft.

3. A disciplinary violation documented by a corrections officer without notifying the inmate that it is being written is a:
   a. sealed indictment.
   b. non-compliance report.
   c. write up.
   d. written accusation.

4. The critical information maintained on each inmate is in the:
   a. intake file.
   b. central file.
   c. administration file.
   d. sealed file.

5. A channel through which contraband may enter a facility is a(n):
   a. pipeline.
   b. cloak and dagger grapevine.
   c. underground.
   d. backstairs.

6. Disciplinary detention, confining an inmate to a cell for 24 hour increments, is:
   a. solitary confinement.
   b. segregation.
   c. cell confinement.
   d. holding cell.
7. A person that is supporting an inmate by sending packages and/or money orders is a:
   a. felon.
   b. runner.
   c. smuggler.
   d. representative.

8. A walkway above the yard or tier where officers patrol is a(n):
   a. catwalk.
   b. bridge.
   c. platform.
   d. arch.

9. A county facility for pretrial detainees or inmates serving short terms (less than a year) is
   a:  
   a. juvenile custody.
   b. holding cell.
   c. detention center.
   d. jail.

10. The policy of confining a group of inmates or an entire facility to cells in response to
    unrest or emergency is:
    a. lockdown.
    b. cell confinement.
    c. a restraint call.
    d. facility control.

11. Military style programs used by many states for some first time offenders are:
    a. boot camps.
    b. detention facilities.
    c. work camps.
    d. expeditionary camps.

MEMORY
Memorization Passages
(taken from the Pre-Test Study Booklet)

Questions 12–15 are based on the passage “Electronic Monitoring System.”

12. Governments are turning to electronic monitoring systems as a means of:
    a. advancing communication between offenders and correctional officers.
    b. punishment for offenders with aggressive behavior.
    c. improving prisoner productivity.
    d. reducing costs and improving the effectiveness of corrections.
13. The active system utilizes a transmitter worn by the offender that sends signals to a _____ placed in the offender’s home.
   a. field monitoring device
   b. global data system
   c. digital scanning device
   d. radio satellite system

14. While under the active electronic monitoring system, what happens if the offender leaves home during unscheduled hours or breaks the device?
   a. The offender will then be forced to utilize the passive electronic monitoring system.
   b. The offender’s sentence is then doubled.
   c. The authorities are notified immediately.
   d. An alarm sounds at the offender’s house, notifying neighbors.

15. Regarding the passive electronic monitoring system, a voice template is built into a computer which calls the offender:
   a. at scheduled times.
   b. every other day.
   c. five times daily.
   d. randomly.

MEMORY
Hypothetical Correctional Cases
(taken from the Pre-Test Study Booklet)

Questions 16–20 are based on Case 1 – Transferring Inmate.

16. The location of the disturbance was the:
   a. West Hall of Building Three.
   b. North Hall of Building Two.
   c. East Hall of Building Six.
   d. South Hall of Building Four.

17. The type of weapon the inmate used was a:
   a. screwdriver.
   b. small, metal blade.
   c. shard of glass.
   d. small pair of scissors.

18. What part of the correctional officer’s body did the inmate cut?
   a. the palm of his left hand
   b. his upper, right arm
   c. his right calf
   d. the left side of his face
19. What was the name of the inmate to be transferred?
   a. Ryan Sullivan
   b. Roger Sullivan
   c. Robert Smith
   d. Roger Smith

20. The incident took place during the month of:
   a. November.
   b. January.
   c. December.
   d. September.

Questions 21–24 are based on Case 2 – Planned Attack.

21. Correctional Officer Slack was informed that an inmate had been collecting and storing syringes contaminated with:
   a. Human Immunodeficiency Virus (HIV).
   b. Tuberculosis (TB).
   c. the Hepatitis B virus.
   d. the Hepatitis C virus.

22. During which sporting event does the inmate plan to carry out his attack?
   a. badminton
   b. soccer game
   c. field hockey
   d. basketball

23. The name of the inmate that informed Officer Slack of the planned attack is:
   a. Todd Jackson.
   b. Carl Jackson.
   c. Ryan Hunter.
   d. Carl Hunter.

24. The contaminated syringes are being hidden in the:
   a. pipe under the sink.
   b. mattress of the extra bunk.
   c. back of the toilet.
   d. loose brick behind the chair.
FLEXIBILITY OF CLOSURE
Crime Scene
(taken from the Pre-Test Study Booklet)

Questions 25–31 are based on the Greenhouse scene.

25. Which of the following items is on top of the greenhouse table?
   a. a watering can
   b. a towel
   c. a garden tool
   d. a plant

26. How many water hoses are shown in the picture of the greenhouse?
   a. four
   b. seven
   c. five
   d. two

27. What object is located next to the unconscious inmate’s head?
   a. gloves
   b. a flower pot
   c. garden shears
   d. a hand shovel

28. Which of the following is **NOT** shown in the picture of the greenhouse?
   a. rake
   b. shovel
   c. hoe
   d. wheelbarrow

29. How many potted plants are shown in the picture of the greenhouse?
   a. four
   b. two
   c. six
   d. eight

30. Which of the following items is located closest to the door of the greenhouse?
   a. wheelbarrow
   b. waterhose
   c. shovel
   d. table

31. Which of the following items is located underneath the table?
   a. gloves
   b. water hose
   c. hand shovel
   d. a plant
The remainder of the exam will NOT be based on any information provided in the Pre-Test Study Booklet.

PLEASE CONTINUE.

INDUCTIVE REASONING

Questions 32–46 will be taken from the following five (5) line graphs.*
*Graphs were taken from the U.S. Department of Justice Bureau of Justice Statistics website.

Answer questions 32–34 on the basis of the following line graph regarding the drug arrests by age, during the years 1970 - 2003.

32. During 1975, approximately how many adult drug arrests occurred?
   a. 1,000,000  
   b. 480,000  
   c. 250,000  
   d. 40,000

33. During what years did adult drug arrests spike over 1,000,000 and then drop down below 1,000,000?
   a. 2000-2003  
   b. 1988-1991  
   c. 1970-1980  
   d. 1981-1988

34. Approximately how many juvenile drug arrests occurred in 1997?
   a. 1,000,000  
   b. 500,000  
   c. 100,000  
   d. 200,000
Answer questions 35–37 on the basis of the following line graph regarding the violent crime rate by gender of victim.

35. During 1985, what is the approximate number of male victims of violent crime?
   a. 25,000
   b. 50,000
   c. 60,000
   d. 60

36. Which of the following statements is CORRECT?
   a. From 1973 to 2003, the male victimization rate has only been lower than the female victimization rate for three years.
   b. During every year from 1973 to 2003, the male victimization rate has been higher than the female victimization rate.
   c. During 1978, the victimization rate was equal for males and females.
   d. The female victimization rate has consistently been below 20,000 from 1975-1993.

37. During what year did the male victimization rate reach an all time low of 25,000?
   a. 1996
   b. 2002
   c. 1982
   d. 1986
Answer questions 38–40 on the basis of the following line graph regarding property crime rates.

**Property crime rates**
Adjusted victimization rate per 1,000 households

38. Approximately what was the property crime rate in 1984?
   a. 200,000
   b. 500,000
   c. 400,000
   d. 550,000

39. Between 1993 and 2003, when was the property crime rate at the lowest?
   a. 1995
   b. 1988
   c. 2002
   d. 1998

40. During what year did the property crime rate drop below 200,000?
   a. 1993
   b. 1984
   c. 2003
   d. 1999
Answer questions 41 - 43 on the basis of the following line graph regarding the four measures of serious violent crime.

Four measures of serious violent crime

<table>
<thead>
<tr>
<th>Offenses in millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total violent crime</td>
</tr>
<tr>
<td>Victimization reported to the police</td>
</tr>
<tr>
<td>Crimes recorded by the police</td>
</tr>
<tr>
<td>Arrests for violent crime</td>
</tr>
</tbody>
</table>


41. During what year was total violent crime the HIGHEST?
   a. 1980
   b. 1993
   c. 1990
   d. 1998

42. Which of the following statements is CORRECT?
   a. The total violent crime rate never dropped below two million between the years 1973 and 2003.
   b. Crimes reported by the police have been consistently higher then victimizations reported to the police.
   c. From 1988 to 1993, the number of arrests for violent crime has equaled the number of crimes recorded by the police.
   d. From 1993 to 2000, total violent crime decreased by approximately two million.

43. Approximately how many victimizations were reported to the police in 1983?
   a. 1.8 million
   b. 2.2 million
   c. 1.1 million
   d. 2.5 million
Answer questions 44–46 on the basis of the following line graph regarding the percent of total crime reported to police.

![Line Graph]

44. During 2000 to 2001, what was the approximate percentage of violent crime reported to police?
   a. 40  
   b. 50  
   c. 30  
   d. 60

45. During which of the following years was the percentage of property crime reported to police approximately 40?
   a. 1992-93  
   b. 2000-01  
   c. 2002-03  
   d. 1996-97

46. Which type of crime had a report percentage of approximately 42 between the years 1992-93 and 1994-95?
   a. neither  
   b. property  
   c. violent  
   d. not enough information to tell
WRITTEN COMPREHENSION

Read the following information very carefully. Questions 47–52 will be taken from this material.

Nature of the Work

Correctional officers preserve security, order, and inmate accountability by enforcing rules and regulations. This is done in order to prevent assaults, escapes, or disturbances. A majority of correctional officers work in large jails or state or federal prisons. In these jails and prisons, correctional officers supervise individuals who have been arrested and are awaiting trial or those who have been convicted of a crime and are serving time in a penitentiary, jail, or reformatory. A small amount of correctional officers work in institutions run by private organizations and for the United States Immigration and Naturalization Service, overseeing detainees before they are deported or released.

In order to ensure that inmates are obeying rules, correctional officers are required to monitor their activities and supervise their work assignments. Correctional officers report rule violations, security breaches, disturbances, and other unusual incidents. Officers often have to resolve arguments between inmates and search inmates’ living quarters for weapons, drugs, or other contraband. It is necessary for correctional officers to routinely inspect locks, gates, and window bars for evidence of tampering. They must also make occasional inspections of cell areas, searching for fire hazards, unsanitary conditions, and any other indications that a rule has been violated.

An offender’s security classification within the institution determines how the offender is monitored. Some correctional institutions require that officers escort inmates to and from cells while keeping them restrained by leg irons and handcuffs. Officers may be required to escort inmates to courtrooms, medical facilities, and other places outside the institution. The monitoring of inmates is done differently in facilities that house the most dangerous inmates. In these facilities, inmates are monitored from a centralized control center, aided by closed-circuit television cameras and a computer tracking system.

Questions 47–52 are based only on the passage “Nature of the Work.”

47. Where do a majority of correctional officers work?
   a. juvenile reformatories
   b. United States Immigration and Naturalization Service
   c. institutions run by private organizations
   d. large jails or state or federal prisons

48. In order to ensure that inmates are obeying rules, correctional officers are required to:
   a. instruct them on the inmate handbook.
   b. impose sanctions on them.
   c. monitor their activities and supervise their work.
   d. keep a daily report of inmate violations.
49. According to the passage, correctional officers must make routine or occasional inspections of which of the following?
   a. fire alarms and inmate bathrooms
   b. window bars and cell areas
   c. prison grounds and inmate eating areas
   d. inmate exercise yard and smoking area

50. Which of the following determines how an offender is monitored?
   a. the length of time remaining in the offender’s sentence
   b. the offender’s behavior in the institution
   c. the length of time the offender has spent in the institution
   d. the offender’s security classification

51. Some correctional officers are required to escort inmates to and from cell areas while keeping them restrained by:
   a. chemical sprays and leg irons.
   b. electro shock belts and handcuffs.
   c. using excessive physical force.
   d. leg irons and handcuffs.

52. Which of the following are monitored from a centralized control center, aided by closed-circuit television cameras and a computer tracking system?
   a. mentally ill inmates
   b. juvenile offenders
   c. the most dangerous inmates
   d. minimum security inmates

Read the following information very carefully. Questions 53 - 55 will be taken from this material.

Qualifications and Training

Most institutions have the same basic requirements for correctional officers. These requirements include being a U.S. citizen and at least 18 to 21 years of age; having a high school education or equivalent (GED); having no felony convictions; and demonstrating job stability, generally by gaining two years of work experience. Correctional officers must be in good health, i.e., meet standards of physical fitness, hearing, and eyesight. Good judgment and the ability to think and act on your feet are crucial. Most applicants are not only subject to background checks and screened for drug use but are also required to pass a written exam.

Most Federal, State, and local correctional departments offer some type of training for correctional officers. Normally, correctional officers will receive several weeks or months of on-the-job training under the supervision of a more advanced correctional officer. Federal correctional officers are required to obtain 200 hours of training experience during the first year. Self-defense skills and firearm proficiency are usually incorporated into the training, as well as instruction on institutional and security procedures and operations. Correctional officers are
provided annual training to ensure their knowledge of developments and procedures is up to date.

Questions 53–55 are based only on the passage “Qualifications and Training.”

53. Which of the following is a basic requirement for correctional officers?
   a. having no misdemeanor convictions
   b. being a U.S. citizen
   c. having a college degree
   d. being 22 years of age

54. According to the passage, what is crucial for correctional officers?
   a. good judgment
   b. computer skills
   c. knowledge of inmate programs
   d. the ability to restrain inmates

55. What are federal correctional officers required to do during the first year?
   a. obtain 200 hours of training experience
   b. memorize the inmate handbook
   c. take 200 hours of self defense classes
   d. 200 hours of community service

Read the following information very carefully. Questions 56–59 will be taken from this material.

Community Corrections Programs

In the 1970s community corrections became a substantial part of the correctional system. Rapidly increasing prison populations have forced law makers to pass legislation directed at reducing or stabilizing prison populations. The need for practical alternatives to incarceration has led to community corrections. Some of the alternatives that may be available to offenders include: bail supervision programs, fine options programs, probation, intensive supervision probation, attendance center programs, and parole.

Effectiveness, humanitarianism, reduction of prison populations, cost-saving, and public opinion are issues generally associated with community corrections. Community corrections have proven to be less costly than traditional incarceration. Studies have shown that the amount it costs to house an inmate in a facility is substantially more than supervising an offender in the community. Community Corrections have also shown to be more beneficial than incarceration in reducing recidivism, which is the tendency to slip back into a previous criminal behavior pattern; avoiding exposure to undesirable effects, i.e., sparing offenders many of the negative effects of incarceration; and encouraging the successful reintegration of offenders into society, e.g., assisting offenders in taking steps to lead constructive, law-abiding lives in the community. Overall, studies have confirmed that these alternatives are more successful and cost effective than incarceration.
Questions 56–59 are based only on the passage “Community Corrections Programs.”

56. According to the passage, which of the following has forced lawmakers to pass legislation directed at reducing or stabilizing prison populations?
   a. rapidly increasing prison populations
   b. frivolous lawsuits
   c. a decrease in serious crime
   d. lobbying organizations

57. Which of the following is an issue generally associated with community corrections?
   a. religion
   b. inmate relations
   c. technology
   d. public opinion

58. The tendency to slip back into a previous criminal behavior pattern is:
   a. restitution.
   b. revocation.
   c. reclassification.
   d. recidivism.

59. According to the passage, community corrections have shown to be more beneficial than incarceration in:
   a. reducing victimless crime.
   b. encouraging the successful reintegration of offenders into society.
   c. rehabilitating offenders who use drugs.
   d. providing offenders with adequate health care.
PROBLEM SENSITIVITY

Question 60 is based on a scenario you might encounter as a correctional officer. You must read the situation and then determine which of the response choices is most likely correct.

60. An inmate is rumored to have been smuggling contraband into the correctional facility and selling it to other inmates. A correctional officer questions four inmates who have recently been guilty of possessing contraband about which items the inmate has been distributing. Which of the following lists of items is most likely correct?
   a. cigarettes, liquor, cell phones
   b. pornography, liquor, marijuana
   c. cigarettes, heroin, marijuana
   d. cigarettes, liquor, marijuana

Questions 61 - 62 are based on scenarios you might encounter as a correctional officer. You must read each scenario and the four witness' accounts of the situation and determine which witness' account is NOT reliable. Then you will answer the questions based ONLY on the information given in each scenario and the witness' accounts of the situation.

61. A correctional officer is called in to help in the search for a missing inmate. It is suspected that the inmate was somehow given a change of clothes by someone outside of the prison. This disguise allowed for the inmate’s escape from the prison. The officers know that the missing inmate is a white male who is about 6 feet tall. There are four other inmates who claim to have seen a suspicious person leaving the prison around the time the escape reportedly took place.

Witness 1: “I was looking out of the window from my cell when I saw the man walking out the front gate. He looked Hispanic, and all I could tell was that he was wearing a toboggan type hat. He didn’t look that tall either. After he got out of the gate, I didn’t see where he went.”

Witness 2: “The guy I saw was pretty tall; about 6 feet. He was a white male and he was wearing a baseball cap. It looked like he had on a greenish colored long-sleeved shirt with blue jeans. I noticed him because he was walking very quickly toward the front gate and looking all around like he was worried that he was being followed.”

Witness 3: “The guy almost bumped into me while I was shooting hoops outside. He was in a hurry to get out of the front gate. The guy I saw was a tall white male. He had on a baseball cap and a green colored shirt with blue jeans. He was in a hurry to get out so that’s all I saw.”
Witness 4: “I saw this white man basically running toward the gate. He had on blue jeans and a baseball cap. He was looking all around like he was scared or something. The man I saw was pretty tall, about 6 feet I would say. Once he made it out of the gate, I didn’t see him any more.”

Based on the information given above, the officer taking statements should recognize there is a problem with the description given by witness#:

a. 1.
b. 2.
c. 3.
d. 4.

62. An inmate is found with cocaine in his cell after having a visitor earlier that day. Four inmates that were also in the visitation area that day are asked for their accounts of the incident.

Witness #1: I saw them sitting at a table in the visitation room. A woman was visiting who was wearing a brown shirt and a green necklace. I think her hair was brown and pulled back. They seemed deeply engaged in conversation because their heads were close together when they spoke. I kept seeing her put her hands on his legs under the table and slip her hand into his pocket.

Witness #2: I remember seeing them sitting at a table over in the corner of the room. He was with a woman with long brown hair pulled up in a pony-tail. She had a green necklace thing around her neck and a blouse, brown I think. They cuddled and spoke closely. I thought they might make-out with each other. At one point, I saw her hand on his thigh.

Witness #3: I saw the two of them sitting closely together at a table over in the corner. His visitor, she wore a brown shirt, one with buttons, and had her hair pulled up on her head and a bright necklace. It was green. I didn't notice her hand him anything, though I did see her gesture and frequently touch his leg.

Witness #4: He had a woman come to visit and they sat down on the other side of the room. They sat on either side of a bench and she was wearing a brown dress with her hair down. The only time I saw them touch was when they hugged and kissed when she left.

Based on the information given above, the officer taking statements should recognize there is a problem with the description given by witness#:

a. 1.
b. 2.
c. 3.
d. 4.
INFORMATION ORDERING

Questions 63–66 contain a series of steps necessary to solve a problem or to achieve some goal. Choose the BEST order of steps to be followed to accomplish the desired results.

63. A correctional officer has just been informed of a possible medical emergency involving an inmate. The correctional officer should:
   1. obtain as much information as possible about the incident.
   2. confirm first aid/CPR is being administered, if necessary.
   3. ensure that all correctional and health staff that were directly involved complete the appropriate incident forms.
   4. ensure additional staff are immediately deployed to the scene of the incident.

   Place the above statements in the correct sequence.
   a. 1, 3, 2, 4
   b. 2, 3, 1, 4
   c. 1, 4, 2, 3
   d. 4, 2, 3, 1

64. An inmate decides to earn her GED while incarcerated.
   1. The inmate is assessed to determine whether she is eligible for the GED Preparation Program.
   2. The inmate takes and passes the GED test.
   3. The inmate enrolls in the GED Preparation Program and beings taking courses to prepare her for the GED.
   4. The inmate is awarded her GED Diploma.

   Place the above statements in the correct sequence.
   a. 4, 3, 1, 2
   b. 3, 1, 4, 2
   c. 1, 3, 2, 4
   d. 2, 4, 2, 3
65. The following is a paragraph, in no particular order, regarding the importance of report writing and form completion.
   1. In addition, reports and forms provide documentation which is important in the event of litigation.
   2. As you can see, the ability to write accurate reports and complete forms is very important.
   3. They are also essential because they provide the administrator with information of which he/she must be aware.
   4. Writing reports and completing forms are essential tasks of the correctional officer.
   5. Reports and forms are essential to the operation of a correctional institution because they establish an accurate, cumulative record of occurrences within the facility.

Place the above statements in the correct sequence.
   a. 5, 3, 2, 4, 1
   b. 4, 5, 3, 1, 2
   c. 1, 3, 5, 4, 2
   d. 2, 4, 1, 3, 5

66. Following are five sentences, in no particular order, from an incident report that a correctional officer wrote regarding an altercation between two inmates.
   1. A third inmate jumped on the back of the taller inmate and tried to grab the fork from his hand.
   2. The taller inmate picked up the fork and began stabbing the shorter inmate.
   3. The shorter inmate threw a fork at the taller inmate.
   4. Two other correctional officers arrived and restrained the shorter and taller inmates.

Place the above statements in the correct sequence.
   a. 4, 3, 1, 2
   b. 2, 3, 4, 1
   c. 3, 2, 1, 4
   d. 1, 2, 4, 3
DEDUCTIVE REASONING

Below is an incomplete Incident Report for a situation you might encounter as a correctional officer. Answer questions 67 - 72 based on the information given in the Incident Report.

Incident Report Form

<table>
<thead>
<tr>
<th>1. Name of Inmate: Melissa Gant</th>
<th>2. DOB: 08/11/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Inmate ID:</td>
<td>4. Institution:</td>
</tr>
<tr>
<td>5. Date: 08/12/10</td>
<td></td>
</tr>
</tbody>
</table>

6. Course of Action: ☑ Information

7. Incident: Update to Inmate Assault Incident

8. Narrative: On Wednesday, August 11, 2010 at approximately 8:00 a.m., Inmate Melissa Gant, Inmate ID #51235, DOB 06/02/82, was stabbed in the neck area in Unit C at Jamison County Correctional Institution. Two inmate assailants have been identified regarding the incident. Medical treatment was immediately afforded to the Inmate Gant, and she was subsequently transported to Jamison Regional Medical Center. All necessary notifications were made. The investigation into this incident continues.

On Thursday, August 12, 2010, Inmate Gant was pronounced dead at approximately 5:30 p.m., at Jamison Regional Medical Center as a result of the injuries received in the assault. As noted previously, suspects have been identified. JCCI investigators continue to work the case.

9. Reporting Staff’s Signature and Date:

Charles Sanford Date: 08/12/10
67. What is the name of the inmate who was involved in the incident?
   a. Charles Sanford
   b. Melissa Gant
   c. Charles Jamison
   d. Melissa Jamison

68. Which of the following should be entered in Box 3?
   a. 51235
   b. 08/12/10
   c. 5:30 p.m.
   d. 8:00 a.m.

69. The name of the Correctional Institution should be entered in which box?
   a. 2
   b. 4
   c. 1
   d. 7

70. Which of the following is the correct entry for Box 2?
   a. 02/06/10
   b. 08/12/10
   c. 06/02/82
   d. The information in Box 2 is correct as it is entered.

71. The title of the incident can be found in which box?
   a. 7
   b. 9
   c. 2
   d. 6

72. The name of the reporting officer can be found in which box?
   a. 9
   b. 8
   c. 1
   d. 4
WRITTEN EXPRESSION

Questions 73 – 82 measure your ability to write and your knowledge of spelling, punctuation, and capitalization sufficient to compose written memos, correspondence, and reports. You are to indicate the error, if any, in each line of the following passage. The error, if there is one, will be in the area of spelling, punctuation, or capitalization. Mark the letter which corresponds with your choice. There is never more than one type of error per line. If there is not an error in the line, then mark “d” on your answer sheet for “no error”.

KEY:  
a. capitalization  
b. punctuation  
c. spelling  
d. no error

73. Correctional officers are responsible for
74. overseaing individuals who have been
75. arrested and are awaiting trial or who,
76. have been convicted of a crime and
77. sentenced to serve time in a jail
78. reformatory, or penitentiary. they maintain
79. security and inmate accountibility in order
80. to prevent disturbances, assaults, or escapes
81. Officers have no law enforcement responsibilities
82. Outside the institution where they work.
This section contains memos that have grammatical, spelling, and punctuation errors. The questions that follow each memo will require you to determine how that line of the memo should be written. Answer questions 83 - 89 based on the Memo below.

MEMO

To: Sergeant Learner
From: Captain Long
Date: April 31, 2008
Subject: Performance Evaluations

1. The performance evaluations on Correctional
2. Officer Chad Monroe and Correctional Officer
3. Morgan Herring is past due if these
4. documents are not received by February 14, 2011, these Officers would not receive their pay increase on their next payroll check.
5. Please forward these evaluations immediately.

**Answer questions 83 – 89 based on the Memo above.**

83. Line 1 of the Memo should read:
   a. The performance evaluations on Correctional
   b. The performance evaluations on Correctional Officer
   c. The performance evaluations on Correctional Officer
   d. The performance evaluations on Correctional Officer

84. Line 2 of the Memo should read:
   a. Officer Chad Monroe and Correctional Officer
   b. Officer Chad Monroe an Correctional Officer
   c. Officer Chad Monroe and Correctional Officer
   d. Officer Chad Monroe an Correctional Officer
85. Line 3 of the Memo should read:
   a. Morgan Herring is past due if these
   b. Morgan Herring are past due. If these
   c. Morgan Herring are past due, If these
   d. Morgan Herring were past due; If these

86. Line 4 of the Memo should read:
   a. documents are not received by February 14,
   b. documence are not recieved by February 14
   c. documince are not recieved by February 14,
   d. documints are not received by February 14

87. Line 5 of the Memo should read:
   a. 2011 these Officers would not receive they’re
   b. 2011, these Oficers would not recieve there
   c. 2011, these Officers will not receive their
   d. 2011 these Oficers won’t not receive their

88. Line 6 of the Memo should read:
   a. pay increese on there next payroll check.
   b. pay increace on they’re next payrole check.
   c. pay increase on their next payroll check.
   d. pay increee on they next payrole check.

89. Line 7 of the Memo should read:
   a. Please forwurd these evaluation’s immediatley.
   b. Please forward these evaluations immedially.
   c. Please forward these evaluation’s immediatly.
   d. Please forward these evaluations immediately.

SPATIAL ORIENTATION

Questions 90–97 require you to read a description of a correctional officer’s route and determine where your final location is in relation to the starting point.

90. As a correctional officer, you are walking through your area from the Administrative Building. From your starting point, you walk four yards west, three yards south, then five yards east. Where are you in relation to your starting point?
   a. northeast
   b. southeast
   c. southwest
   d. northwest
91. As a correctional officer, you are walking through your area toward the Recreation Yard. From your starting point, you walk eight yards north, seven yards west, then nine yards south. Where are you in relation to your starting point?
   a. northeast
   b. south
   c. southeast
   d. southwest

92. As a correctional officer, you are walking through your area from the physician's office. From your starting point, you walk two yards south, eight yards west, then five yards north. Where are you in relation to your starting point?
   a. north
   b. northwest
   c. southwest
   d. south

93. As a correctional officer, you are walking through your area toward the kitchen. From your starting point, you walk nine yards north, two yards west, then six yards south. Where are you in relation to your starting point?
   a. northeast
   b. southwest
   c. northwest
   d. southeast

94. As a correctional officer, you are walking through your area near Building C. From your starting point, you walk six yards east, ten yards south, then eight yards west. Where are you in relation to your starting point?
   a. southwest
   b. north
   c. south
   d. northwest

95. As a correctional officer, you are walking through your area on your way to the Main Facility. From your starting point, you walk three yards north, nine yards east, then two yards north. Where are you in relation to your starting point?
   a. northwest
   b. southeast
   c. southwest
   d. northeast

96. As a correctional officer, you are walking through your area as you return from the dining room. From your starting point, you walk four yards north, three yards west, then five yards south. Where are you in relation to your starting point?
   a. northwest
   b. southwest
   c. southeast
   d. northeast
97. As a correctional officer, you are walking through your area to the barber. From your starting point, you walk four yards west, four yards north, then four yards east. Where are you in relation to your starting point?
   a. northeast
   b. north
   c. southwest
   d. south
ENTRY-LEVEL
CORRECTIONAL OFFICER EXAM
PRACTICE TEST

ANSWER KEY

1. C
2. B
3. A
4. B
5. A
6. C
7. B
8. A
9. D
10. A
11. A
12. D
13. A
14. C
15. D
16. D
17. B
18. D
19. B
20. C
21. C
22. B
23. B
24. C
25. A
26. D
27. D
28. A
29. C
30. A
31. A
32. B
33. B
34. D
35. C
36. B
37. B
38. C
39. C
40. D
41. B
42. D
43. A
44. B
45. C
46. C
47. D
48. C
49. B
50. D
51. D
52. C
53. B
54. A
55. A
56. A
57. D
58. D
59. B
60. D
61. A
62. D
63. C
64. C
65. B
66. C
67. B
68. A
69. B
70. C
71. A
72. A
73. D
74. C
75. B
76. D
77. B
78. A
79. C
80. B
81. D
82. A
83. B
84. A
85. B
86. A
87. C
88. C
89. D
90. B
91. D
92. B
93. C
94. A
95. D
96. B
97. B