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INTRODUCTION

Most candidate preparation manuals dedicate a significant amount of printed material to informing the candidate of the duties for law enforcement 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 Law Enforcement 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 at 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 Law Enforcement Exam that assesses those cognitive abilities that are relevant for law enforcement work. For some jurisdictions, the multiple choice test for Entry-Level Law Enforcement may be the sole tool used for assessing cognitive abilities of candidates and, therefore, it is the focus of this manual. NOTE: Entry-Level Law Enforcement Exams do not test your knowledge of law enforcement work but rather should test the abilities needed to learn and do law enforcement work. The abilities that are tested by Entry-Level Law Enforcement Exams have been researched for several years by numerous scientists and have been demonstrated to be related to law enforcement 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 once 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 police 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, and that will be the focus of this chapter. 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 prepare best 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 Five - Sample Test

This chapter presents you with a practical test experience. You may send your answer sheets in for scoring and feedback. You should allow two (2) weeks for the return of your scores and feedback report. There is no additional cost for this service. If you would like to have a quicker return on your answer sheet, you have two (2) options, both of which require a small additional fee: (1) you may overnight your answer sheet directly to the Scoring Center for Morris & McDaniel, Inc., and include a check for the handling and the
INTRODUCTION

cost for overnighting the feedback report to you, or (2) if you want immediate feedback, for a small fee, using a credit card, you can enter your responses to the items into a form on our website, and your score and diagnostic feedback will be available immediately for printing.
CHAPTER 1

ABOUT THE TEST

There are approximately sixteen thousand (16,000) law enforcement departments nationwide, and most of these departments administer police examinations. The specific exam components may vary from department to department, but examples could include 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 exam component, the multiple choice examination.

Most entry-level law enforcement cognitive ability tests measure abilities that are important to successful performance of the job. In fact, a law enforcement jurisdiction usually goes to considerable effort to make sure that the test vendor has demonstrated the test to be a valid predictor of success and has evidence that the test does equally well 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 police work. The test will assess those abilities that are needed, and sometimes the questions are placed in a law enforcement context.
ABOUT THE TEST

The administration of the test usually is structured in such a way so that you are first presented with a booklet containing material that the candidate must study and remember. You are allowed anywhere from thirty (30) minutes to one (1) hour to study and memorize the material. You are informed that you will be asked questions about the material later. After the designated study time, the memorization material is taken up, and the test booklet (the booklet with the test items) is passed out.

This method of testing for law enforcement candidates has a long history. In old London, England, a police supervisor would gather around a table all the lads wanting to be police bobbies (they were all lads in those days). Then the police supervisor would empty the contents of his pockets onto the table. Without any explanation, the police supervisor would wait one-minute and then tell the lads to follow him into the next room. In this room, the lads would be told to take a tablet and a pencil and list as many of the items that the police supervisor had emptied from his pocket and thrown on the table. The ability to remember such details was known to be important for being a police officer - even in those days.

In modern times, the practice has become more standardized. A booklet is handed to candidates containing material that the candidate needs 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 police cases, forms for
completion, wanted posters, and photographs or drawings of various scenes. After a set time has elapsed, the booklet is taken up, and the candidate is 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.

The test that is handed to you usually has approximately 100 items which sample abilities and skills important for police work. There is usually 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.

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.
ABOUT THE TEST

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 law enforcement exams.

1. Written Comprehension
2. Oral Comprehension
3. Memorization
4. Problem Sensitivity
5. Inductive Reasoning
6. Deductive Reasoning
7. Information Ordering
8. Spatial Orientation
9. Visualization
10. Perceptual Speed
11. 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 police 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 Law Enforcement 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.*

**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.
ADMINISTRATIVE INSTRUCTIONS

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.** An ideal testing site will be well-ventilated with good lighting conditions. It should be large enough to accommodate all candidates comfortably. Candidates should be seated at desks or tables which provide adequate and firm writing space. All candidates should be able to see and hear the administrator clearly. Ideally, 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.

  *Once you, the candidate, arrive for the administration of an exam, you should let the instructor know if there are problems with testing conditions. If there is not enough lighting or if you are extremely uncomfortable, sometimes moving to another seat will improve the conditions.*

- **Materials and Equipment.** Ideally, the materials needed for the examination should be counted and checked by the administrator 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 usually necessary to have optical scoring answer sheets, **number 2 pencils must be provided.** The administrator will have a Test
Administrator's Manual and a reliable clock or watch. Other helpful materials (though not necessarily essential) 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. (Most candidates will wear a watch for this purpose.) The administrator may have an answer sheet to be used for demonstration when giving directions for filling out the answer sheets.

• **Administrator and Proctors.** In addition to the administrator, ideally there should be one or more proctors to assist in the administration of the examination. Even for a small group of candidates, it will be helpful to have a proctor available 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.

**Preliminary Tasks and Announcements**

Certain tasks should be done by the administrator before the actual administration of the test, such as checking in the candidates; assigning identification numbers, if appropriate; distributing pencils and other necessary equipment; and making preliminary announcements. The following is a partial checklist of topics which might be covered in the
1. Welcome statement and overview of the examination procedures (This could 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

4. How the test is scored (For example, 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. Other stages of the selection process; e.g., oral, physical, background check, etc.
*7. Procedures for withdrawing from the examination

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

9. Regulations regarding smoking

10. Regulations regarding personal electronic equipment (Devices such as clocks or stopwatches should be allowed during the administration, but calculators or personal dictionaries may NOT be allowed.)

11. Procedures to follow after finishing the examination

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

It is usually suggested that the testing materials not be passed out until after the preliminary announcements have been made.

Note: All of the previous information may or may not be relevant to your jurisdiction; it is provided as a guide.
EXAMINATION ORIENTATION AND INSTRUCTIONS

Approximately 20 minutes prior to starting:

Tell candidates that the test will begin soon and that they should 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 now 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 Police Exam. The test will be administered in two (2) parts. The first part, the pre-test study period, will last forty-five (45) minutes. The second part, the actual multiple-choice test, will last one and a 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 since 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 that we would like you to be aware of.

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 help understanding the procedures, raise your hand and a monitor will assist you. If you are unsure of a procedure, 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, 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 pre-test 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 Pre-Test Study Booklets.]
ADMINISTRATIVE INSTRUCTIONS

“The proctors will begin passing out the Pre-Test Study Booklets. Do not open them 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 row of boxes. Put one letter in each of the 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 you would darken the bubble with an A in it in the column of bubbles located directly below the box with the written letter in it. Follow this same procedure for your First Name.

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 row of boxes. Remember to put only one number in each
box. Then darken in 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 in the **one** bubble that best describes your ethnicity. Then, proceed to the next section marked **Gender**. Darken in the bubble next to Male if you are male, or darken in the bubble next to Female if you are female. Now, go to the next section marked **Education**. Please darken in the **one** bubble that best describes your education level.

Next is the section marked **Date of Birth**. Your Date of Birth should be in year/month/day format. For example, if you were born on October 2, 1970, you would write 1970 in the first four boxes, 10 in the next two boxes, and 02 in the last two boxes. Then, darken the bubbles below each box that correspond to the number in that box.

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 year/month/day format. Darken in 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 multiple choice in 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. The majority of the Entry-Level Police Officer Exam has four response choices; however, there are some test sections which have only two or three response choices.
ADMINISTRATIVE INSTRUCTIONS

You will notice that the answer sheet has the same number of response choices for every item, so be careful when responding to those test sections which have only two or three response choices.

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 that 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 in 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 PRE-TEST STUDY BOOKLET UNTIL YOU ARE TOLD TO DO SO.

“Is there anyone who has not been given a Pre-Test Study 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 that the Entry-Level Police Exam will be administered in two parts. The first part is the pre-test study period. You will be allowed forty-five (45) minutes to study your pre-test study booklet. At the end of the forty-five (45) minute study period, I will say, ‘Time is up, please stop.’ At that point
you must close your pre-test study booklet. We will then collect the pre-test study booklets and pass out the test booklets. **Do not open the test booklet until you are told to do so.**

When everyone has a test booklet, I will announce when your 1½ hour test period will begin. At that point you may open your test booklet and begin the test. The Entry-Level Police Exam has 100 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 to return for any reason.

Now, open your pre-test study booklet and count the pages to be sure that it is complete. The Entry-Level Police Pre-Test Study Booklet should have 16 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.**”
GENERAL INSTRUCTIONS

The questions on the Entry-Level Police 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 in the bubble on the answer sheet which corresponds to the ONE answer that you think is the BEST answer.

<table>
<thead>
<tr>
<th>Questions in Test Booklet</th>
<th>Example</th>
<th>Items on Answer Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This is an examination for the job of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Police Officer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Social Worker.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Firefighter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Truck Driver.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A major responsibility of police officers is to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. give speeches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. repair water leakages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. fight fires.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. prevent crime.</td>
<td></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 passed out. You will be given one and one-half (1½) hours to take the test.

“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 collect the Pre-Test Study Booklets and pass out the Test Booklets.]

The proctor will now collect the Pre-Test Study Booklets and pass out the Test Booklets. Do not open the Test Booklet until you are told to do so. (Wait until everyone has a Test Booklet.)
ADMINISTRATIVE INSTRUCTIONS

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 28 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.

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 law enforcement work. Most of these job-related abilities frequently seen on law enforcement 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 law enforcement exams.

1. **Written Comprehension or Verbal Comprehension** (Reading Comprehension)
   Written comprehension involves reading and understanding written words and sentences. Since many police directives are presented in writing, in order to be an effective member of law enforcement, it is essential that you are able to read directives and understand them.

2. **Oral Comprehension**
   Oral comprehension involves the understanding of individual words as well as words as they appear in context. This ability is limited to the receiver of information and
not the sender or communicator.

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 analytic 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.
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. **Visualization**
Visualization is the ability to manipulate or transform the visual images of spatial patterns or objects into other spatial arrangements. It requires the formation of mental images of the patterns or objects as they would appear after certain specified changes such as unfolding, rotation, or movement of some type.

10. **Perceptual Speed**
Perceptual speed involves the rate at which sensory patterns or configurations can be compared in order to determine identity or degree of similarity. The sensory patterns to be compared must occur within the same sense and not between senses.

11. **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.
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

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 Law Enforcement exams.

Types of Questions

The following are some of the types of questions most frequently seen on law enforcement 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 law enforcement context are presented and questions follow the passage. The intent is for you, the candidate, to demonstrate how well you understand what you read.

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 law enforcement academy is directly related to your ability to read written material with comprehension. Later, on the job as a rookie officer and 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. Don’t 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 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 law enforcement, 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 Questions

Passage 1

A great deal of attention has been paid to the use of deadly force. As a result, a significant amount of reform has occurred in this area. However, the same could not be said for police pursuits or high speed chases. Police pursuits, in a different way, may be an even greater threat to public safety. Police pursuits are often for minor offenses and may end in accidents, serious injuries, or even death for both civilians and police officers. The hazards created by police pursuits are often far worse than the offenses themselves. If a serious injury or death occurs as a result of a police pursuit, then the reason for initiating the chase will determine whether the police officer was justified in his actions.

Police officers seem prone to high speed chases despite the dangers they pose to themselves and others. Especially the younger, less experienced officers seem to be trying to prove themselves or show their bravery and courage to others. These officers see high speed chases as a personal and professional challenge, and they will be judged by how they handle themselves in the high speed pursuit. Successful completion of a high speed chase is seen as a mark of superiority. An offender who is running from the officer has committed one of the worst “crimes” of challenging the police officer’s authority. Often officers will go to any length to prove themselves and to stop the offenders.
1. According to the passage, police pursuits are often for:
   * a. minor offenses.
   b. felonies.
   c. major offenses.
   d. serious traffic violations.

2. Which one of the following would be the most accurate title for the passage?
   a. Use of Deadly Force
   b. The Value of Police Pursuits
   * c. The Dangers of Police Pursuits
   d. Establishing Experience through Police Pursuits

3. Based on the passage, which one of the following would be a good policy regarding police pursuit?
   a. Officers will not attempt to deliberately collide with other vehicles or to use police vehicles to force any vehicle off the roadway.
   b. All emergency vehicle operations shall be conducted in strict conformity with applicable traffic laws and regulations.
   c. Upon engaging in a pursuit, the pursuing vehicle shall activate appropriate warning equipment.
   * d. Police pursuits should only be utilized for situations in which a suspect is fleeing, and the officer reasonably believes that the suspect, if allowed to flee, would present a danger to human life or cause serious injury.

* 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 Law Enforcement 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 Questions

1. The obsessional impulse to set fires is:
   a. cryptography.
   * b. pyromania.
   c. rigor mortis.
   d. stalking.

2. Forensic science can be defined as:
   * a. the examination, evaluation, and explanation of physical evidence in terms of law.
   b. the study, by physicians, of how and why people die.
   c. factual, precise information that can be presented in court.
   d. the study and comparison of fingerprints as a means of criminal identification.

3. An informant is:
   a. an official who gathers, documents, and evaluates evidence and information in the investigation of a crime.
   b. a person who has firsthand knowledge regarding a crime or who has expert information regarding some aspect of the crime.
   c. a person who steals merchandise for the purpose of reselling it.
   * d. a person who regularly provides information to a particular investigator in return for money, a reduced charge or lenient sentence, or some personal motive such as rivalry or self-aggrandizement.
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 police officers. These skills are in constant use by effective police officers in crime prevention, criminal investigations, and apprehending criminals. A police officer must be able to remember the appearance of suspects or vehicles. They must be able to remember the routes in their assigned areas of patrol. They must be able to remember departmental procedures to prevent mishandling important duties or emergencies. The police 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 can not 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 the neural synopsis (learning) of 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, wanted posters, and crime 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
- Crime Scenes or Pictures
- Wanted Posters

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 writ ordering a person to attend a 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

   *Linkage:*

9. **Agenda**: a plan; a list of things to be accomplished

   *Linkage:*

10. **Reprimand**: oral or written formal criticism of behavior

    *Linkage:*

11. **Arbitrary**: unreasoned; based on personal feelings or preferences rather than on reason, logic, or law

    *Linkage:*

12. **Excusable Assault**: one committed by accident, by lawful means, without any unlawful intent

    *Linkage:*

13. **Ethics**: standards of fair and honest conduct

    *Linkage:*

14. **Accountability**: makes people responsible for tasks assigned to them

    *Linkage:*

15. **Roll Call**: brief period before each shift when officers check in and receive their briefing prior to going on duty

    *Linkage:*
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 and also How.

The five W’s are When, Where, Who, What, Why, and also How. To remember these, many police academics teach 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 or similar 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 (yellow) act.
“The suspect rode off on a Harley Davidson motorcycle, license plate number RAH 983.” The license is the first three letters 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 pneumonic word:

```
  N
  E
  O
  T
  W
  Y
```

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 police officer in the field must have. The officer in the line of duty must be able to recall details of a person’s physical description in order to apprehend law-breakers. 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 police 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 law enforcement work successfully, it is certain to be an element on your exam.

The passage below is an example of an Incident Report 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.

**Incident Report Passage**

You are a police officer working the night shift. You are assigned to vehicle patrol. It is 11:35, and you are patrolling your assigned section in Zone 5. Zone 5 is divided into four sections, and your section, Section C, is the southeastern quadrant of the zone. Section C’s northern geographic border is Abrams Street, a two-way, east and west bound single lane road. To the south, the section is bordered by Caligula Boulevard, which is also a two-way, east and west bound single lane road. The eastern border of Section C is a two-lane, north and south bound road named President Street. The western border is a two-lane, north and south bound road named MacArthur Drive. There are two roads between Abrams Street and Caligula Boulevard that connect President Street and MacArthur Drive: an east bound, two-lane street named East Park and a west bound, two-lane street named Lake Road.

You are currently traveling south on MacArthur Drive near Lake Road. At 11:50, you receive a call from dispatch regarding a domestic disturbance taking place at 4930 East Park. You proceed immediately to the scene to find a 30-year-old white male standing outside of the home holding a rifle. After your arrival, a 27-year-old white female came out of the house holding a 4-year-old child. Both of them were very upset and crying. The man outside the house fired two shots into the air. You call for help and wait for back-up from the other sections of Zone 5 to arrive before proceeding.
The sample questions that follow present examples of memorization questions that can be found on an entry level law enforcement examination.

Answer questions 1 - 4 solely on the basis of the Incident Report Passage.

1. The northern boundary of your section is:
   a. Abrams Boulevard.
   * b. Abrams Street.
   c. Caligula Boulevard.
   d. Caligula Road

2. The east bound, one-way road that connects President Street to MacArthur Drive is:
   * a. East Park.
   b. Lake Road.
   c. Lake Avenue.
   d. East Lake.

3. At what time did dispatch report a domestic disturbance call?
   a. 11:35 a.m.
   b. 11:50 a.m.
   c. 11:35 p.m.
   * d. 11:50 p.m.

4. The address of the reported domestic disturbance is:
   a. 3409 Lake Road.
   b. 3409 East Park.
   * c. 4930 East Park.
   d. 4930 Lake Road.
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? Has a crime been committed?

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. License plate, street signs, and posters are good draws for test makers. Always count people and things. For example, 3 trees, 5 cars headed north, 3 cars headed south, and 4 people in the scene. As you go through NEOTWY, you must use associations to help you remember things.
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM
The sample questions that follow present examples of memorization questions that can be found on an entry level law enforcement examination.

Based on the scene on the previous page (which would be presented in the Pre-Test Study Booklet), answer questions 1-3.

1. Based on the Hypothetical Scene in the Pre-Test Study Booklet, the men seem to be:
   a. having dinner.
   * b. discussing something concerning paperwork.
   c. Based on the Hypothetical Scene in the Pre-Test Study Booklet, you cannot tell what the men are doing.

2. Based on the Hypothetical Scene in the Pre-Test Study Booklet, the time of the year is most probably:
   a. summer.
   * b. winter.
   c. Based on the Hypothetical Scene in the Pre-Test Study Booklet, you cannot tell what time of year it is.

3. Based on the Hypothetical Scene in the Pre-Test Study Booklet, which one of the following was partially hidden by the bookcase?
   a. an umbrella
   b. a newspaper
   * c. a gun
Types of Questions and How to Prepare for Them

Memory System for Wanted Posters

You may be presented with several wanted posters in the Pre-Test Study Booklet and instructed to remember these people and their data. Again, rote memory will not be adequate for most people. You must develop associations like those mentioned earlier in the text. Below you will see an example wanted poster like those you will see and need to memorize in the Pre-Test Study Booklet.

![Wanted Poster](image)

<table>
<thead>
<tr>
<th>PLACE OF BIRTH:</th>
<th>Little Rock, Arkansas</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE AND SEX:</td>
<td>Caucasian Male</td>
</tr>
<tr>
<td>HEIGHT:</td>
<td>6' 4&quot;</td>
</tr>
<tr>
<td>WEIGHT:</td>
<td>270 lbs.</td>
</tr>
<tr>
<td>HAIR:</td>
<td>brown</td>
</tr>
<tr>
<td>EYES:</td>
<td>brown</td>
</tr>
<tr>
<td>OCCUPATION:</td>
<td>Construction worker</td>
</tr>
</tbody>
</table>

This man was last seen working out at a gym in Topeka, Kansas. He is wanted for allegedly stalking and then shooting to death his former girlfriend. Consider him to be armed and dangerous.
The sample questions that follow present examples of memorization questions that can be found on an entry level law enforcement examination.

Answer the following questions based on the man in the above picture.

1. This man works as a:
   a. bank teller.
   b. truck driver.
   * c. construction worker.
   d. factory worker.

2. This man’s name is:
   * a. James Johnson
   b. Jerry James
   c. Joe Johnson
   d. John Jefferson

3. Which of the following applies to this man?
   a. He was born in Topeka, Kansas.
   b. He has brown hair and blue eyes.
   * c. He was last seen working out in a gym.
   d. He has a history of armed robbery.
Police Form Questions

Police 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 police 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 accurately complete forms or retrieve information from 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.
Read the description below of an arrest report in order to evaluate the accuracy of the completed form below and answer questions 1-2.

Police Officer Diane James (#2258) arrested Tonya Allen, alias Tanya Jenkins, at her home at 102 Greenbrook Road, St. Louis, Missouri, on September 16, 2005, at 10:30 at night. Allen was arrested for embezzlement. Allen is 39 years old. She is accused of embezzling over $10,000 from her employer at the Like New Pawn Shop in the Kansas City area two years ago. She has no record of prior arrests.

1. Based on the above information, which block number on the Arrest Record Form below did Officer Williams fill out incorrectly?
   a. #1
   b. #3
   c. #4
   d. #5

   * c. #4

2. Based on the above information, which block number on the Arrest Record Form below did Officer Williams fill out incorrectly?
   a. #8
   b. #9
   c. #11
   d. #12

   * c. #11

ARREST RECORD FORM

| (1) NAME: Tonya Allen       | (2) ALIAS(ES): Tanya Jenkins |
| (3) AGE: 39                | (4) DATE: September 6, 2005  |
| (5) TIME: 10:30pm          | (6) ADDRESS: 102 Greenbrook Road |
|                             | St. Louis, Missouri          |
| (7) LOCATION: same as address | (8) OFFENSE: Embezzlement    |
| (9) WITNESS(ES): n/a       | (10) WITNESS(ES) ADDRESS(ES): n/a |
| (11) PREVIOUS ARREST(S):   | previous arrest for check fraud on 8/12/2002 |
| (12) ARRESTING OFFICER:    | Diane James                 |
| (13) I.D. #: #2258         |
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 police context, in order to select the right answer, one does not need to have any prior knowledge of police 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 law enforcement examination.

1. When dealing with a domestic abuse situation, the police officer at the scene should:

   I. attempt to identify and speak to the neighbors not at the scene.
   II. establish control of situation, by separating individuals in conflict.
   III. fill out a report documenting situation.
   IV. question bystanders, if present.

   a. IV, III, I, II
   b. II, IV, I, III
   c. II, IV, III, I
   d. IV, II, I, III

*
2. Upon arriving at the scene of a multiple car accident with injuries present, the police officer should:

   I. secure the scene and move onlookers away from the accident.
   II. make notes and fill out accident report.
   III. have dispatch send an ambulance.
   IV. write a ticket to individuals if determined that they were speeding.

   * a. III, I, II, IV
       b. I, III, II, IV
       c. II, IV, III, I
       d. IV, II, I, III

A call is received from a girl regarding a male who has fallen off the roof of her house. The officer arrives within three minutes. Upon arrival, the officer notices cans of beer in the yard and several college aged people surrounding the male who is lying face down. There does not appear to be any movement. In each of the following, which should the police officer do first?

1. Step 1:
   *a. Check the body for any signs of life.
   b. Notify superior regarding the nature of the case.

2. Step 2:
   a. Find the person who made the call.
   *b. Secure the crime scene.

3. Step 3:
   a. Check identification to make sure all those at the house are of legal drinking age.
   *b. Document names and information from all witnesses.

4. Step 4:
   *a. Call the medical examiner.
   b. Fill out a report.
Map Reading Questions

Directional orientation is a well documented ability for good police 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 by presenting you with a street map and asking for the most direct route from one point on the map to another. Many times, you are to assume you are in a police cruiser or patrol car. You are further told that you must obey one-way restricted routes and routine traffic laws. The underlying assumption is that you cannot do u-turns or cut across diagonally any grid unless there is a legal route provided.

The best way to approach these questions is first to assume that there is more than one choice that is a true path, but only one choice is the most efficient and correct or true path. Therefore, as you run through each of the four choices, you cannot stop once you have found a choice that will get you correctly to the destination. You have to examine each choice thoroughly because there may be another choice that is correct and also more efficient, and it represents the BEST choice.

Having this expectation clearly in mind, your next step is to read the instructions very carefully. You should sub-vocalize the words to make sure that you do not miss anything. Next, check the directional sign or compass, which will at the minimum indicate which direction is north. If only one direction is given, you can simply fill in the others. When you read the question, be sure to orient yourself according to the question. Many test takers find it helpful to use a pencil to trace the path of each choice. Mark lightly so that you can erase those choices that are clearly incorrect. If you are taking the test on a computer, you could perhaps trace the path of each choice lightly either with your finger or a pointer. Only after you
have carefully gone through each choice can you then decide which choice most efficiently gets you correctly to the destination, that is, without violating one way routing or other basic traffic rules, i.e. u-turns.
TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

Refer to Map 1 to answer questions 1 - 3.

1. From the police station, you are to drive to the southwest corner of Washington and Jefferson (#1). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. west on Roosevelt, south on Jackson, west on Roosevelt
   * b. south on Reagan, west on Roosevelt, south on Jefferson
   c. west on Roosevelt, south on Kennedy, east on Washington
   d. south on Reagan, west on Truman, north on Jefferson

2. From the police station, you are to drive to the northwest corner of Lincoln and Jackson (#2). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. west on Roosevelt, south on Jackson, west on Lincoln
   b. west on Roosevelt, south on Jefferson, east on Lincoln
   * c. south on Reagan, west on Lincoln
   d. south on Reagan, west on Washington, north on Jackson, west on Lincoln

3. From the police station, you are to drive to the northwest corner of Ford and Washington (#3). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. south on Reagan, east on Washington
   * b. south on Reagan, east on Truman, north on Ford
   c. south on Reagan, east on Lincoln, south on Ford
   d. east on Roosevelt, south on Ford
Find the Person in Disguise Questions

Often times you will be presented with a picture or sketch of a person’s face and then given four possible pictures, with one of them being the person in disguise. You will be asked to identify which of the four pictures is the first person presented, in disguise. Make sure you begin all questions with a careful reading of the instructions. Usually, you are told to assume no plastic surgery has taken place that would alter permanent facial structure, and you should assume this if you are not told. Therefore, your strategy should be to eliminate as many of the four pictures by focusing on permanent facial structure parts such as eyes, ears, nose, lips, chin, wrinkles, or dimples one at a time until you have eliminated three of the four pictures. Double check all permanent facial features with the one you have chosen and verify identical features. Remember that the permanent facial structure parts are eyes, ears, nose, lips, chin, wrinkles, or dimples.

DO NOT try to look at the big picture. It is the details that must be used to eliminate the alternatives.
The above person is wanted by the Colorado State Police. He is known for changing his appearance frequently. Which of the faces below could be this individual?

The correct answer is “a.”
The above male is wanted by the Houston, Texas, authorities. It is suspected that his appearance has changed since this picture was taken. Which of the faces below could be his?

The correct answer is “d.”
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.
STRATEGIES FOR TAKING THE TEST

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 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. You will usually only be allowed to write when time is started for the test question package.

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 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) Any one under the age of 10.
(c) Any one under the age of 15.
(d) Any one 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,
STRATEGIES FOR TAKING THE TEST

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, 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
STRATEGIES FOR TAKING THE TEST

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. **Faces in Disguise**  Take one facial feature at a time such as the nose of the person, then go through the pictures one by one to see if one can be eliminated. If one or more has a different nose then cross out that picture. Then take another feature such as the mouth and repeat the process until you have only one picture that cannot be eliminated. This is the face in disguise.

18. **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.

19. **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.

20. **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.

21. **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.

22. **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 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.
CHAPTER 5
PRACTICE EXAM
GENERAL INSTRUCTIONS

The questions on the Entry-Level Police 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 in the bubble on the answer sheet which 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>● B C D</td>
</tr>
<tr>
<td>A. Police 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>
</tbody>
</table>

2. A major responsibility of police officers is to: |
| A. give speeches. | A B C ● |
| B. repair water leakages. | Answer "D" is the best answer, and bubble "D" has been darkened to show this. |
| C. fight fires. | |
| D. prevent crime. | |

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 the end of that time, the pre-test booklet will be taken up and the test booklet passed out. You will be given one and one-half (1½) hours to take the test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.
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 may not take notes for the examination.
DEFINITION OF TERMS

Study these words and their definitions. They will appear on the exam, and you will be required to choose the correct definition. **You will not be allowed to use this Pre-Test Study Booklet during the examination.**

BENCH WARRANT: a warrant, issued by a field officer but signed by the circuit judge, detailing an act or acts for which an offender on probation is arrested, such to be issued before the arrest or within twenty-four hours after the arrest.

BREACH: the breaking or violation of a law, right, or duty, either by commission or omission.

DEPOSITION: the written testimony of a sworn witness.

DETECTIVE: a person whose business it is to watch and furnish information concerning alleged wrongdoers.

DOCKET: a calendar of the cases awaiting action in a court.

EXTRADITION: the surrender of an accused individual, prisoner, or fugitive by one state the jurisdiction of another.

FORGERY: fraudulently copying.

FUGITIVE: one who flees.

INJUNCTION: a "restraining order" handed down by a court.

JUDGMENT: the decree or sentence of a court.

LIAble: bound or obligated in law or being responsible for.

MISDEMEANOR: an offense less serious than a felony, for which punishment may be a fine or imprisonment in a local, rather than a state institution.

ORDINANCE: a rule established by authority; an order or law of a municipal body.

PAROLE: the release of a prisoner on condition of good behavior before his/her term has expired.

PERPETRATOR: the person who actually commits a crime.
Professional Ethics

Adherence to a code of professional conduct is essential if a "job" is to be considered as a profession. Law enforcement has had such a code since 1956. This code is incorporated into the Law Officer's Code of Ethics and the Canons of Police Ethics. These documents, portions of which follow, are to be studied very carefully, as you will be tested in Section B on your knowledge of each. This information will not be available on the next section of the test, and you will not be allowed to turn back to this information once you have been told to STOP studying Section A.

Law Enforcement Code of Ethics

As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all persons to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself to my chosen profession . . . law enforcement.
Canons of Police Ethics

Article 1. Primary Responsibility of Job

The primary responsibility of the police service and of the individual officer is the protection of the people of the United States through the upholding of their laws; chief among these is the Constitution of the United States and its amendments. The law enforcement officer always represents the whole of the community and its legal expressed will and is never the arm of any political party or clique.

Article 2. Limitations of Authority

The first duty of a law enforcement officer, as upholder of the law, is to know its bounds upon him/her in enforcing it. Because the officer represents the legal will of the community, be it local, state or federal, he/she must be aware of the limitations and proscriptions which the people, through law, have placed upon him/her. The officer must recognize the genius of the American system of government which gives to no person, groups of people, or institution, absolute power, and the officer must insure that he/she, as a prime defender of that system, does not pervert its character.

Article 3. Duty to Be Familiar with the Law and with Responsibilities of Self and Other Public Officials

The law enforcement officer shall diligently apply him/herself to the study of the principles of the laws which he/she is sworn to uphold. The officer will make certain of his/her responsibilities in the particulars of this enforcement, seeking aid from his/her superiors in matters of technicality or principle when these are not clear; the officer will make special effort to understand fully his/her relationship to other public officials, including other law enforcement agencies, particularly on matters of jurisdiction, both geographically and substantively.
Article 4. Utilization of Proper Means to Gain Proper Ends

The law enforcement officer shall be mindful of his/her responsibility to pay strict heed to the selection of means in discharging the duties of his/her office. Violations of law or disregard for public safety and property on the part of an officer is intrinsically wrong; they are self-defeating in that they instill in the public mind a like disposition. The employment of illegal means, no matter how worthy the end, is certain to encourage disrespect for the law and its officers. If the law is to be honored, it must first be honored by those who enforce it.
Hypothetical Police Case

The following hypothetical police case is to be studied as if you are going to be required to testify as the officer named. **You must read and memorize the facts presented in this case in order to answer certain questions on the test. This information will not be available on the test.** Remember the three rules for law enforcement officers to follow in testifying:

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 I**

On September 21st, while on routine patrol in rural Onslow County, NC, Officer J.C. Greene was notified of an altercation in the parking lot of a department store located on Hwy 17, north of Jacksonville. While driving into the parking lot, he saw two men aggressively arguing. One was a Caucasian male who appeared to be in his early thirties, wearing blue jeans and a light blue jersey with the number 5 on it. The other was a Hispanic male teenager wearing a tan uniform and a baseball cap. The younger male was yelling to stay away from his sister. Before the officer could get out of his car, the older male grabbed something from his boot and lunged toward the younger. Officer Greene yelled, “Police, put your hands up!” but the suspect jumped into his truck and sped away. The younger male fell to the pavement with blood coming from his chest area.

Officer Greene notified dispatch of the need for an ambulance and backup. He reported the suspect was driving South on Hwy 17 in a white Dodge SUV with Florida plates.
CASE II

On patrol in Pittsburgh, PA, at approximately 1:49 p.m. on July 9th, Officer Bob Taylor and Officer Lewis Peyton were dispatched to the First State Bank on West Congress Street for a possible robbery in progress. Upon arrival, they witnessed three suspects running from the bank and jumping into a blue van with dark tinted windows. Two were carrying large bags and one appeared to be carrying a toolbox. Officer Peyton called for backup as Officer Taylor began the pursuit of the suspects. The suspects raced away toward the freeway. Officer Taylor remained within sight of the blue van. At the last intersection before entering the freeway, the van ran a traffic signal and charged into a light colored BMW. The van lost a tire in the accident but continued onto the ramp. Several other police cars joined in the chase, and others ahead set up a roadblock. The van tried to avoid the roadblock by driving in the median. The van overturned, and the two suspects jumped out and ran. Officers Taylor and Peyton jumped out of the car and chased on foot one of the suspects, who took out a gun and fired at the officers. Officer Peyton returned fire and hit the suspect in the leg. He fell to the ground, and the officers were able to arrest him.
Wanted Posters

This section of the test includes wanted posters on various suspects. Information is provided about each suspect. **You must memorize this information in order to answer certain questions on the test. The information in these wanted posters will not be provided on the test.** However, you will be presented the pictures of the wanted suspects and you will be required to answer questions regarding the information on the wanted posters.

**DERRICK JEFFERSON**
Alias: DJ

<table>
<thead>
<tr>
<th>PLACE OF BIRTH:</th>
<th>Detroit, MI</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE AND SEX:</td>
<td>African American Male</td>
</tr>
<tr>
<td>HEIGHT:</td>
<td>6' 1&quot;</td>
</tr>
<tr>
<td>WEIGHT:</td>
<td>230 lbs.</td>
</tr>
<tr>
<td>HAIR:</td>
<td>black</td>
</tr>
<tr>
<td>EYES:</td>
<td>brown</td>
</tr>
<tr>
<td>OCCUPATION:</td>
<td>Computer technician</td>
</tr>
</tbody>
</table>

This man was last seen in Edison, NJ. He is a suspect in a series of computer-based crimes including fraud and identity theft. He is fluent in both French and Japanese languages. He has been seen in several different disguises.
**WANTED BY FBI**

<table>
<thead>
<tr>
<th><strong>MARCUS FONSECA</strong></th>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>PLACE OF BIRTH:</strong></th>
<th>Syracuse, NY</th>
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<tbody>
<tr>
<td><strong>RACE AND SEX:</strong></td>
<td>Caucasian Male</td>
</tr>
<tr>
<td><strong>HEIGHT:</strong></td>
<td>5' 10&quot;</td>
</tr>
<tr>
<td><strong>WEIGHT:</strong></td>
<td>175 lbs.</td>
</tr>
<tr>
<td><strong>HAIR:</strong></td>
<td>brown</td>
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<tr>
<td><strong>EYES:</strong></td>
<td>green</td>
</tr>
<tr>
<td><strong>OCCUPATION:</strong></td>
<td>Firefighter</td>
</tr>
</tbody>
</table>

This man is a suspect in an arson/manslaughter investigation. After his arrest, he escaped from Carson County Jail with two (2) other inmates. According to his roommate, he bragged about setting three residences on fire and then being on the crew that was dispatched to fight them. An elderly person was trapped in the last fire and died. He is wanted on 3 counts of arson and 1 count manslaughter.
JUAN RAMIREZ
no alias known

WANTED
BY FBI

PLACE OF BIRTH: Los Angeles, CA
RACE AND SEX: Hispanic Male
HEIGHT: 5' 8"
WEIGHT: 170 lbs.
HAIR: dark brown
EYES: brown
OCCUPATION: Taxi driver

This man is a suspect in a double murder case. The victims are his girlfriend of eight years and their three year old child. The child was reported missing during a camping trip. Two days later the mother of the child called 911 to report she had been shot by her boyfriend. During the call, the hysterical woman reported that the boyfriend had drowned their child two days earlier. Orange County Sheriff’s deputies found her dead upon their arrival and later found the child’s body weighted down in the lake at the sight of the camping trip. Consider the man armed and dangerous.
**WANTED BY FBI**

<table>
<thead>
<tr>
<th>PLACE OF BIRTH:</th>
<th>Knoxville, TN</th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE AND SEX:</td>
<td>Caucasian Male</td>
</tr>
<tr>
<td>HEIGHT:</td>
<td>6' 2&quot;</td>
</tr>
<tr>
<td>WEIGHT:</td>
<td>225 lbs.</td>
</tr>
<tr>
<td>HAIR:</td>
<td>blonde</td>
</tr>
<tr>
<td>EYES:</td>
<td>blue</td>
</tr>
<tr>
<td>OCCUPATION:</td>
<td>Works on horse ranch</td>
</tr>
</tbody>
</table>

This man is a suspect in an auto theft case in Nashville, TN. His image was captured on security videos at two local dealerships where he posed as a prospective buyer to test drive and later returned and drove off in the vehicles. It is suspected that he is able to copy the keys used in the test drives. Over a six-week time span, thirteen vehicles were stolen from various dealerships. Sales personnel have all identified Clarkson as test driving the vehicles that were later stolen.
Scene:
Your name is Officer Smith. At 3:00 a.m. on your regular patrol, you notice the front door to 222 North Street is wide open. Upon further investigation, you come across the following scene. The victim was found wearing pajamas and eyeglasses and has been identified as the owner of the house.
Based on the information provided in the Definition of Terms section of the Pre-Test Study Booklet, answer questions 1 - 15.

1. Parole means:
   a. the act of suspending the sentence of one convicted of a minor offense and granting him/her provisional freedom on the promise of good behavior.
   b. a trial period in which a person's fitness for membership in a working or social group is tested.
   c. the release of a prisoner after his/her term has expired.
   d. the release of a prisoner before his/her term has expired on condition of continued good behavior.

2. The person who actually commits a crime is a(n):
   a. criminal.
   b. felon.
   c. perpetrator.
   d. offender.

3. The breaking or violating of a law, right, or duty, either by commission or omission, is a(n):
   a. misdemeanor.
   b. crime.
   c. assault.
   d. breach.

4. The decree or sentence of a court is called:
   a. venire.
   b. pardon.
   c. judgment.
   d. execution.

5. A calendar of the cases awaiting action in a court is a(n):
   a. averment.
   b. indictment.
   c. judgment.
   d. docket.

6. A "restraining order" handed down by a court is:
   a. a subpoena.
   b. an injunction.
   c. a writ of habeas corpus.
   d. a writ of mandamus.

7. Bound or obligated in law or being responsible for is:
   a. a part or division of law.
   b. liable.
   c. averment.
   d. prima facie.
8. The surrender of an accused individual, prisoner, or fugitive by one state to the jurisdiction of another is:
   a. subordination.
   b. prisoner dispatchment.
   c. writ of habeas corpus.
   d. extradition.

9. An offense less serious than a felony is called a:
   a. crime.
   b. misdemeanor.
   c. fraud.
   d. homicide.

10. A rule established by authority; an order or law of a municipal body is a(n):
    a. proclamation.
    b. judgment.
    c. ordinance.
    d. edict.

11. A detective is:
    a. a person whose declaration under oath is received as evidence.
    b. a person who knows how to give testimony because he/she has been a witness before.
    c. a person who supervises an offender on suspended sentence.
    d. a person whose business it is to watch and furnish information concerning alleged wrongdoers.

12. One who flees is a(n):
    a. perpetrator.
    b. fugitive.
    c. defendant.
    d. escapee.

13. A forgery is:
    a. a fraudulent copy.
    b. the breaking or violating of a law, right, or duty.
    c. an assault committed by accident.
    d. the malicious destruction of the real or personal property of another.

14. The written testimony of a sworn witness is a:
    a. bench warrant.
    b. deposition.
    c. subpoena.
    d. field warrant.
15. A legal document issued by a field officer but signed by the circuit judge, detailing an act or acts for which an offender on probation is arrested, such to be issued before the arrest or within twenty-four hours after the arrest is a:
   a. bench warrant.
   b. deposition.
   c. subpoena.
   d. field warrant.

Based on the information provided in the Law Enforcement Code of Ethics section of the Pre-Test Study Booklet, answer questions 16 - 18.

16. According to the "Law Enforcement Code of Ethics," the fundamental duty of a law enforcement officer is to serve:
   a. his/her constituents.
   b. mankind.
   c. the innocent.
   d. the law abiding.

17. With regard to the use of force, the Code states that unnecessary force or violence:
   a. should never be used.
   b. may be used if an officer's life is in danger.
   c. is a violation of one's constitutional rights.
   d. may be used only in the performance of official duty.

18. A law enforcement officer knows that a certain individual is selling illegal drugs to school children, but he/she has no proof. Based on Article 4 of the "Canons of Police Ethics," his/her responsibility in catching the individual is to use:
   a. whatever means necessary.
   b. illegal means, but only if justified.
   c. self-restraint and common sense.
   d. whatever legal means necessary.

Based on the information provided in the Hypothetical Police Case section of the Pre-Test Study Booklet regarding Case I involving Officer J.C. Greene, answer questions 19 - 27.

19. Officer J.C. Greene was on routine patrol in which of the following counties in North Carolina?
   a. Pender County
   b. Anson County
   c. Onslow County
   d. Rutherford County

20. The department store in Case 1 where the altercation took place was located on:
   a. Highway 55, east of Chapel Hill.
   b. Highway 17, north of Jacksonville.
   c. Highway 49, south of Charlotte.
   d. Highway 20, west of Halifax.
21. The older Caucasian male was wearing blue jeans and:
   a. a light blue jersey with the number 5 on it.
   b. a red jersey with the number 23 on it.
   c. a white jersey with the number 21 on it.
   d. a tan jersey with the number 9 on it.

22. The Hispanic male teen was wearing a uniform and:
   a. dark shades.
   b. a hooded jacket.
   c. a blue jacket.
   d. a baseball cap.

23. The Hispanic male was yelling to the other to:
   a. give him back his money.
   b. stay away from his sister.
   c. stop looking at him.
   d. get away from him.

24. The younger male fell to the pavement with blood coming from his:
   a. head.
   b. arm.
   c. chest area.
   d. leg.

25. Officer Greene reported to dispatch that the suspect was traveling:
   a. South on Hwy 17.
   b. North on Hwy 17.
   c. east on Hwy 20.
   d. west on Hwy 20.

26. Which one of the following vehicles was the suspect driving?
   a. a blue Ford Explorer
   b. a white Ford Explorer
   c. a blue Dodge SUV
   d. a white Dodge SUV

27. The license plates on the vehicle the suspect was driving were from:
   b. South Carolina.
   c. Florida.
   d. Georgia.
Based on the information provided in the Hypothetical Police Case section of the Pre-Test Study Booklet regarding Case II involving Officers Bob Taylor and Lewis Peyton, answer questions 28 - 32.

28. The officers were on patrol in which one of the following cities?
   a. Pittsburgh
   b. San Diego
   c. Harrisburg
   d. Washington, D.C.

29. The officers were dispatched to the First State Bank on:
   a. West President Street.
   b. East President Street.
   c. West Congress Street.
   d. East Congress Street.

30. Three suspects running from the bank jumped into a blue van with:
   a. large chrome wheels.
   b. dark tinted windows.
   c. black lettering on the side.
   d. white wall tires.

31. Two of the suspects were carrying large bags and one appeared to be carrying a:
   a. briefcase.
   b. suitcase.
   c. gun.
   d. toolbox.

32. The van ran a traffic signal and charged into a:
   a. black Acura.
   b. light colored Audi.
   c. dark blue Toyota.
   d. light colored BMW.
Based on the information provided in the Wanted Posters section of the Pre-Test Study Booklet, answer questions 33 - 42.

Answer questions 33 - 34 based on the man in the above picture.

33. This man has worked as a:
   a. computer programmer.
   b. longshoreman.
   c. TV repairman.
   d. firefighter.

34. This man escaped from _____ with two (2) other inmates.
   a. Carson County Jail
   b. New York State Correctional Facility
   c. Buffalo Correctional Facility
   d. Syracuse City Jail
Answer questions 35 - 37 based on the man in the above picture.

35. This man is a suspect in a(n):
   a. hit and run murder.
   b. bank robbery.
   c. double murder case.
   d. arson case.

36. This man's name is:
   a. Juan Ramirez.
   b. Jose Ramirez.
   c. Juan Gonzalez.
   d. Jose Gonzalez.

37. He was born in:
   a. Phoenix, Arizona.
   b. Las Vegas, Nevada.
   d. Los Angeles, California.
Answer questions 38 - 39 based on the man in the above picture.

38. This man is a suspect in a:
   a. murder.
   b. assault with a deadly weapon.
   c. armed robbery.
   d. auto theft case.

39. Which of the following applies to this man?
   a. He works on a horse ranch.
   b. He has brown hair and brown eyes.
   c. He was born in Asheville, NC.
   d. He has a documented history of cocaine use.
Answer questions 40 - 42 based on the man in the above picture.

40. This man works as a:
   a. truck driver.
   b. mechanic.
   c. oil well worker.
   d. computer technician.

41. His name is:
   a. Mack Jackson.
   b. Franklin Harris.
   c. Tyrone Henderson.
   d. Derrick Jefferson.

42. He is a suspect in a series of:
   a. computer-based crimes.
   b. kidnapping cases.
   c. bank robberies.
   d. vandalism cases.
Read the description below of an arrest report in order to evaluate the accuracy of the completed form below and answer questions 43 - 44.

Police Officer John Williams (#4289) arrested Bill Withers, alias Bill Johnson, at his home at 404 Southside Terrace, Boulder, Colorado, on February 1, 2002, at 5:30 in the morning. Withers was arrested for check fraud. At the time of the arrest, Withers was 55 years old. He is accused of intentionally writing bad checks at several Thrifty Drugstores in the Boulder area. Withers has been arrested four times for theft: on November 4, 2001; November 26, 2001; December 18, 2001; and on January 4, 2002. No convictions were made on any of the arrests.

43. Based on the above information, which block number on the Arrest Record Form did Officer Williams fill out incorrectly?
   a. #1
   b. #2
   c. #4
   d. #5

44. Based on the above information, which block number on the Arrest Record Form did Officer Williams fill out incorrectly?
   a. #6
   b. #7
   c. #8
   d. #10

<table>
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<tr>
<th>ARREST RECORD FORM</th>
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<tbody>
<tr>
<td>(1) NAME:</td>
</tr>
<tr>
<td>(2) ALIAS(ES):</td>
</tr>
<tr>
<td>(3) AGE:</td>
</tr>
<tr>
<td>(4) DATE:</td>
</tr>
<tr>
<td>(5) TIME:</td>
</tr>
<tr>
<td>(6) ADDRESS:</td>
</tr>
<tr>
<td>(7) LOCATION:</td>
</tr>
<tr>
<td>(8) OFFENSE:</td>
</tr>
<tr>
<td>(9) WITNESS(ES):</td>
</tr>
<tr>
<td>(10) WITNESS(ES) ADDRESS(ES):</td>
</tr>
<tr>
<td>(11) PREVIOUS ARREST(S):</td>
</tr>
<tr>
<td>(12) ARRESTING OFFICER:</td>
</tr>
<tr>
<td>(13) I.D. #</td>
</tr>
</tbody>
</table>
Based on the Police Scene of the Pre-Test Study Booklet, answer questions 45 - 54.

45. The bedroom door was:
   a. slightly ajar.
   b. closed shut.
   c. wide open.

46. There was a vase on which bed side table?
   a. the bed stand with two drawers
   b. the bed stand with one drawer
   c. There was no vase in the picture.

47. How many pictures were hanging on the walls?
   a. two (2)
   b. three (3)
   c. four (4)

48. Was the floor lamp left on?
   a. True, the lamp was left on.
   b. False, the lamp was off.
   c. There was no floor lamp in the scene.

49. The picture on the side wall was tilted.
   a. True
   b. False
   c. There was no picture of the left wall.

50. Based on the visible evidence, the victim most likely died from a knife wound.
   a. True, the victim died from a knife wound.
   b. False, the intruder used a pillow from the bed to suffocated the victim.
   c. cannot determine murder weapon based on visible evidence

51. Assuming an intruder attacked and killed the victim, visible evidence suggests the victim was asleep at time of attack.
   a. True
   b. False
   c. cannot determine based on visible evidence

52. The broken clock indicates the crime probably occurred at or around:
   a. 5:00 p.m.
   b. 6:10 p.m.
   c. 1:30 a.m.

53. When looking at the bedroom window, Officer Smith decides that it was most likely broken from the inside of the house.
   a. True
   b. False
   c. The bedroom window was open but not broken.
54. Based on the visible evidence, which one of the following of Officer Smith’s judgments is most likely correct?
   a. Evidence suggests the intruder has had enough time to leave the neighborhood.
   b. The position of the broken clock suggests that it was used by the attacker.
   c. Due to the condition of the room and the time of attack, it is likely the victim knew the attacker.
After reading each of the following passages, answer questions by selecting the one BEST available response based upon the content of THIS reading material only.

Passage I

Patrol officers on foot should always be alert for an attack. They should stand quietly and listen before turning a blind corner or entering an alley. They should be especially vigilant at night in alleys, behind buildings, in parking lots, or in other dark places where they may find it necessary to patrol. Officers may be lured into such isolated areas and be attacked by criminals waiting in ambush.

By walking toward oncoming traffic, officers will be better able to protect themselves from injuries which might be inflicted upon them, intentionally or unintentionally, by approaching vehicles or by persons in them. Officers on foot have been injured and killed by intoxicated motorists. They have also been injured by objects thrown at them from passing vehicles.

Patrolling officers should avoid silhouetting themselves against a lighted background when they approach a suspect or a potentially hazardous location to make an investigation. An attacker who is using firearms or thrown missiles against an officer is much less likely to succeed if the officer blends with the background instead of being silhouetted against it. Officers should take advantage of shadows, doorways, bushes, or other hiding places when they wish to observe without being seen.

Officers in a one-man motorized unit should not leave their vehicle to make investigations, issue citations, or handle other police incidents without first notifying the dispatcher of the location and the type of activity to be performed. Officers out of service for longer than approximately ten minutes, should communicate again with the dispatcher. This procedure is a safety precaution so that assistance may be dispatched if officers are off the air for an extended period and do not respond to the dispatcher's coded signal inquiring about their safety. When they return to their vehicle after disposing of a particular matter, they should promptly notify the dispatcher that they are back in service and available for call.
Based on Passage I, answer questions 55 - 59.

55. What should a foot patrol officer do before turning a blind corner or entering an alley?
   a. Draw his/her weapon.
   b. Announce the fact that a police officer is present.
   c. Call for backup.
   d. Stand quietly and listen.

56. How may officers be better able to protect themselves from injuries which might be inflicted by approaching vehicles or persons?
   a. by walking toward oncoming traffic
   b. by walking with oncoming traffic
   c. by walking only on a sidewalk
   d. by wearing protective headgear

57. When approaching a suspect or a potentially hazardous location, patrolling officers should:
   a. silhouette themselves against a lighted background.
   b. avoid silhouetting themselves against a lighted background.
   c. shine a flashlight in the direction of the suspect or locations.
   d. have another officer at the scene.

58. If officers are out of service for longer than approximately __________ minutes, they should communicate with their dispatcher.
   a. 10
   b. 15
   c. 20
   d. 25

59. When officers return to their vehicle after disposing of a particular matter, what should they do next?
   a. They should document in a notebook the events which just transpired.
   b. They should resume their patrol.
   c. They should notify the dispatcher that they are back in service.
   d. They should proceed to the station to file proper reports.
Passage II

An arrest is the first formal police procedure in a criminal prosecution. An arrest takes place as soon as you indicate, by word or action, your intention to transport the person to the police station, present the person before a judicial officer, or otherwise take him/her into custody. Picking up a suspect for questioning is an "arrest" even though you do not tell the suspect he/she is under arrest, do not tell the suspect he/she is required to go with you, and even though you intend to let him/her go if the interrogation proves fruitless.

On the other hand, if in a telephone conversation you merely invite a suspect to come in and talk with you and do not bolster your invitation with any show of authority, it is not an arrest. The mere questioning of a witness who is not in custody is not an arrest of that witness. A motorist stopped for a driver's license or car registration check or for a traffic violation is not, at that point, under arrest. You have not made an arrest if you briefly detain a person whom you suspect of criminal involvement and simply want to question him/her for a moment.

Once you arrest a suspect, you may keep him/her under constant and close surveillance, as your judgment dictates, until he/she has been safely transported to the police station or other holding facility. All arrests, whether with or without a warrant, must be based on probable cause. You must have sufficient knowledge of facts and circumstances that would lead a reasonable police officer to conclude that the suspect probably committed the crime. Probable cause requires a reasonable belief based on reliable evidence that the suspect has committed a crime. It must go beyond mere suspicion or a policeman's educated hunch.
Based on Passage II, answer questions 60 - 64.

60. The first formal police procedure in a criminal prosecution is the:
   a. reading of the Miranda Warning.
   b. arrest.
   c. indictment.
   d. court proceedings.

61. Which of the following is an arrest?
   a. inviting a suspect via telephone to come in and talk with you
   b. stopping a motorist for a traffic violation
   c. briefly detaining a person whom you suspect of criminal involvement and want to question for a moment
   d. picking up a suspect for questioning

62. Once you arrest a suspect, how long may you keep him under constant surveillance?
   a. until his/her attorney is present
   b. no more than one hour
   c. until he/she has been safely transported to the police station
   d. until he/she is able to post bail

63. All arrests, whether with or without a warrant, must be based on:
   a. concrete evidence.
   b. probable cause.
   c. reasonable suspicion.
   d. appropriate detention.

64. All of the following can provide an officer with sufficient grounds to make an arrest EXCEPT:
   a. a policeman's educated hunch.
   b. tips from "good citizen" informers who see criminal activity.
   c. anonymous tips.
   d. tips from "habitual" informers.
Passage III

When a patrol officer is assigned to handle a call involving a crime which requires some investigation, his/her initial responsibility involves giving aid to or securing medical attention for an injured victim, apprehending the suspect if he/she is still present, and safeguarding the scene so that evidence which might be vital to a prosecution is not damaged, altered, contaminated, or destroyed. The initial action taken by the officer at the scene will usually determine how efficiently the incident can be brought to a successful conclusion.

One of the first acts the patrol officer should take upon responding to a call, if no one has been injured and an immediate arrest cannot be made, is to protect evidence at the scene from curious onlookers, other officers not involved, members of the press, etc. If a specialist is not available to collect physical evidence, the officer must assume this responsibility. He/she should photograph the scene to preserve a representation of it in its original state before collecting physical evidence. He/she must note how, when, and from whom evidence comes into his/her possession and to whom he/she releases it to preserve the chain of custody. The officer will ordinarily be required in court to establish that evidence found at the scene of a crime was passed from the finder through a continuous chain of persons to the laboratory technician who processes it in the crime laboratory and testifies regarding his/her findings.

The search for physical evidence should be thorough and systematic. When it is found, it should be carefully collected, marked, and placed in a protective container for whatever laboratory analysis may be indicated.
Based on Passage III, answer questions 65 - 69.

65. All of the following are the initial responsibility of a patrol officer investigating a crime EXCEPT:
   a. aiding an injured victim.
   b. collecting physical evidence.
   c. apprehending the suspect if he/she is present.
   d. safeguarding the scene.

66. One of the first acts the patrol officer should take if no one is injured and an arrest cannot be made is to:
   a. call a specialist to collect physical evidence.
   b. photograph the scene.
   c. radio for backup assistance.
   d. protect evidence at the scene from onlookers and others.

67. If an officer must assume responsibility for collecting physical evidence, what should he/she do first?
   a. Note how evidence comes into his/her possession.
   b. Photograph the scene in its original state.
   c. Collect the physical evidence.
   d. Obtain assistance so a witness will be present when evidence is gathered.

68. The person who testifies in court regarding the physical evidence is:
   a. the laboratory technician.
   b. the patrol officer.
   c. the supervising officer.
   d. the person witnessing the collection of evidence.

69. What should first be done to collect physical evidence?
   a. It should be given directly to the laboratory technician.
   b. It should be given to the officer in charge.
   c. It should be marked and placed in a container.
   d. It should be analyzed.
The following section involves making decisions in police work. After reading the paragraphs, you are to choose the activity the police officer should do FIRST (a or b) in each pair of items. In each of the following three scenarios, you are a police officer, but no prior training is required to answer the questions.

A police officer on routine patrol notices an unusual chemical-like odor in a wharf area. Upon further investigation, the officer finds a drum of liquid chemical leaking. Several people are working in the immediate area; some are operating fork lifts. In each situation below, which should the officer do first?

70. a. Instruct workers to evacuate the area.  
   b. Take names of those in the area.

71. a. Request assistance to seal off the area.  
   b. Chase a suspect fleeing the scene.

72. a. Call the shipper to identify the chemical.  
   b. Ask workers what kind of chemical it is.

A man was found dead in his house with two shot wounds in his head. A little to the right of the body lay a revolver which belonged to him. The revolver was not loaded and did not contain any empty cartridge cases. An investigation of the barrel showed that it was contaminated with dust to such an extent that it could hardly have accumulated during the 2 days that were supposed to have elapsed from the time of the shooting. Further investigation revealed that the man had been shot with a revolver of the same caliber and type as his own, and that the murderer had placed the latter near the body to give the appearance of suicide.

73. a. Make a notation of the time of arrival at the scene.  
   b. Call the medical examiner or coroner.

74. a. Note the position of the revolver.  
   b. Make an examination of the revolver.

75. a. Barricade the crime scene area.  
   b. Notify superiors regarding the nature of the case.

76. a. Have the crime scene area checked for fingerprints.  
   b. Have the body removed to undergo a detailed examination.
You are driving down an interstate highway and see an 18 wheeler truck in front of you in which the driver is driving erratically. Suddenly, the truck swerves to the right side of the interstate and strikes into the concrete embankment of a bridge. You pull over onto the shoulder of the highway and park behind the truck. You notice that some liquid contents from the trailer section are leaking out onto the highway and that the driver has not exited from the cab of the truck.

77. a. Check the driver to see if he is seriously injured.
   b. Check the placard or other identification on the outside of the truck to see if it is carrying hazardous chemicals.

78. a. Assuming that the chemical leak is hazardous, you leave the site of the accident to drive to the nearest town to report the leak and request assistance.
   b. Assuming that the chemical leak is hazardous, you remain at the site of the accident to steer traffic away from the leak.

79. a. Assist the injured driver.
   b. Stop someone and ask him/her to call or to get emergency assistance.

80. a. Note the location of the accident using the mileage indicators on the interstate.
   b. Call for help from the CB radio inside the cab of the truck.

Questions 81 - 86 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.

81. When confronted with a violent crowd, a lone police officer should:

   I. attempt to speak to the leaders.
   II. move to the edge of the crowd.
   III. radio for help.
   IV. turn his/her back to an obstruction so as not to be approached from behind.

   a. IV, I, II, III
   b. III, II, IV, I
   c. II, IV, I, III
   d. III, I, IV, II

82. In identifying witnesses among a crowd at a crime scene, the police officer should:

   I. ask the crowd what happened.
   II. interview witnesses individually.
   III. look for excited or talkative persons.
   IV. identify other witnesses.

   a. I, IV, II, III
   b. III, II, IV, I
   c. I, II, IV, III
   d. I, III, IV, II
83. In beginning a juvenile runaway investigation, the police officer should:

I. identify friends and hobbies.
II. obtain a recent photograph.
III. try to determine motives for running away.
IV. find out how long the juvenile has been gone.

a. IV, III, I, II
b. II, IV, I, III
c. IV, II, I, III
d. I, IV, III, II

84. What is the proper order for use of force by a police officer?

I. night stick
II. gun
III. verbal
IV. chemical irritant

a. III, IV, I, II
b. II, III, IV, I
c. III, II, IV, I
d. IV, III, I, II

85. In preparing for duty, the police officer should:

I. dress in the proper uniform.
II. make a pre-trip check of his/her police vehicle.
III. gather all necessary equipment.
IV. listen for announcements of concern at roll call.

a. II, I, IV, III
b. III, I, II, IV
c. I, III, IV, II
d. I, II, IV, III

86. A police officer on patrol sees a car speeding away from a house. At the door, a woman is standing crying. The police officer should:

I. notify the dispatcher.
II. write a report.
III. chase the car.
IV. ask the woman what happened.

a. IV, III, I, II
b. I, IV, III, II
c. II, IV, III, I
d. I, III, II, IV
For questions 87 - 90, you are asked to choose which of the examples most closely resembles the original. The examples have had some alterations to their appearance.

87. This person is wanted by the Boulder, Colorado, police. After the wanted poster was made, the police think that he changed his appearance. Which of the individuals below is the wanted person?
88. The above person is wanted by the Colorado State Police. He is known for changing his appearance frequently. Which of the faces below could be this individual?
89. The above picture is 10 years old. This is the only picture available of this individual. She is wanted by the FBI. Which one of the faces below belongs to her?
90. The above picture is 12 years old. This is the only picture available of this individual. She is wanted by the FBI. Which one of the faces below belongs to her?
The following questions test your ability to orient yourself within sections of the city or a particular area. Use the map accompanying each set of questions to choose the best way available among the four (4) choices to travel from one point to another without breaking the law. The starting point of the patrol car on each map is the police station. The arrow symbol indicates the streets which are one-way; otherwise, consider the streets two-way.

Refer to Map 1 to answer questions 91 - 95.

91. From the police station, you are to drive to the northeast corner of Truman and State (#1). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. north on Main, west on Monroe, north on Congress, west on Adams, south on State
   b. north on Main, west on Kennedy, north on Congress, west on Truman
   c. north on Main, west on Kennedy, north on Congress, west on Hoover, south on State
   d. north on Main, west on Wilson, south on Congress, west on Hoover, south on State

92. From the police station, you are to drive to the northeast corner of Monroe and Court (#2). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. north on Main, west on Truman, south on Court
   b. north on Main, west on Kennedy, north on Congress, east on Truman, south on Court
   c. north on Main, west on Kennedy, north on Congress, east on Monroe
   d. north on Main, west on Kennedy, north on Congress, east on Wilson, south on Court

93. From the northeast corner of Monroe and Court, you are to drive to the northeast corner of Roosevelt and State (#3). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. south on Court, west on Roosevelt
   b. south on Court, west on Kennedy, north on Congress, west on Roosevelt
   c. south on Court, west on Kennedy, north on Congress, west on Monroe, south on State
   d. west on Monroe, north on Congress, west on Adams, south on State

94. From the police station, you are to drive to the southwest corner of Wilson and Kennedy (#4). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. north on Main, west on Kennedy
   b. north on Main, east on Monroe, north on Kennedy
   c. north on Main, east on Grant, north on Kennedy
   d. north on Main, east on Wilson

95. From the police station, you are to drive to the northwest corner of Hoover and Congress (#5). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. north on Main, west on Wilson, north on Congress, West on Adams, South on State, East on Hoover
   b. north on Main, west on Wilson, south on Congress, west on Hoover
   c. north on Main, west on Truman, north on Congress, west on Hoover
   d. north on Main, west on Kennedy, north on Congress, west on Truman, north on State, east on Hoover
Refer to Map 2 to answer questions 96 - 100.

96. From the police station, you are to drive to the southwest corner of Main and State (#1). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. west on Government, south on Congress, west on Government
   b. south on Second, west on Government, south on State
   c. west on Government, south on President, east on Main
   d. south on Second, west on Court, north on State

97. From the police station, you are to drive to the northwest corner of Capitol and Congress (#2). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. west on Government, south on Congress, west on Capitol
   b. west on Government, south on State, east on Capitol
   c. south on Second, west on Capitol
   d. south on Second, west on Main, north on Congress, west on Capitol

98. From the police station, you are to drive to the northwest corner of First and Main (#3). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. south on Second, east on Main
   b. south on Second, east on Court, north on First
   c. south on Second, east on Capitol, south on First
   d. east on Government, south on First

99. From the police station, you are to drive to the southwest corner of Congress and Main (#4). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
   a. west on Government, south on State, east on Main
   b. west on Government, south on Congress
   c. south on Second, west on Main
   d. south on Second, west on Court, north on Congress

100. From the police station, you are to drive to the northwest corner of President and Capitol (#5). Without violating any traffic laws, which one of the following is the shortest and most direct route to the corner?
    a. south on Second, west on Main, north on President
    b. south on Second, west on Government, south on President
    c. west on Government, south on Congress, west on Capitol
    d. west on Government, south on State, east on Capitol

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