



**ENTRY-LEVEL
LAW ENFORCEMENT EXAM
(DEPUTY I AND CADET I)**

PREPARATION GUIDE

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INTRODUCTION

The Entry-Level Law Enforcement Exam measures abilities that are important to successful performance of the job. In fact, the law enforcement jurisdiction has gone to considerable effort to make sure that the test is a valid predictor and does equally well predicting success for all racial, gender, or ethnic groups.

Even though part of the test is designed to measure skills and abilities important to the job, the test does not require you to have prior knowledge about law enforcement work. The test will assess those abilities that are needed and, at times, questions are placed in a law enforcement context.

The administration of the test is structured in such a way so that you are first presented with material that you must study and remember. You are allowed a set time to study and memorize the material. You will be informed that you will be asked questions about the material later.

The material that must be learned and committed to memory usually contains vocabulary words and definitions, hypothetical law enforcement cases, forms for completion, wanted posters, and photographs or drawings of various scenes. After the designated study time has elapsed, the computer will automatically move the candidate into 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.

Abilities Tested

The following are job-related abilities that may be assessed by this law enforcement exam:

- | | |
|----------------------------|-----------------------------|
| 1. Spatial Orientation | 7. Visualization |
| 2. Problem Sensitivity | 8. Memory for Ideas |
| 3. Semantic Ordering | 9. Memory for Relationships |
| 4. Paired Associate Memory | |
| 5. Induction | |
| 6. Reading Comprehension | |

ADMINISTRATIVE LOGISTICS

The Examination Announcement sets out the date, time, and location for the examination. Candidates should ensure that they arrive at the test site on the correct day and time. Candidates are advised to arrive prior to the scheduled time to ensure that all necessary administrative procedures can be conducted prior to the scheduled start time. Candidates are required to bring a photo ID. **NO ONE ARRIVING LATE WILL BE ADMITTED.** The test date and time is May 30th and 31st, 2024 at 8:00 A.M.

On the day the Written Examination is administered, the test will be preceded by a set of instructions. Remember that this is a closed-book test. Candidates will not be permitted to bring reading list reference materials to the test site. In addition, candidates will not be allowed, under any circumstances, to make or receive telephone calls.

GENERAL INSTRUCTIONS

SAMPLE

Welcome to the Assessment Program. If you do not complete the entire process, or if you leave without the permission of the administrator, you will not receive credit for the portions that you have not completed and your scores will not be included in the results.

If you need technical assistance with this process, please notify the administrator (anything pops up, website issues, etc.). If you attempt to “close” the site or leave the test web site for any reason, you may be disqualified from the testing process.

Please keep in mind that certain portions of this assessment are timed. At no time during this testing process will you be allowed to use a pen or pencil.

Please answer as completely, accurately and honestly as you can. Some tests have a time limit imposed, so please watch the clock at the bottom of the screen. Good luck.

The questions on the Entry-Level Exam are multiple-choice. For each question, you must decide which ONE of the answers is the BEST answer. We recommend that you read the entire question and all the response choices before choosing an answer. Click on the circle which you think is correct.

Example

#	Question	Answer
1	This is an examination for the job of:	<input type="radio"/> Police Officer <input type="radio"/> Social Worker <input type="radio"/> Firefighter <input type="radio"/> Truck Driver
2	A major responsibility of police officers is to:	<input type="radio"/> give speeches <input type="radio"/> repair water leakages <input type="radio"/> fight fires <input type="radio"/> prevent crime

You will be allowed a set amount of time to study the pre-test material. At the end of the study period, the computer will move onto the actual examination. You will be given a set amount of time to complete the test.

When you have completed the test, stay in your seat and raise your hand to notify the Test Monitor that you have finished.

TYPES OF QUESTIONS AND HOW TO PREPARE FOR THEM

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 law enforcement pursuits or high speed chases. Law enforcement pursuits, in a different way, may be an even greater threat to public safety. Law enforcement pursuits are often for minor offenses and may end in accidents, serious injuries, or even death for both civilians and law enforcement officers. The hazards created by law enforcement pursuits are often far worse than the offenses themselves. If a serious injury or death occurs as a result of a law enforcement pursuit, then the reason for initiating the chase will determine whether the law enforcement officer was justified in his actions.

Law enforcement 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 law enforcement officer's authority. Often officers will go to any length to prove themselves and to stop the offenders.

1. According to the passage, law enforcement 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 Law Enforcement Pursuits
 - * c. The Dangers of Law Enforcement Pursuits
 - d. Establishing Experience through Law Enforcement Pursuits

* indicates the correct answer for all sample questions.

Example of Vocabulary Questions

This word and its definition, and others like it, would be presented to you in a set learning/memorization time period to see if you will be able to learn a new vocabulary possibly used in law enforcement.

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

* indicates the correct answer for all sample questions.

Example of Semantic (Information) Ordering 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.

1. When dealing with a domestic abuse situation, the law enforcement 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

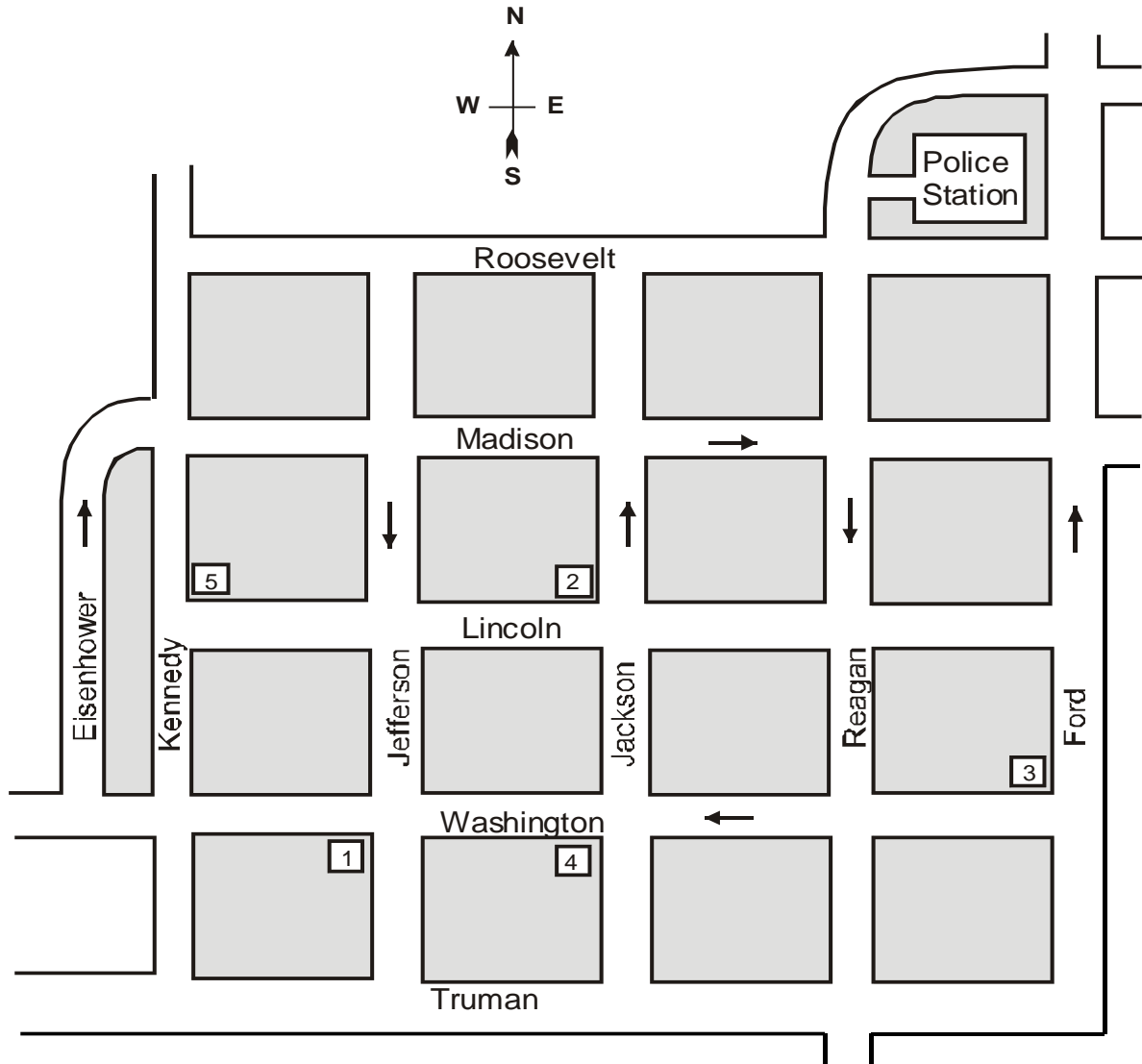
* indicates the correct answer for all sample questions.

Example of Map Reading Questions

Map Questions are one of the best ways to test a person's spatial orientation and other skills and abilities that are important in law enforcement work.

Study the map on the following page and answer the sample question that follows.

MAP #1



Refer to Map 1 to answer question below.

1. From the 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

* indicates the correct answer for all sample questions.

Example of a Facial Recognition Question

Facial recognition is an important ability that law enforcement officers should have. There may be questions addressing this skill on the test.



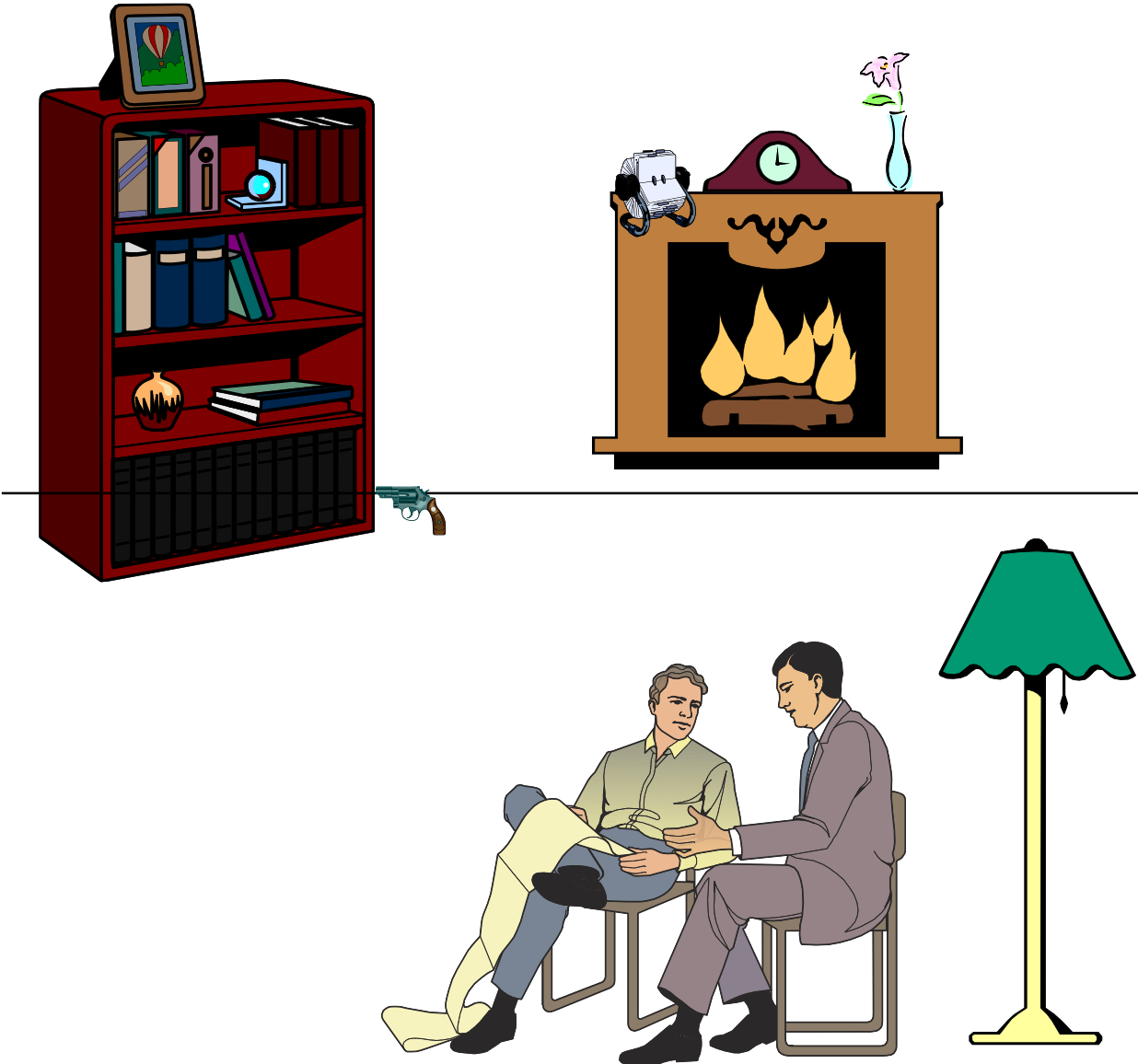
The above person is wanted by the Colorado State Police. He is known for changing his appearance frequently. Which of the faces below could be this individual?



The correct answer is "a."

Example of Memorizing Crime Scenes or Visual Materials

In some memorization questions you may be given a scene such as the one below and told to memorize the details. See example question that follows.



The sample question that follows presents an example 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 Session), answer the question below.

1. Based on the Hypothetical Scene in the Pre-Test Study Material, the men seem to be:
 - a. having dinner.
 - * b. discussing something concerning paperwork.
 - c. Based on the Hypothetical Scene in the Pre-Test Study Material, you cannot tell what the men are doing.
- * indicates the correct answer for all sample questions.

Example of Memorizing Wanted Posters

You may be presented with wanted posters in the Pre-Test Study Session and instructed to remember these people and their data. Below you will see an example wanted poster like those you will see and need to memorize in the Pre-Test Study Session.



JAMES JOHNSON
Alias: Jack

WANTED BY FBI

PLACE OF BIRTH:	Little Rock, Arkansas
RACE AND SEX:	Caucasian Male
HEIGHT:	6' 4"
WEIGHT:	270 lbs.
HAIR:	brown
EYES:	brown
OCCUPATION:	Construction worker

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 question that follows presents an example of a memorization question that may 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.

General Multiple-Choice Test-Taking Strategies

Make sure the test format and requirements are understood.

Read, and/or listen to, all of the directions carefully.

Make sure the correct bubble is clicked on the computer screen. You can unclick a response and re-click another response if you wish to change any answers.

Be aware of how much time has been allotted to complete the test. Candidates should keep track of the amount of time remaining in the examination period.

Read each question carefully and make sure it is understood.

Try to answer the question before looking at the choices. If the answer is known, compare it to the available choices and pick the closest alternative. A thorough understanding of the knowledge areas will allow questions to be answered without looking at the answer choices.

Find words that "harden" or "soften" statements:

AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct.

OR means that there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.

Proceed through the questions strategically

Skim through all materials pertaining to each scenario at least once before starting to respond to the multiple-choice items.

Read each scenario and examine each diagram pertaining to the scenario for a general understanding. Next, read each of the items associated with that scenario and return to the scenario and diagrams to check the details.

Answer items in a set at the same time.

The multiple-choice exam items will be organized around scenarios and diagrams. As a rule, all test items associated with a set of materials (scenario, diagrams) should be answered at the same time. It is very time-consuming to re-familiarize one's self with all of the materials for an item left unanswered in a set. If the set of items looks difficult in general, it would be more time efficient to skip the entire set of items and then come back to them later.

Tackle difficult questions methodically

Do not let unfamiliar vocabulary slow your progress. The main idea can be grasped without knowing the individual word or fully understanding an individual sentence.

Do not be afraid to go with the first answer that comes to mind. It can be changed later but, often, first guesses are correct.

Use process of elimination. If the answer to a question is not known, first eliminate those choices that seem completely wrong. This will save time by reducing the number of choices needed to be re-read and re-evaluated before selecting your final choice.

Guess

No more credit will be lost for an incorrect response than for leaving it blank, so it is to each candidate's advantage to respond to every question even if guessing is required. If the examination period is about to end and there will be a substantial number of questions (e.g., more than 5 or 10) that will not be completed, reserve some time (e.g., 60 seconds) toward the very end of the examination period to respond to these questions, even if guessing is the only option. While these guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

Use extra time wisely

If a candidate finishes the examination before the test time expires, he/she should go back and review the responses before clicking "submit." Make any changes that are necessary.

Finally, remember that exam monitors will be there to help candidates with testing procedures. If there are any questions about the testing procedures, ask for assistance before the test begins.

Error Analysis

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that have been taken and identify the errors (from among the six provided here) that tend to characterize previous test-taking behavior. Once the reasons for these errors have been identified, steps can be taken to avoid repeating such errors when answering questions on this, and future examinations. As previously mentioned, the suggestions laid out below are geared towards selecting the one best alternative. Listed below are various reasons incorrect answers might be selected:

Clicking the wrong circle on the computer

Since there are a limited number of questions on each examination, careless errors such as these are costly. Check as each answer choice is clicked on the computer screen to ensure that the answer chosen is the one being clicked. As an additional check, after the exam is complete, go back over every question and answer it again before clicking "submit."

Misreading a question or answer by overlooking a key word or phrase

Recognize key words and phrases that stand out when choosing an answer. Once key words and phrases have been identified, check the details of the possible answers with the details identified, one by one. If the details do not match, consider that answer suspect and try another, always keeping in mind that a candidate should be looking for the **BEST** possible answer.

Not knowing the meaning of one or more key terms

When taking the test, if difficulty with a term is encountered, re-read the sentence to determine its meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word could become clearer once you understand the general context within which it has been placed.

Difficulty understanding complex or difficult questions

Divide and conquer! As mentioned earlier, break up the material into small segments, and then concentrate on one segment at a time. One approach to difficult questions is to read the possible answers first, and then re-read the question. This tells the candidate what to concentrate on while reading the question. Concentrate on the parts of the question directly related to the possible answers even if the entire question is not understood. The entire question need not be understood to find the correct answer. Also, focus on the topic sentences that are usually the first and last sentences of a question. Read the difficult questions twice. The first time, read for the general meaning and do not let words or phrases that are not understood slow or discourage you. The second time, read for understanding that is more precise. The first reading will provide the context so that the second reading is more meaningful.

Comparing combinations of information

This is a problem of rearranging information in the correct way so that it makes sense. Identify critical pieces of information in the test question and then compare the information with the possible answers, point by point.

The alternative chosen looked correct

Several factors can cause incorrect alternatives to be selected:

An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the test question itself or the study material).

An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea that is expressed but then rejected in the relevant material may be presented as an idea that was supported.

Some strategies for avoiding the tendency to fall for incorrect alternatives include:

Have an answer in mind before looking over the alternatives. This will decrease the possibility of choosing an incorrect alternative merely because it looks good.

Use the method of identifying each alternative to indicate its status (e.g., bad, good, or possible) before choosing one.

Stick strictly to the facts or rules of the relevant material. Do not fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material.

Be wary of alternatives with words or phrases taken exactly from the relevant material. Do not simply assume that such alternatives are correct.

Prepare a defense for the answer selected. Find something in the relevant material that will give a strong, direct defense for this answer.

CONCLUSION

This preparation guide represents an attempt to familiarize candidates with all aspects of the Written Exam Process. The suggestions provided here are not exhaustive — we encourage candidates to engage in whatever preparation strategies they believe will enhance their chances of performing effectively on the exam and on the job.