# CITY OF SAN ANTONIO
# ENTRY-LEVEL POLICE OFFICER
# CANDIDATE PREPARATION GUIDE

## WRITTEN ABILITY TEST

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# SAN ANTONIO POLICE DEPARTMENT
# ENTRY-LEVEL POLICE OFFICER
# CANDIDATE PREPARATION GUIDE

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# INTRODUCTION

This Candidate Preparation Guide has been distributed to help you prepare for the City of San Antonio Police Officer's Examination Process. We are providing this information in recognition of the fact that a considerable amount of the anxiety associated with participation in examinations is related to the novelty of the procedures that candidates encounter. This Guide covers the Written Ability Test.

The Written Ability Test will consist of approximately 100 multiple-choice questions designed to test a series of abilities, such as memory, visualization and reasoning, determined to be important to the effective performance of entry-level police officers in the City of San Antonio.

From the information presented in this guide, you will get a good understanding of the testing procedures, the types of questions you will encounter on each test, and the systematic methods of study and preparation which you should use in preparing for this test.

**You are encouraged to review this Guide as many times as necessary to become comfortable with the information and test-taking strategies presented.**

# WRITTEN ABILITY TEST

The Guide deals with the Written Ability Test. It is divided into two major sections as follows:

**Section I:** **General Test Information**: This section provides you with information that is useful when taking a multiple-choice test. This section provides suggested test-taking strategies (such as underlining important words in questions), a strategy for analyzing and avoiding errors, and instructions regarding the answer sheet to be used during the actual Written Ability Test.

**Section II:** **Ability Areas**: This section focuses on the series of ability areas that will be assessed with this test. For each ability area, this section provides a definition, test-taking strategies, sample questions, and explanations of the answers to the sample questions.

# WRITTEN ABILITY TEST

## SECTION I: GENERAL TEST INFORMATION

### A: OBJECTIVES

**To Familiarize You with the Ability Areas Covered on the Written Ability Test**

The ability areas that will be assessed on the Written Ability Test include Memorization, Visualization, Spatial Orientation, Written Expression, Written Comprehension, Problem Sensitivity, Deductive Reasoning, Inductive Reasoning and Information Ordering. This Guide will provide you with definitions of these ability areas and examples of how they apply to the job of an entry-level police officer.

**To Provide You with Test-Taking Strategies for Each of the Ability Areas**

This part of the Guide contains strategies to help you answer questions that test each of the ability areas.

**To Provide You with Some General Test-Taking Strategies**

This Guide suggests general strategies for taking multiple-choice tests, including underlining key words in questions and answering questions that you perceive as easier first.

**To Familiarize You with the Procedures and Materials You Will Encounter During the Actual Test**

This part of the Guide includes information about the procedures to be followed during the actual Written Ability Test. The sample questions provided in the Ability Areas section will give you a good idea of the kinds of questions to expect. Answering the sample questions will allow you to assess your own ability and identify those ability areas where you should focus your preparation efforts. In addition, answering these sample questions should serve to reduce anxiety or fear of the test situation since much of the fear associated with test-taking situations is related to the novelty of testing. In other words, candidates simply are not used to taking tests and are not quite sure of what they'll be facing. Giving you this first-hand experience with the test-taking situation should help minimize these fears.

Finally, these materials will show you that all information necessary to answer the questions correctly is contained within the passages in the test. This test is designed to assess abilities, not specific knowledge about law enforcement. Any law enforcement terminology or procedures that are included in the test will be defined or described so that all candidates have the same information on which to base their answers.

**To Provide You with Information About Common Test-Taking Errors and Strategies for Avoiding Them**

This part of the Guide explains errors typically made in multiple-choice tests and includes steps for analyzing your own errors and strategies for avoiding the same errors in the future.

This Guide contains a great deal of information. The last thing we want to do is to overwhelm you with too many strategies to think about for each type of question on the actual Written Ability Test. In order to avoid this, there are a couple of things you should keep in mind:

1. The more familiar you become with the strategies suggested in this Guide, the more automatic they will become. **REPETITION** and **PRACTICE** are the keys. The more often you review this Guide, the better prepared you will be.

2. Many of the strategies suggested for each of the ability areas apply only to questions testing those areas. For example, you'll see that the suggestions for dealing with memory questions apply only to those types of questions. By becoming very familiar with the ability areas covered on the Written Ability Test, you will be able to quickly and easily decide which strategies to apply.

3. Some of the general test-taking techniques that are relevant to all questions are particularly useful when you cannot answer a question easily. If you are 100% sure of an answer, you should simply fill in the correct answer. However, there are some strategies, such as underlining key words and phrases, that do not take much time and are useful for questions testing almost all ability areas.

## B: GENERAL TEST-TAKING STRATEGIES

**Make sure you understand the test format and requirements.**

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

2. Make sure you know how to correctly mark the answer sheet (see pages 9 - 10). Specific instructions will be provided at the test site.

3. Make sure you know how much time you have to complete each component of the examination process. (For example, you will have approximately 2 to 2 ½ hours to complete the approximately 100-question test. The exact schedule will be provided at the test site and periodic time indications will be given during the test.)

4. Test Monitors will be available to help every candidate with administrative procedures; however, test monitors will not explain the meaning of any question, define words, or give, in any manner, information which may be of help in answering a question. If you have any questions about administrative procedures, ask for assistance before the examination begins.

**Make sure you understand the question.**

1. Read each question carefully. Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the closest alternative.

2. You will be allowed to write in your examination booklet, so you should mark the questions in a way that make them easier to read. Specifically:

   a. Use slash marks to break down sentences into small segments. This will make you more attentive to separate ideas in a long sentence. Note the following example which illustrates the use of slash marks.

      **Example:**

      **Before** The exact schedule will be provided at the test site and periodic time indications will be given.

      *Use slash marks to break up complex sentences. Note the statement just made.*

      **After** The exact schedule \ will be provided at the test site \ and periodic time indications will be given.

      *See how using the slash marks makes it easier to understand what the sentence is about by focusing your attention on the separate ideas presented.*

   b. Underline key words that tell what a sentence or passage is about. If you skip the question and come back to it later, your markings can make it easier to remember what the question was about, without reading the full question or passage again. Note the example on the following page which illustrates the use of underlining key words.

**Example:**

**Before** The exact schedule will be provided at the test site and periodic time indications will be given.

*Underline key words. Note the statement just made.*

**After** The exact schedule will be provided at the test site and periodic time indications will be given.

*See how this helps you focus on the important parts of the sentence. This is particularly helpful when you are looking back and forth between two pieces of information (such as a question and the answers to the question).*

c. Find and circle words which "harden" or "soften" statements.

1) Words such as **all**, **never**, **none** and **every** harden a sentence by indicating that there are no exceptions. As a rule, alternatives with these words have less chance of being correct.

2) Words such as **sometimes**, **may**, **generally** and **possibly** soften a statement and leave more room for the alternative to be correct.

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

4) **OR** means 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.**

1. Answer questions that you perceive as easier first.

   When you go through each question on the Written Ability Test, answer the questions you feel are easier first and leave the ones you feel are more difficult until after you have answered all of the questions you feel are easier. This will prevent you from spending too much time on any one question and ensure that you have time to respond to, and receive credit for, every question that you can answer correctly. If you are unsure of an answer, you can leave the question blank, making sure to mark the question in the examination booklet as one you should return to, and skip the question on the answer sheet. Or, you can record the answer that is most likely correct, but mark this question in the examination booklet to return to it later. Don't be afraid to change this answer if, when you return to it, you realize you have misunderstood the question. If, after returning to and thinking about the question in more depth, you are still unsure of the answer, select your first answer.

2. Use the process of elimination.

   If you don't know the answer to a question, first eliminate those choices which are clearly wrong. Then, in your examination booklet, put a mark next to each remaining choice to indicate what you think about it (e.g., x = not correct; ? = possibly correct; and * = most likely correct). This will save you time by reducing the number of answers you have to re-read and re-evaluate before making your final choice.

3. Tackle difficult questions methodically.

   Don't get bogged down if there is a word or sentence you do not understand. You may get the main idea without knowing a specific word or understanding a specific sentence.

4. Take a mental break when needed.

   If you feel that your ability to concentrate is decreasing at any point during the examination period, take a brief mental break. Put down your pencil and take a minute to clear your mind and relax. Of course, you must keep in mind the time recommendation for the Written Ability Test, but a brief mental break may well be worth the time it takes.

5. Answer every question.

   You will not lose any more credit for an incorrect response than you will for no response, so even if you are not at all sure of the correct answer to a question, record a response. If the testing period is about to end and you believe there will be a substantial number of questions (e.g., more than 5 or 10) that you will not be able to complete on the Written Ability Test, reserve some time (e.g., 60 seconds) toward the very end of the testing period to fill in a response to each of these questions. Although your responses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

**Use extra time wisely.**

If you finish the Written Ability Test before time is called, go back and review your responses. Make any changes that you feel are necessary. Also, make sure that you have placed your answers on the answer sheet correctly.

## C: ERROR ANALYSIS

### Strategies for Analyzing and Avoiding Errors

Each one of us has weak areas in our test-taking behavior. It is to your advantage to identify those weak areas before participating in the examination. The sample questions contained in the Ability Areas section of this Guide are very similar to the questions that will appear on the actual Written Ability Test. After answering these questions and checking them against the answers and explanations, you should complete the Error Analysis Form contained later in this section of the Guide. After completing the Error Analysis Form, focus on the questions you answered incorrectly. This will allow you to identify any major weak areas in your test-taking behavior. **This is called Error Analysis.**

There are several possible reasons for choosing an incorrect response. Seven of these reasons are presented below, along with suggestions for avoiding such errors. Once you've identified the reason for choosing an incorrect response, it will be easier to correct it, in turn making it easier to answer that type of question correctly in the future.

### Reasons for Choosing Incorrect Responses

**1. Answer sheet errors and guessing errors.**

Since there are a limited number of questions on the written ability test, errors related to the improper use of the answer sheet are costly. Check as you mark each answer choice on the answer sheet to ensure you are marking the answer you have chosen. Also, make sure that the number you are responding to on the answer sheet correctly corresponds to the number of the question you are answering. As an additional check, if you have time at the end of the examination period, go back over every question and double check your work.

You may also miss questions because you failed to provide an answer or were forced to quickly record an answer before time was called. If either of these things happened, consider why. Possible reasons and suggestions include:

a) You may have missed a question because you skipped it and failed to return to it later. Be sure you use some kind of code to identify skipped questions in your examination booklet and remember to return to them before the examination period is over. See an example coding system in the section titled "2. Use the process of elimination" on page 4.

b) You may have lost track of the time and been unaware that the examination period was about to end before you could mark any remaining unanswered questions. Be sure to check your watch every so often so that you can keep track of how much time you have left.

c) You may have been forced to quickly choose an answer because you spent too much time working on difficult questions, rather than skipping them and saving them for later. Or, if you did skip difficult questions, you may have failed to code the various alternatives as (for example) not correct (x); possibly correct (?); and most likely correct (*) within your examination booklet. Thus, you did not reduce the number of alternatives you had to reconsider when you re-read the questions. Be sure that you use a code not only to identify skipped questions, but also to evaluate any alternatives that you do review in order to save time re-reading and re-evaluating.

**2. Misreading a question or answer by overlooking a key word or phrase.**

The solution to this problem is underlining. Underlining makes those key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases in a question, check the details of the possible answers with the details you underlined, one-by-one. If every detail doesn't match, consider that answer suspect and try another, always keeping in mind you're looking for the best possible answer.

**3. Not knowing the meaning of one or more key terms.**

This is a vocabulary problem. When you come to an unfamiliar word, reread the sentence to determine its meaning without worrying about the meaning of the unfamiliar word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become more clear once you understand the phrases and ideas which surround it.

**4. Having difficulty distinguishing between the important and unimportant parts of a question because it is complicated or difficult to understand.**

These may be the types of questions you should skip until the end or use the slash mark technique described earlier on page 3 in the General Multiple Choice Test-Taking Strategies section. Use slash marks to break the question into smaller parts, then concentrate on one part at a time. When you do go back to these difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Also, focus on the topic sentences which are usually the first and last sentences in a question. Read these difficult questions twice. The first time, read for the general idea. Do not get stuck on individual words or phrases you do not understand. The second time, read for a more detailed understanding. The first reading will give you the general meaning, so that the second reading will be easier. Finally, picture in your mind what the question is asking.

**5. Not being familiar with comparing combinations of information.**

This is a problem of re-arranging information in the correct way, making it easier to understand. Underline important pieces of information in the question and then compare this information with the possible answers point-by-point. Also, concentrate on eliminating the wrong answers first.

**6. Choosing an answer simply because it "looks" good.**

Several factors may cause you to select incorrect answers that "look" good:

a) An incorrect answer may contain an exact phrase from the original question.

b) An incorrect answer may contain a phrase or sentence from the original question, but be presented in a different way. For example, an idea which is rejected in the question may be presented in the answer as an idea that was supported.

c) An incorrect answer may overstate what the question has stated. For example, if the question says, "Some incidents...," the incorrect answer may say, "All incidents..."

Strategies to avoid the tendency to select incorrect answers that "look" good include:

a) Have an answer in mind before you look over the alternatives. This will make you less likely to choose an answer that just "looks" good.

b) Use the method of marking each answer to indicate what you think about it (e.g., not correct (x), possibly correct (?), or most likely correct (*)) before choosing one.

c) Beware of choosing answers based on common sense or previous knowledge and experience. Answer only on the basis of the information presented in the question itself.

d) Stick strictly to the facts or rules described in the question itself. Don't select answers that stretch or exaggerate these facts or rules. Circle words such as **only**, **never**, **always**, **whenever**, **all**, etc. to help you pay close attention to words that "harden" or "soften" answers.

e) Beware of answers containing exact words or phrases from the question material. Don't simply assume that such answers are correct.

f) Prepare a defense for your answer. Find something in the question which will allow you to give a strong defense for your answer.

**7. You may not know why you answered a question incorrectly.**

Finally, if you are unsure as to why you answered a question incorrectly and don't know why the keyed answer is correct, it would be a good idea to review this Guide again. In addition, talk with someone else who may be taking the examination to compare answers and information or ask a tutor, friend or family member for help.

**Remember, as you review your answers to the sample questions contained in the Ability Areas section, use the Error Analysis Form on the following page to evaluate/diagnose your test-taking behavior.**

**Instructions for Using the Error Analysis Form**

Use the form below to analyze sample questions you answered incorrectly in the Ability Areas section of this Guide. As you work through the Ability Areas section, review each sample question as follows: If you answered the question correctly, place a check mark in the blank within the column labeled "Correct?" Then, for each incorrect answer, identify which of the seven reasons presented previously caused you to make the error and mark the appropriate blank in the set of columns labeled "Reasons for Incorrect Answers." Total the number of marks in each column to identify the kinds of errors you are making most often. Examine the ability area listed for each incorrectly answered question to determine those abilities that are giving you the most difficulty. Once you have identified the troublesome ability areas and errors, go back and review the test-taking strategies for the ability areas and the strategies for avoiding errors. Focus on those ability areas and errors that are causing you to choose incorrect answers most often.

**Error Analysis Form: Sample Questions**

| Sample Question # | Ability Area | Correct? | Reasons for Incorrect Answers | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | MEMORY | | | | | | | | |
| 2 | MEMORY | | | | | | | | |
| 3 | VISUAL | | | | | | | | |
| 4 | VISUAL | | | | | | | | |
| 5 | SPATIAL | | | | | | | | |
| 6 | SPATIAL | | | | | | | | |
| 7 | WRIT EXP | | | | | | | | |
| 8 | WRIT EXP | | | | | | | | |
| 9 | WRIT COMP | | | | | | | | |
| 10 | WRIT COMP | | | | | | | | |
| 11 | PROB SENS | | | | | | | | |
| 12 | PROB SENS | | | | | | | | |
| 13 | DED REAS | | | | | | | | |
| 14 | DED REAS | | | | | | | | |
| 15 | IND REAS | | | | | | | | |
| 16 | IND REAS | | | | | | | | |
| 17 | INF ORD | | | | | | | | |
| 18 | INF ORD | | | | | | | | |
| TOTAL QUESTIONS CORRECT | | | | | | | | | |
| TOTAL FOR EACH TYPE OF ERROR | | | | | | | | | |

## D. ANSWER SHEET PROCEDURES

**Instructions for Using the Answer Sheet**

This section describes the procedures for filling in the answer sheet for the Written Ability Test. All of the questions on the Written Ability Test will be multiple-choice. A sample portion of this answer sheet is contained on the following page. This sample can be used to record your answers to the questions contained in the Ability Areas section of this Guide. General Instructions for marking the answer sheet during the examination process are provided below.

Practice this procedure by using the Sample Answer Sheet to record your answers to the Ability Areas sample questions.

There are a few points we urge you to keep in mind when marking the answer sheet:

1. Be sure that the number of the question you are working on in the examination booklet matches the number of the question you are marking on the answer sheet. That is, if you are on question 12 in the examination booklet, be sure you are marking question 12 on the answer sheet.

2. Be sure to place all of your answers on the answer sheet. Do not make any other stray marks or notes on the answer sheet. Instead, use your examination booklet for scratch work or to mark questions to return to later. Although you may write in your examination booklet, **your score will be based only on the answers that appear on your answer sheet.**

3. Be sure to make pencil marks that are dark and neat when darkening in a response bubble. Pencil marks that are too light may not be detected when scored, so make sure that your pencil marks are dark. Pencil marks that overlap with another response bubble may be counted as a second response and the item will be scored incorrect.

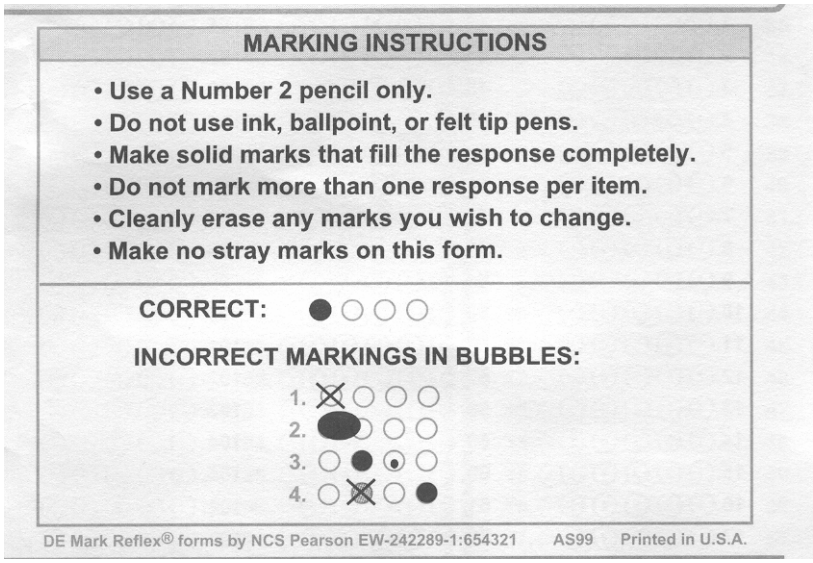
4. Be sure to clean all erasure marks on the scan sheet because dark smudges within any of the response bubbles may be counted as a response. Also, DO NOT put an "X" over an erasure to indicate the answer is incorrect and that you have changed your selection since the "X" and your new selection will be picked up and the item will be scored incorrect.

5. Be sure to ask test monitors at the examination site if you have questions about the correct and incorrect way to mark response bubbles.

**Sample Test Answer Sheet**

Use this sample portion of the answer sheet provided below to record your answers to the 18 questions contained in the Ability Areas section of this Guide. Since you will not need to use question number 19, we have filled in that question to show you how this answer sheet should be used. You will notice that alternative "B" was selected as the correct answer. Also, note that the entire circle has been filled in and that no stray marks extend outside the circle. This is the correct way to record each answer.

| | | | |
|---|---|---|---|
| 1. | Ⓐ Ⓑ Ⓒ Ⓓ | 11. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 2. | Ⓐ Ⓑ Ⓒ Ⓓ | 12. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 3. | Ⓐ Ⓑ Ⓒ Ⓓ | 13. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 4. | Ⓐ Ⓑ Ⓒ Ⓓ | 14. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 5. | Ⓐ Ⓑ Ⓒ Ⓓ | 15. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 6. | Ⓐ Ⓑ Ⓒ Ⓓ | 16. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 7. | Ⓐ Ⓑ Ⓒ Ⓓ | 17. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 8. | Ⓐ Ⓑ Ⓒ Ⓓ | 18. | Ⓐ Ⓑ Ⓒ Ⓓ |
| 9. | Ⓐ Ⓑ Ⓒ Ⓓ | 19. | Ⓐ ● Ⓒ Ⓓ |
| 10. | Ⓐ Ⓑ Ⓒ Ⓓ | | |



# SECTION II: ABILITY AREAS

This section of the Guide represents an attempt to orient you to the nature of the questions you will encounter on the Written Ability Test, and to provide you with some useful strategies for responding to these types of questions. This portion of the Guide is organized around the ability areas that will be tested. For each ability area, the following information is provided:

**Definition**: In this section, the ability area is defined and you are provided with examples of how the ability applies to the job of a police officer.

**Techniques**: This section describes the various types of questions that will be used to assess your ability with respect to each of the ability areas. For each type of question, you will be given some strategies to assist you in responding to such questions. For some question types, an illustrative example and explanation is provided to give you a better understanding of the question descriptions and test-taking strategies.

**Sample Test Questions**: Two sample questions are provided for each of the nine ability areas. Answers to the sample questions have been provided after all ability types are presented on pages 36 - 39. By answering the sample questions you can assess your understanding of the information and test-taking strategies provided. Responding to the sample questions will also allow you to assess your current level of ability and to identify those ability areas upon which you should focus your preparation efforts. Use the Sample Test Answer Sheet provided on the previous page to record your answers to these sample questions. Also, use the Error Analysis Form on page 8 to assess your test performance.

In summary, the information in this portion of the Guide is being presented to help you become familiar with the kinds of questions you will encounter on the Written Ability Test and to become comfortable with the kinds of strategies you should use when responding to these questions. This information should help to reduce some of the anxiety that typically is associated with test-taking situations.

## A. ABILITY AREAS AND ASSOCIATED TEST-TAKING STRATEGIES

### 1. MEMORIZATION

**Definition**: This is the ability to memorize and retain new information which occurs as a routine part of a task or job. An example of this would be an officer who changes to a different patrol sector and is able to remember the new streets and business layouts. Another example would be remembering the movement patterns of individuals who live and work in the patrol sector. This would also include the memory of new names, faces, and vehicles which may appear in the patrol sector while the officer is patrolling. This ability would also include memorizing geographic locations, maps, and patrol patterns. This ability does not include the ability to memorize procedures or the memory of information which occurs out of the task situation, such as newspaper articles about events in other cities.

**Techniques**: The first set of questions on the Written Ability Test will be memorization questions relating to a large scene or picture you'll be asked to study. This scene will depict a situation of relevance to a police officer. However, keep in mind that the scene will contain many details and that you may be asked questions about the entire scene NOT only those details related to the activities police officers are performing. You'll be given five minutes to study the scene. After this time, memory scenes will be collected and you won't be able to refer back to the scene; therefore, it is important that you inspect it carefully. This five minute "inspection" period will be followed by a five minute "hold" period to allow you to absorb the details of the scene. You won't be allowed to use your pencil to write on anything during the five minute "inspection" period, but you can substitute with your fingers. Use your finger to circle, underline, and emphasize important details. Circle the time on clocks, signs in windows, etc. Using your finger will highlight what your eyes see, which should help you remember what you see. During the "hold" period, you will be instructed to think about what you have seen in the scene but you will not be permitted to look at it. You won't be allowed to use your pencil to write any notes during the "hold" period.

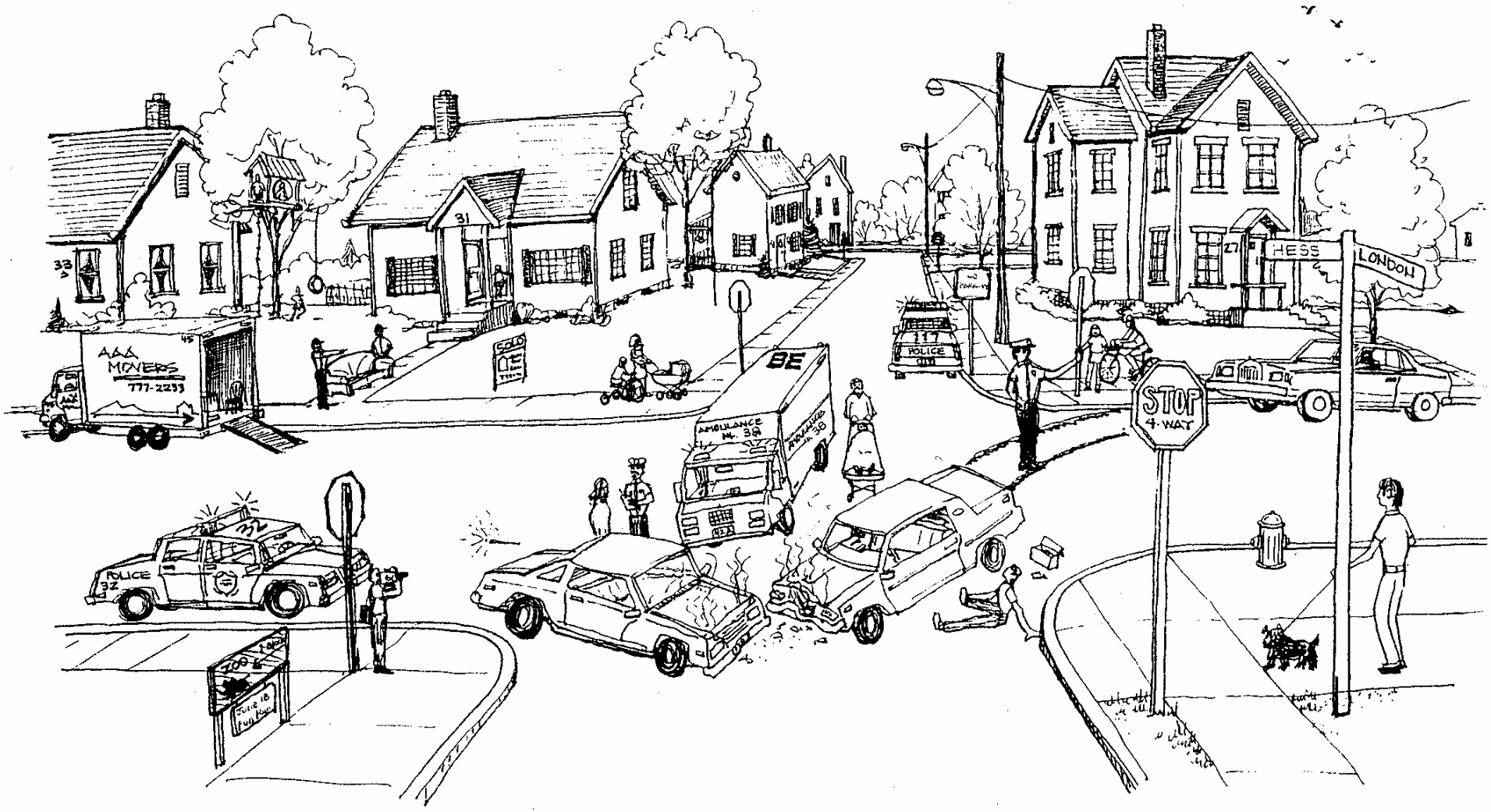
For example, if you refer to the memory scene found on page 13 you will notice that the front of each of the three houses on Hess Street is numbered. From the left to the right side of the page, notice that the numbers found on the three houses are 33, 31 and 27. An address of a residence may be one of the important details which you are asked to recall. Because you will not be permitted to use your pencil to write on the memory scene, we suggest that you use your finger to circle important details found in the memory scene. If you refer to the house located on the left-hand corner of the page, you will notice that the house is numbered 33. Use your finger to circle the number 33. Next, you will notice that there is a tree house to the right of the house. Notice that there are two children playing in the tree house. The number of people in a specific area of the scene may be another important detail you may be asked to recall. Use your finger to circle the tree house with the two children playing inside. Using your finger to circle important details will highlight what your eyes see. These examples have only covered a small portion of the scene. We suggest that you use the rest of the memory scene to practice highlighting important details.

Since the memory scene contains many details, you should consider studying the scene in several sections. Specifically, imagine that two lines were drawn on the scene, one up and down and one across, to divide the scene into quarters. Then study a quarter of the scene at a time and compare the contents of each quarter. REPEAT questions to yourself constantly. You're exercising your memory this way. Also, test your memory continuously. Keep checking that you remember the parts of the scene you already covered. Test yourself by asking over and over the 4 W's: Who? What? When? Where? INSPECT key information in each quarter of the divided scene. Remember the important details; remember the little details. VISUALIZE things, events and people in your mind whether it's pictures or words. Finally, order or arrange EVENTS in your mind. Information which is in some order is easier to remember. Organize the span of events in your mind. These are all techniques you can practice at home.

To summarize, remember the following code word: **DRIVE**

- **D** Draw lines
- **R** Repeat questions
- **I** Inspect information
- **V** Visualize things
- **E** Event ordering makes information easier to remember

Use the memory scene on the next page to answer Sample Test Questions 1 and 2, but do not look at the sample questions until after studying the scene. As noted above, study the scene for five minutes. Then put the scene aside for five minutes. Finally, answer Sample Test Questions 1 and 2 on page 14.


AAA
MOVERS
777-2233
33
31
27
HESS
LONDON
SOLD
BE
AMBULANCE
POLICE
117
STOP
4-WAY
POLICE
32

**Sample Test Questions**: Record your answers to the next two questions on the Sample Test Answer Sheet on page 10. Consider the scene you just studied when answering sample questions 1 and 2. Be sure that you have studied the scene and put the scene aside before looking at these questions. Do not look back at the scene when answering these questions.

1. The following number of motor vehicles are visible in the scene:

   A. 6.
   B. 7.
   C. 8.
   D. 9.

2. The number on one of the police cars in the scene was:

   A. 17.
   B. 32.
   C. 45.
   D. 101.

## 2. VISUALIZATION

**Definition**: This ability involves forming mental images of what objects look like after they have been changed or transformed in some way. As an example, if a pick-up truck with a cap on the back was observed leaving the scene of a crime, the person with this ability would be able to visualize what this truck would look like without the cap. In the same way, the person with this ability would be able to visualize what a suspect would look like with a hat, with sunglasses, with different clothing, or with different types of facial hair (See Example on the following page.) Another example of this ability would be visualizing how to get to a particular location when it is approached from a direction different from the normal one.

**Techniques**: As shown in the example on the following page, some of the visualization questions will consist of a drawing or photo of a face followed by a line-up of four other faces. One of these other faces is the original face in disguise. You must see through the disguise and pick out the original face. When responding to these questions, follow these suggestions:

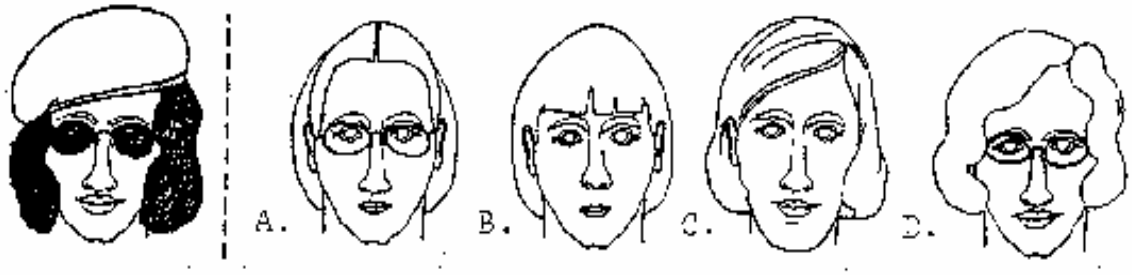
A. Focus your attention on unchanging parts of the face. Ignore changing parts, such as hair or changes in facial expression. The parts of the face least likely to change are the nose and the eyes.

B. When possible, focus on parts of the face which are most influenced by the shape of the bones. The same face may be fat or thin, depending on gain or loss of weight. But bones do not change much. For example, pay attention to chin shape and cheek bones when they are visible.

C. Make point-by-point comparisons between the original face and the disguised faces. Do not try to judge the face as a whole. Evaluate response alternatives one-by-one on the basis of specific details.

**Example**:

Use the following sketches to answer this question. The first face that appears at the left is a sketch of an alleged criminal, based on witnesses' descriptions at a crime scene. One of the four lettered sketches to the right is the way the suspect looked after changing his/her appearance. Assume that no surgery has been conducted on the suspect. Select the face that is most likely to be the suspect.




**Explanation of Example Question:** The correct answer is D. All critical features match the features of the suspect. In addition, all other alternatives have at least one critical difference.

A - is incorrect, because the lips are too small.

B - is incorrect, because the lips are too small AND the nose is too short (or high on the face).

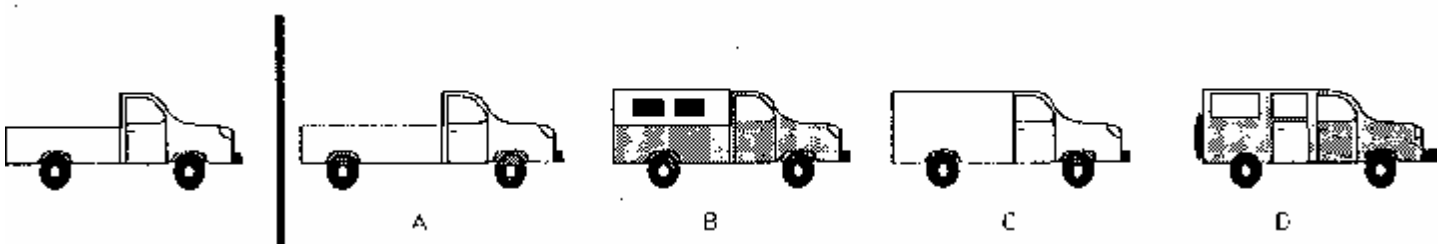
C - is incorrect, because the chin is rounded.

**Sample Test Questions 3 and 4 appear on the next page.**

**Sample Test Questions:** Record your answers to the next two questions on the Sample Test Answer Sheet on page 10.

3. Use the following sketches to answer this question. The first face that appears at the left is a sketch of an alleged criminal, based on witnesses' descriptions at a crime scene. One of the four lettered sketches to the right is the way the suspect looked after changing his/her appearance. Assume that no surgery has been conducted on the suspect. Select the face that is most likely to be the suspect.

4. Use the sketches below to answer this question. The first sketch that appears at the left is a sketch of a vehicle that was observed leaving a crime scene. The four lettered sketches below represent vehicles confiscated in the area of the crime scene. Select the vehicle that is most likely to be the vehicle leaving the crime scene.



## 3. SPATIAL ORIENTATION

**Definition**: This is the ability to keep a clear idea of where you are in relation to the space in which you happen to be in. This ability helps an individual avoid getting lost in a particular space whether that space is a city, a building, a park, or a subway system. With this ability, an individual should be able to look at a map or a layout of the area and determine his or her position in that area. In the same way, the individual with this ability should be able to arrive at a particular place or location through use of a map or layout of an area. The question which this ability allows the person to answer is, "If the environment looks like this, what is my position?"

**Technique**: Spatial orientation questions will often utilize a full page map and ask you how to get from one point to another. Use your pencil on this type of question. Trace a route and erase it completely if you make an error. Turn the map in any way necessary (e.g., sideways, upside down) to make it easier for you to understand the directions. If there is more than one question using the same map, erase the line you made in answering the first question. If you don't erase, your lines may clutter the map and confuse you. Finally, when responding to these questions, you should take note of two things: the compass identifying the directions, and the arrows indicating the flow of traffic.

**Sample Test Questions**: Record your answers to the next two questions on the Sample Test Answer Sheet on page 10.

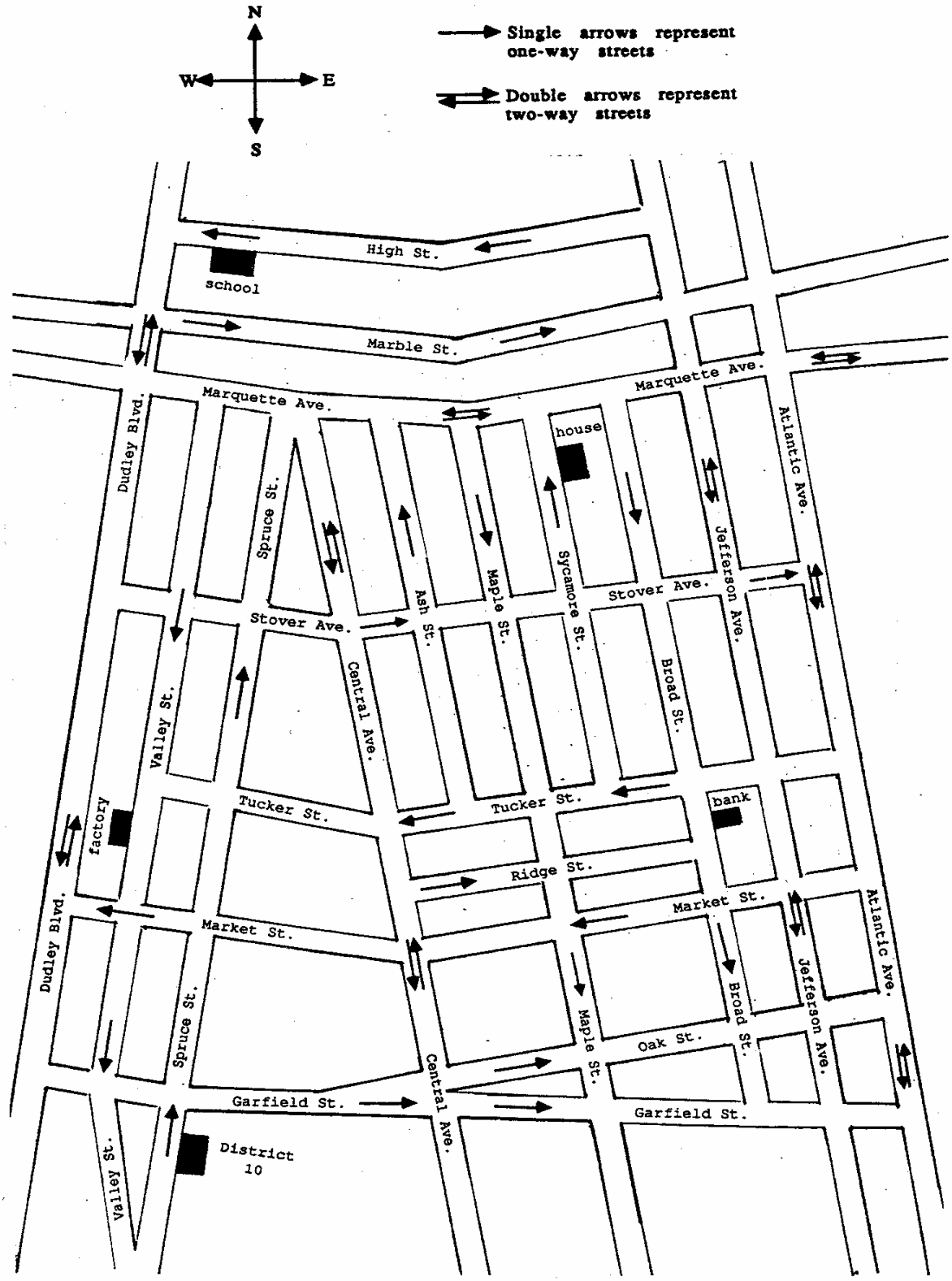
Use the map on the next page to answer questions 5 and 6. The flow of traffic is indicated by the arrows on the map. For all these items the definition of a block is as follows: Traveling from one intersection to the next intersection of streets represents one block, regardless of the size or shape of the block and regardless of whether the intersecting streets lead right only, left only or in both directions.

5. You are at District Station 10. You are preparing to go out on patrol when you are dispatched to a bomb threat at the school on High St. The most direct route to the school, from District 10, without breaking any traffic laws, is as follows:

   A. Travel north on Spruce St., west on Marquette Ave., north on Dudley Blvd., and east on High St. to the school.
   B. Travel north on Spruce St., east on Marquette Ave., north on Jefferson Ave., and west on High St. to the school.
   C. Travel north on Spruce St., west on Garfield St., north on Dudley Blvd., and east on High St. to the school.
   D. Travel north on Spruce St., west on Garfield St., north on Dudley Blvd., east on Marble St., north on Jefferson Ave., and west on High St. to the school.

6. You are on patrol at the intersection of Oak St. and Jefferson Ave. when you are dispatched to a traffic accident. You turn north and travel 1 block, turn west and travel 4 blocks, turn north and travel 2 blocks, turn east and travel 5 blocks, and finally turn south and travel 1 block before stopping. When you stop, you are at the intersection of:

   A. Jefferson Ave. and Tucker St.
   B. Jefferson Ave. and Stover Ave.
   C. Broad St. and Tucker St.
   D. Ridge St. and Broad St.


N
W
E
S
Single arrows represent one-way streets
Double arrows represent two-way streets
High St.
school
Marble St.
Marquette Ave.
Marquette Ave.
Dudley Blvd.
Spruce St.
house
Atlantic Ave.
Jefferson Ave.
Sycamore St.
Maple St.
Ash St.
Stover Ave.
Stover Ave.
Central Ave.
Broad St.
Valley St.
Tucker St.
Tucker St.
bank
factory
Ridge St.
Market St.
Market St.
Dudley Blvd.
Spruce St.
Maple St.
Broad St.
Jefferson Ave.
Atlantic Ave.
Oak St.
Central Ave.
Garfield St.
Garfield St.
Valley St.
District 10

## 4. WRITTEN EXPRESSION

**Definition**: This ability involves using language in writing to communicate information or ideas to other people. These other people might include suspects, victims, witnesses, other police officers, supervisors, shop owners, or any individuals with whom the police officers might come in contact. This ability includes vocabulary, knowledge of distinctions among words, and knowledge of grammar and the way words are ordered. Examples might include documenting the details of an incident in a report or composing a letter to a member of the community.

**Techniques**: There are two types of written expression questions that you may encounter. The first type requires you to identify the most appropriate way to communicate a particular thought or idea to another individual. For these questions, it is important to ensure that the alternative chosen (a) accurately reflects the content of the original idea, and (b) expresses the original idea in the most clear and concise manner. Consider the examples below.

**Example**:

A police officer arrived at the scene of a disturbance in an abandoned warehouse and noticed a van leaving the scene. Because the investigation revealed that the warehouse had been vandalized, the officer felt that the van leaving the scene should be included in the report. The officer could report the information most effectively by saying:

A. "When I arrived at the warehouse, I saw a van driving away from the scene."
B. "A van which should not have been there, was at the warehouse."
C. "The vandals escaped in a van."
D. "I don't know if it's important but when I got there, I saw a vehicle leaving the scene."

**Explanation of Example Question**: A is the correct answer, because it correctly reflects the facts given in the question.

Answers B and C are incorrect, because they provide details which have not been established (the van should not have been there AND the vandals escaped in the van). The police officer was only able to state that the vehicle was leaving the scene upon the officer's arrival.

Answer D is not the best answer because it leaves out the important fact that the vehicle was a van.

The second type of written expression question requires you to order your thoughts, or statements, in a logical sequence so that others will understand you. Such questions will start with a list of statements to be made by an individual. For example, the statements may represent sentences contained within a report describing the sequence of events that occurred at an incident. These statements will be presented out of order. The response alternatives will present you with several possible ways to order the statements; however, only one correct order will be included among the alternatives provided.

**Example**:

Police Officer Wilkins is preparing an accident report. The report will include the following sentences. (These sentences are NOT listed in the correct order.)

1) The Dodge struck the right rear fender of Mrs. Smith's Ford, and continued on its way.
2) Mrs. Smith stated that she was making a left turn from 40th St. onto Third Avenue.
3) As the car passed, Mrs. Smith noticed the dangling rear license plate #412AEJ.
4) Mrs. Smith complained to police of back pains and was removed by ambulance to Bellevue Hospital.
5) An old green Dodge traveling up Third Avenue went through the red light at 40th St. and Third Avenue.

The most logical order for the above sentences to appear in the report is:

A. 1, 3, 2, 5, 4.
B. 2, 5, 1, 3, 4.
C. 4, 5, 1, 2, 3.
D. 5, 3, 1, 2, 4.

When working with a question like this, look at the content of each sentence separately and determine whether it can stand alone, or whether it must precede or follow another sentence. If it can't stand alone, look for the sentence that contains the information you need. However, don't forget to evaluate that sentence in the same way as the first. Ask the questions, what happened first and what happened next? Similarly, consider whether there are sentences that the sentence under consideration cannot precede or follow. This also will help to eliminate incorrect choices.

While we suggest that you identify the pairs of sentences that must (or cannot) go together, we'd like to discourage you from attempting to determine the correct order of all of the sentences before checking the response alternatives provided. The reason for this is that there may be several logical ways in which to order the sentences. However, only one correct order will be included among the alternatives provided. Instead, we suggest that you work through each of the alternatives presented one-by-one, keeping in mind the sentences that must (or cannot) appear together. Alternatives that are not feasible should be eliminated until you find the one alternative that places the sentences in an appropriate order.

If you're not sure which sentence should be first, you may find it easier to note which sentence should be last. This will help you considerably in eliminating obviously wrong choices. If you don't know what should be first nor last, then go by what you know for sure. In other words, even if you do not know the proper order of all of the sentences, nor which sentence should come first or last, you may know that one of the sentences should come after another. If so, you may be able to choose the correct answer by using just those two sentences to answer the question. ***The key thing to remember is that you practically never need to know the correct order of all of the sentences to answer these types of questions.***

**Explanation of Example Question**: The correct answer is B. To identify the correct order, the sentences for the report need to be placed into the proper time sequence for the accident. Sentences 1, 2, 3 and 5 describe the events of the accident. The proper sequence for these four events is 2, 5, 1, 3. (Mrs. Smith is attempting a left turn, a Dodge ran the red light, struck her vehicle and continued on its way, and as it passed she noticed its license plate number.) Answer B is the only alternative with this sequence.

**Sample Test Questions:** Record your answers to the next two questions on the Sample Test Answer Sheet on page 10.

7. A police officer is writing an outline for a presentation to a local citizen's group on the role law enforcement plays in problems of domestic conflicts. During the presentation, the police officer would like to explain that police officers are often contacted because a domestic conflict is disturbing neighbors. In addition, the officer will point out that many calls occur prior to a crime being committed. This is effective, because one of the officer's objectives is to stop crime before it starts. The most effective way the officer can summarize the role of law enforcement in domestic conflicts during the presentation is to say:

   A. "Since frequently no crime has been committed, the role of law enforcement in domestic conflicts is fairly limited."
   B. "In resolving domestic conflicts, the officer's function is to restore order and prevent possible crimes from occurring."
   C. "The officer's main goal in responding to domestic conflicts is to protect the innocent."
   D. "Many people involved in domestic conflicts call the police in order to have an objective authority help settle disputes."

8. Police Officer Turner is writing a report on a criminal homicide. The report will include the following sentences. (These sentences are NOT listed in the correct order.)

   1) I noticed a display case for handguns was open, but there were no guns in it.
   2) We got a call reporting that the front door of a pawnshop was open, but the owner was not there.
   3) We interviewed tenants of the apartments in the upstairs sections of the same building.
   4) Upon arrival, we discovered the body of the shop owner, apparently dead from knife wounds to the chest.
   5) I called an ambulance to pick up the victim.

   The most logical order for the above sentences to appear in the report is:

   A. 2, 1, 4, 5, 3.
   B. 2, 4, 5, 1, 3.
   C. 2, 5, 1, 3, 4.
   D. 4, 5, 2, 3, 1.

## 5. WRITTEN COMPREHENSION

**Definition**: This is the ability to understand written language. This ability involves the understanding of individual words as well as patterns of words (sentences and phrases), so it is more than simply vocabulary. It is also the ability to read a sentence or series of sentences and understand the meaning. This involves receiving information, not giving it. This ability might be used in reading narrative material, such as an arrest report, and/or following written instructions.

**Techniques**: Items designed to test written comprehension will include a passage describing a police-related incident or set of operating procedures. These passages will be approximately one-half to a full page in length and will be followed by two or more test questions. These questions will test your understanding of the information presented.

For some candidates, these questions may prove to be difficult, simply because of the initial amount of information you will be given. Some of the techniques you can use on these questions have already been discussed as part of the general test-taking strategies.

A. One of the most useful techniques involves reading the test questions and possible answers before reading the passage to help you identify and focus on the information that is being sought. You may find that you locate the answer to one of the questions related to a passage before you even finish reading the passage for the first time. If so, answer the question right away. As you go from one sentence or paragraph to the next in the initial passage, you may have to glance back at the questions to remind yourself of the specific details for which you are searching.

B. Another extremely useful technique is to underline key words, once you have read the questions related to a passage and know what to focus on. For example, if the questions to the passage seek information about a particular person (e.g., Mr. Jones), then underline Mr. Jones' name when you come to it in the passage, so that you don't waste time looking back through the passage later. Also, use your pencil to make the passage easier to understand by placing slash marks between key phrases.

C. A third technique is to read for understanding the first time and avoid getting bogged down by individual words that you do not understand. Sometimes you can tell the meaning of a word from the context within which it has been placed, or you may not need to understand the word at all to understand the passage. We caution you, however, do not try to read faster than you can read with comprehension. These tend to be time consuming questions which you may not have the opportunity to read more than once.

D. Try to form a picture in your mind as you read. School books used to teach reading contain many pictures, since pictures aid in comprehension.

E. Ask yourself questions as you read. When you finish reading a paragraph or a long sentence, ask yourself what the passage was saying. What was the point of the paragraph or sentence?

It's important to note that most of the suggested strategies for written comprehension questions are directed toward helping candidates understand the relatively lengthy passages of information which tend to precede these questions. Thus, these strategies would be useful with any type of question that requires candidates to read and understand a considerable amount of information.

**Sample Test Questions**: Record your answers to the next two questions on the Sample Test Answer Sheet on page 10.

Use the information in the following passage to answer questions 9 and 10.

Two patrol units were dispatched to a home on the evening of June 12, at 9:47 p.m. The owner of the home had reported a robbery which took place earlier that evening when he and his wife were out. The owner also stated that the suspects were still in the home when he and his wife arrived home, but they fled the scene in a dark blue sedan.

Upon arrival at the home, Officers Baker and Reigner began to question Mr. Corneal, the owner of the home. In the meantime, Officers Lucas and Gentry conducted a preliminary investigation of the home to determine the activities of the suspects. The questioning revealed that Mr. Corneal collected exotic guns and had accumulated an extensive collection. In addition, Mrs. Corneal had several sets of antique jewelry. When questioned as to who knew about the collections, Mr. Corneal stated that only friends of the family and members of the rifle club were aware of them. He was further questioned to determine whether any unusual events had occurred recently that might be related to this incident. Mr. Corneal stated that they had extensive remodeling done to the interior of the home during the past six weeks by several different companies. Officer Reigner asked if they had reason to suspect any of the workers. Mr. Corneal stated that several members of the companies had shown an interest in seeing and discussing his collection of guns, but that it would be very difficult to determine which individuals, if any, may have been involved. Officer Reigner requested the names of the companies and the services they performed.

After a few minutes, Officers Lucas and Gentry returned from their search of the home. They had determined that the robbers concentrated their efforts on the two collections, since the only other areas that were disturbed were ones which typically contain money (e.g., dresser top, dresser drawers). They concluded that the robbers must have been aware of the collections before entering the home.

9. According to the preceding passage, when the Corneals arrived home on the evening of June 12, they discovered that their home had been:

   A. ransacked, but nothing was stolen.
   B. entered, and the television, stereo, and computer were stolen.
   C. entered, and the robbers were still in the home.
   D. robbed, and five antique guns and several pieces of exotic jewelry were the items that were taken.

10. According to the preceding passage, considering the robbery and subsequent investigation described above, the ONLY statement that accurately reflects the information gathered is:

   A. Officer Reigner requested the names of the companies doing the remodeling.
   B. Mrs. Corneal seemed to be the one to answer all of the police officer's questions.
   C. Officer Baker helped with the search of the home.
   D. The robbers were reported to have fled the scene in a dark blue van.

## 6. PROBLEM SENSITIVITY

**Definition**: This is the ability to recognize or identify the existence of problems. It involves both the recognition of the problem as a whole and the elements of the problem. This ability does not include the ability to solve the problem, only the ability to identify or recognize the problem. Examples of this ability might be recognizing when to stop and question a group of individuals, when to treat an injured person and when to wait for medical assistance, when to report information about roadway conditions, or when to report a malfunction in the patrol car. This ability would also involve recognizing that an explanation which someone provides in a particular situation is farfetched and probably not truthful.

**Techniques**: There are two types of Problem Sensitivity questions that you may encounter. The first type (see example on the next page) will often begin with the presentation of some rules, procedures or recommended practices followed by the description of an incident or situation in which these rules should be applied. Based on the applicable rules, you will be required to identify a problem (or the most serious of several problems) in the way the incident was handled. Because this first type of problem sensitivity question typically involves the presentation of a large amount of initial information, many of the suggested strategies for written comprehension questions (e.g., underlining key information) will assist you with these types of questions.

The second type of Problem Sensitivity question will consist of stories or descriptions by victims and witnesses. For these questions, a problem exists when a victim or witness gives information that is different from information provided by other witnesses. Consider the example below.

**Example**:

Police Officer Dunn interviewed four witnesses to a stabbing that took place in a crowded bar and grill. Each of the witnesses described the suspect as follows:

Witness 1 - "He was a White male, about 25 to 30 years of age, with brown, shoulder-length hair. He was about 6'0" and weighed about 185 pounds. He wore black jeans and a brown leather jacket."

Witness 2 - "He was a male, White or Hispanic, late twenties, around 5'10", about 190 pounds, with long, brown hair. He was stocky and wore dark pants and a brownish jacket."

Witness 3 - "He was a light skinned male, possibly White or Hispanic, in his mid-twenties, about 6' weighing about 180 pounds. He had a tattoo of a panther on his right forearm. He had moderately long hair and wore a brown shirt and dark pants."

Witness 4 - "He was a White male, around 25 years old, about 5'11" and weighing about 185 pounds. His hair was brown and over his ears, fairly long. He wore darkish clothes, I'm not sure of the color of his jacket or pants."

Given the above information, Officer Dunn should recognize that there is a problem with the description given by witness:

A. 1.
B. 2.
C. 3.
D. 4.

**Explanation of Example Question**: C is the correct answer. There is agreement that the suspect was a White or Hispanic male in his mid-to-late twenties with long, brown hair who was approximately 6' tall and 185 pounds. In addition, his pants and jacket were dark in color. There was only one discrepancy across descriptions. Witness 3 reported a tattoo of a panther on the suspect's right forearm. It is difficult to explain how a tattoo of a panther could be overlooked by three of four witnesses AND how one witness could see it when the other three witnesses all stated that the suspect had a jacket on during the incident. Thus, C is the best answer.

**Example**:

Use the information in the following passage to answer the next question.

Police and Fire Departments have standard procedures for handling bomb threats that include the following:

1) Police personnel direct operations at the scene; fire personnel assist in rescue operations.
2) While radios may be left on at the scene of an unexploded device to receive instructions from the Communications Office, no radio transmissions are to be made from the scene, because radio signals can detonate an explosive device.
3) The decision to evacuate a building is to be made by the owner of the building, unless an explosive device has been found; in such an instance, police personnel in charge of the operation make the evacuation decision.
4) No public statements are to be made to the media by police or fire personnel.
5) If one device detonates, there is always the possibility of a second or third device, so police and fire personnel should stay clear of the area until it has been determined (usually by Bomb Squad Personnel) to be safe.

According to the preceding passage, of the four actions described below, the potentially most serious error would occur if:

A. Immediately after a second bomb exploded in a bank, Firefighter Thomas entered the bank to conduct rescue operations.
B. While standing by at the scene of a bomb threat, Police Lieutenant Caffey provided information regarding the incident to a reporter.
C. While standing by at the scene of a bomb threat, Fire Lieutenant Griffin received instructions from the Communications Office via his radio.
D. After an unexploded device was discovered in an apartment building, Assistant Police Chief Johnson ordered the apartment building owner to evacuate the building.

**Explanation of Example Question**: A is the correct answer. Answers A and B represent the only mistakes. With respect to answer A, Firefighter Thomas should wait to enter the bank until the Bomb Squad Personnel determine that it is safe (according to procedure 5). With respect to answer B, no police personnel, including Lieutenant Caffey, should make a public statement to the media (according to procedure 4). Since the question asks for the "most potentially dangerous mistake," the best response is A, since entering the bank without proper safety clearance is a direct risk to one's own life.

C is incorrect, because it is acceptable to receive instructions via the radio as long as no transmissions are made (according to procedure 2).

D is incorrect, because the actions of Assistant Police Chief Johnson were appropriate (according to procedure 3).

**Sample Test Questions**: Record your answers to the next two questions on the Sample Test Answer Sheet on page 10.

Use the information in the following passage to answer question 11.

Police officers should follow the guidelines presented below when dealing with individuals suspected of driving while under the influence of alcohol:

1) A separate citation shall be issued for any traffic offense that originally brought the motorist to the attention of the officers (e.g., reckless operation of motor vehicle).
2) If the motorist refuses to submit to a blood alcohol test or submits to such a test and scores above the limit, the arresting officer should order the motorist to surrender his or her license and issue a citation for driving under the influence.
3) If the motorist scores below the legal limit on the blood alcohol test, the motorist's license shall not be confiscated. The results of field sobriety tests (e.g., walking heel to toe on a straight line) have no influence on this guideline.
4) Even if the motorist scores below the legal limit, the motorist can still be charged with driving under the influence, if the officer can justify the charge through the use of field sobriety tests.

11. Consider the following situation:

Officer Kelley notices a car swerving in and out of traffic lanes. Officer Kelley stops the car and asks the motorist to submit to a test for driving under the influence of alcohol. The motorist submits to the test and scores below the legal limit. However, based on several field sobriety tests, Officer Kelley still charges the motorist with driving under the influence. Officer Kelley then confiscates the motorist's driver's license and takes the motorist to the station for booking.

According to the preceding passage, the officer's actions in this situation were:

A. appropriate, because they were consistent with the guidelines provided.
B. problematic, because the motorist was forced to surrender his or her license.
C. problematic, because Officer Kelley did not have a witness to the field sobriety tests.
D. problematic, because Officer Kelley gave the motorist a citation for driving under the influence even though the driver passed the blood alcohol test.

12. Officer Johnson interviewed four witnesses to a robbery. Each of the witnesses described the suspect as follows:

Witness 1 - "There were two of them. Both male, about 6'2" tall, with medium builds. One of them had dark hair and was wearing jeans, a leather jacket, and sunglasses. The other had short, blond hair and was wearing jeans and a red, light-weight jacket. Only the one with the sunglasses spoke, and he had a foreign accent."
Witness 2 - "Both of the men were about the same size. Maybe 6', about 180 pounds. One of them was wearing a leather jacket and the other one was wearing a light-weight, red jacket. I couldn't see their faces because one had on a ski mask and the other had on dark sunglasses. The one with the sunglasses had dark hair."
Witness 3 - "Both men were both about 6'1" and 180 pounds. One had on a leather jacket, the other a red windbreaker. Both men were wearing jeans and tennis shoes. One had dark hair and sunglasses on. The other one was wearing some kind of stocking cap that was pulled down over his face."
Witness 4 - "Both men had on jeans, tennis shoes and jackets. One jacket was leather, the other a bright red. One of the men had dark hair, and I could not see the other one's face because of a ski mask. They both looked a little over 6' tall. Only the one with the dark hair spoke."

Given the above information, Officer Johnson should recognize that there is a problem with the description given by witness:

A. 1.
B. 2.
C. 3.
D. 4.

## 7. DEDUCTIVE REASONING

**Definition**: This is the ability to apply general rules or regulations to specific cases or to proceed from stated principles to logical conclusions. An example might be distinguishing between burglary and trespass, or between assault and harassment. Another example might be determining whether a homeless person should be referred to a charitable organization or a public welfare agency. This ability might also include determining which factors to take into account when drawing a weapon.

There are four types of deductive reasoning questions that you may encounter, questions based on verbal rules and procedures, questions based on quantitative rules, questions based on the assignment of a specific case to one of several given classifications and law interpretation questions.

**Techniques for Questions Based on Verbal or Quantitative Rules and Procedures**: The first and second types of questions will start with the presentation of general verbal or quantitative rules and procedures and require the candidate to apply the general rules to specific cases. The general quantitative rules and procedures will be presented in tabular fashion. Rules and procedures are intended to ensure that police officers make the correct decisions in a wide variety of situations. There are four factors to attend to when answering questions about rules and procedures:

1. **PAY ATTENTION TO THE DEFINITE ORDER IN WHICH STEPS ARE TAKEN**: Many rules and procedures require the police officer to go through a series of actions. There is often a correct order for these actions. Make sure the correct answer has that same sequence of steps.
2. **PAY ATTENTION TO WHEN A RULE OR PROCEDURE IS IN EFFECT**: Some rules apply only to certain types of situations or certain periods of time. Make sure the correct answer applies to the situation and time in question.
3. **PAY CLOSE ATTENTION TO EXCEPTIONS**: Pay particular attention to any exceptions given in the rule or procedure. Circle words such as **except**, **unless**, **if**, and **only** that "harden" or "soften" statements.
4. **PAY ATTENTION TO COMPLETENESS**: If a procedure requires that a police officer do several things, make certain the correct answer allows that all those things can be done. However, if the question is just focusing on a few things, or on a series of many, make sure the correct answer does not eliminate the possibility of the events taking place.

**Techniques for Questions Based on the Assignment of a Specific Case to One of Several Given Classifications:** The third type of question will start with the presentation of categories or classifications and require the candidate to assign a specific case to one of the given categories or classifications. The following strategy may be helpful in responding to this type of deductive reasoning question.

1. Determine how the classifications or categories differ.

2. Review the particular incident presented in the question with regard to these differences.

3. Identify the classification or category that matches the particular incident with regard to these differences.

Practice using this strategy with the example on the next page.

**Example:**

Use the information in the following passage to answer the next question.

Police officers classify accidents into the four classes described below:

CLASS I - Any accident involving one vehicle but no injuries.

CLASS II - Any accident involving two vehicles but no injuries or one vehicle and at least one injury.

CLASS III - Any accident involving two or more vehicles and multiple injuries.

CLASS IV - Any accident involving a hazardous material spill.

Consider the following situation:

A police officer was dispatched to the scene of an accident. When the officer arrived, the officer found a nine-year-old girl with a pair of roller blades lying on the road. Witnesses stated that a small blue car swerved to avoid hitting the girl, but the car's back bumper hit the girl as it passed. The driver did not stop to see if the girl was hurt. According to the preceding passage, the accident could be categorized most accurately as Class:

A. I.
B. II.
C. III.
D. IV.

**Explanation of Example Question:** B is the correct answer. The accident involved one car and one injury.

Answer A is incorrect because Class I involves one vehicle and no injuries and the situation presented involves one injury.

Answer C is incorrect because Class III involves two vehicles with multiple injuries and the situation presented involves only one vehicle and one injury.

Answer D is incorrect because Class IV involves a hazardous materials spill and the situation presented did not involve a hazardous materials spill.

**Techniques for Law Interpretation Questions**: The fourth type of deductive reasoning question will provide you with a definition of a police-related term (usually a crime) and ask you to interpret the term with respect to a specific police-related situation. Like questions which list procedures (e.g., Information Ordering), these questions require great attention to detail. You must carefully analyze the definition of a crime.

Analyzing the Definitions: The definition of a crime usually has several parts. Each part is referred to as an "element" in the definition. The elements are like the pieces of a puzzle; all the elements must be present to make up the crime. If any one of the elements is missing, that particular crime has not been committed.

There are usually several essential elements in a legal definition. The definition must be broken down into these separate elements. Use slash marks to separate the elements of a legal definition. Underline key words and circle words that "harden" or "soften" statements in the definition. Then, check to see if the elements apply to a particular incident being described. The elements must be compared to the incident on an item-by-item basis. Specifically, watch out for the words **AND** and **OR.**

**AND** means that one element must be present in addition to another for the crime to be present.

**OR** means there is a choice of situations; only one of the choices must be present for the crime to be committed.

For example, consider the definition of **DISORDERLY CONDUCT:** When, with intent to cause public inconvenience, annoyance or alarm or recklessly creating a risk thereof, a person engages in fighting or in violent, tumultuous or threatening behavior.

You could use slash marks in the following way to make the definition easier to understand:

**DISORDERLY CONDUCT** means / with intent to cause public inconvenience, annoyance or alarm / or recklessly creating a risk thereof, / a person engages in fighting / or in violent, tumultuous or threatening behavior.

For the crime of **DISORDERLY CONDUCT**:

Is it necessary to intend public inconvenience, annoyance or alarm? No. The definition says "intent to cause... **OR** recklessly create a risk thereof..."

Is it necessary to be fighting? No. The definition says "engages in fighting **OR** in violent, tumultuous **OR** threatening behavior."

Practice using this strategy with the example below:

**Example**:

Criminal Mischief - the crime of criminal mischief is committed when:

1. A person intentionally damages property belonging to another and the amount of the damage is 250 dollars or more; or
2. A person intentionally damages property, in any amount, by means of explosives.

According to the definition given, the following is the best example of criminal mischief:

A. Frank is playing baseball with his friends when he hits a ball that breaks the 2,000 dollar window of Ford Motors.
B. Tony is chopping down a tree in his backyard. The tree falls the wrong way and hits the neighbor's house, causing 3,500 dollars worth of damage.
C. Harold gets mad after an argument with his wife and throws his 600 dollar T.V. through the 200 dollar picture window of his house.
D. Lloyd decides to get even with a neighbor and throws an M-80 firecracker onto his neighbor's porch on Halloween night. The only damage is to his neighbor's screen door, about 45 dollars.

**Explanation of Example Question**: D is the correct answer. Intentional damage using explosives fits part 2 of the Criminal Mischief definition.

Answers A and B are incorrect because there was no intent in either case to damage property (the window or the house, respectively).

Answer C is incorrect because, although there was intent, no explosives were used **AND** the damage to property belonging to another did not exceed 250 dollars. To clarify, Harold damaged his own property.

**Sample Test Questions**: Record your answers to the next two questions on the Sample Test Answer Sheet on page 10.

Use the information in the following table to answer question 13.

Police officers are required to call for backup when responding to certain offenses. These offenses are listed below, along with the number of officers needed as backup:

| OFFENSES | NUMBER OF BACKUP OFFICERS |
|---|---|
| Speeding violations of more than 30 mph over the posted speed limit. | 1 |
| Robbery whereby the police are notified within 30 minutes after the incident. | 1 |
| Fatal traffic accident where two or less people are killed. | 2 |
| Any situation involving hostages. | 3 |
| Any situation where three or more people are killed. | 3 |
| Any situation where there are two or more armed suspects. | 3 |

13. According to the preceding table, Officer Latimer should call for backup in the following situation:

    A. A manager of a store reported a robbery that occurred more than 30 minutes ago after untying himself from a chair.
    B. A motorist traveled 35 mph in a 65 mph zone because of poor road conditions.
    C. A suspect armed with an automatic rifle has been holding up a liquor store and its employees for 40 minutes.
    D. Two people suffered broken bones in a traffic accident.

Use the information in the following passage to answer question 14.

The following dress code guidelines apply to members of a Police Department.

1) The Antron Jacket will be worn for outside duty during the months of November through February and whenever the temperature is expected to drop below 55 degrees.
2) The Eisenhower Jacket shall be worn for outside duty during the months of March, April, May, September, and October, only if the temperature is below 65 degrees. Officers with the rank of Captain or higher may wear the Double Breasted Blouse instead of the Eisenhower Jacket.
3) A navy blue, long sleeve uniform shirt shall be the standard to be worn with the jackets. All individuals at the rank of Captain or above will substitute a white shirt.
4) The short sleeve shirt may be worn whenever the temperature is to rise above 70 degrees during the months of May through September.
5) Officers assigned to indoor duty may also substitute the short sleeve shirt for the long sleeve shirt.
6) Regulation trousers shall be worn. The black trouser braid or stripe shall be worn by individuals at the rank of Lieutenant and above.

TYPICAL POLICE OFFICER RANKS (from highest rank to lowest rank):

1. Chief of Police
2. Deputy Chief
3. Captain
4. Lieutenant
5. Sergeant
6. Patrol Officer

14. Consider the following situation:

    The date is September 15 and the temperature is expected to stay at 60 degrees all day. According to the preceding passage, Captain Cross would be dressed appropriately for outside duty if he wore:

    A. an Eisenhower Jacket, a white, long sleeve shirt and regulation trousers with a black stripe.
    B. a Double Breasted Blouse, a navy blue, long sleeve shirt and regulation trousers.
    C. a Double Breasted Blouse, a white, short sleeve shirt and regulation trousers with a black braid.
    D. an Antron Jacket, a white, long sleeve shirt and regulation trousers with a black braid.

## 8. INDUCTIVE REASONING

**Definition**: This is the ability to find a rule or concept which fits the situation. This would include coming up with a logical explanation for a series of events which seem to be unrelated. An example of this might be coming upon an accident scene and correctly guessing what must have happened from the position of the cars, the skid marks, and the road conditions. In addition, this ability involves understanding how a string of objects or events might be connected. An example might be recognizing that the same pattern applies to a series of burglaries or purse snatchings. This might also include examining a log book for previous days in order to see if there is some pattern that can be found for a series of events.

**Techniques**: Inductive reasoning questions require that you notice something common among a series of events or objects. In order to do this, you need to be able to identify the details that are important to answering a question. The majority of questions for inductive reasoning will start with a passage which provides you with all the information you will need to answer the question. Scan the passage to get an idea of what it's about and then read the questions. The questions may ask you to identify which parts of the passage are similar or different. For example there may be a description of 4 different rapes and you may be asked which ones might have been committed by the same suspect. This will require you to compare the 4 descriptions, point-by-point and to note differences that would rule out the same suspect. For example, if one rape was committed by a heavy, White male, and another rape was committed by a thin, Black male, they could not have been committed by the same suspect. You might find it useful to set up a table for keeping track of the objects or suspects being compared. The question would be "Are they the same or different?" In the case of people (e.g., the rape suspects), the table you create might look like this:

| | **Suspect Description** | | | | |
|---|---|---|---|---|---|
| | **Height** | **Weight** | **Race** | **Age** | **Scars** |
| **Rape 1** | 5'10" | 170 | W | 30 | No |
| **Rape 2** | 5'3" | 120 | W | 16 | Face |
| **Rape 3** | 5'8" | 155 | B | 26 | No |
| **Rape 4** | 5'9" | 160 | W | 32 | No |

From looking at this table, you can be fairly sure that the suspect in Rape 3 was not involved in rapes 1, 2, or 4 since he was described as Black and the other suspects are White. Also, the suspect in Rape 2 was probably not involved in 1 or 4, because he is quite short (5'3") and the other two suspects are described as average in height. This means that Rape 1 and Rape 4 could have been committed by the same suspect. There are only slight differences in estimated height, weight and age.

Remember, when you are reading the question, underline the pieces of important information. This might include time of day, color of clothing or the physical characteristics of a suspect. Making notes in your examination booklet can be a big help in responding to these types of questions. When considering the example on the next page, create a table like the one you see above.

**Example**:

Police Officer Crawford received several complaints from people who were mugged as they were exiting the Spruce Street Subway Station. The description of each suspect is as follows:

Incident 1 (November 16) - male, White, early 30s, around 5'10", about 180 pounds, dark hair, mustache, one gold earring, blue jeans, black jacket, running shoes.

Incident 2 (November 20) - male, White, 25-30, about 5'6", around 120 pounds, dark hair, dark glasses, one gold earring, blue jeans, green sweatshirt, running shoes.

Incident 3 (November 21) - male, White, 40-45, almost 5'10", about 130-140 pounds, dark hair, mustache, one gold earring, blue jeans, black jacket, running shoes.

On November 23rd, another person was mugged by a male who was loitering near the subway station exit. However, a witness saw the mugging, called 911, and the male was apprehended two blocks away. The description of the suspect is as follows:

Incident 4 (November 23) - male, White, 25-30, 5'10", 175 pounds, dark hair, mustache, blue jeans, black jacket, green ski cap, boots.

Based on the description given above of the suspects in the first three incidents, the suspect in incident 4 should also be considered a suspect in incident(s):

A. 1 only.
B. 1 and 2 only.
C. 2 and 3 only.
D. 1, 2, and 3.

**Explanation of Example Question**: After creating a table with the characteristics of the four complaints, similarities are easily identified. In addition, the critical dimensions can be identified. The important differences center around three characteristics -- age, height and weight. Incident 4 does not match Incident 2, because the suspects differ substantially with respect to height and weight. Incident 4 does not match Incident 3, because the suspects differ substantially with respect to age and weight. Incident 4 does closely match Incident 1. Using this information, the correct answer is A.

**Sample Test Questions**: Record your answers to the two questions below on the Sample Test Answer Sheet on page 10.

Use the information in the following passage to answer question 15.

Police Officer Thompson noticed that in his assigned patrol area, most of the assaults occurred in the eastern and northern sections. Most automobile thefts occurred in the southern and western sections. The majority of traffic accidents occurred in the western section.

The majority of the automobile thefts took place between 3 a.m. and 7 a.m. Most of the traffic accidents occurred either between 7 a.m. and 9 a.m. or between 5 p.m. and 8 p.m. Most of the assaults occurred between 7 p.m. and 9 p.m. or between 11 p.m. and 4 a.m.

In addition, the traffic accidents typically occurred on Mondays and Fridays, the assaults took place on any day from Wednesday through Saturday, and automobile thefts typically took place on weekdays.

15. According to the preceding passage, Police Officer Thompson most likely would be able to reduce the number of assaults by patrolling the:

A. eastern section between 5 a.m. and 1 p.m.
B. eastern section between 11 a.m. and 5 p.m.
C. western section between 10 p.m. and 6 a.m.
D. northern section between 8 p.m. and 1 a.m.

16. During the month of May, Police Officer Riggins received a series of complaints from people who were mugged outside the South Side Shopping Plaza. The description of each suspect is as follows:

Incident 1: (May 7) - male, Black, early 20s, almost 5'9", about 170 pounds, black hair, tattoo on his upper arm, blue jeans and t-shirt.

Incident 2: (May 13) - male, Black, 20-25, about 5'10", around 175 pounds, black hair, tattoo on left hand, tank top, jeans and sneakers.

Incident 3: (May 15) - male, Black, late teens, about 5'11", around 190 pounds, brown hair, snake tattoos on both forearms and red tank top.

Incident 4: (May 20) - male, Black, 17-21, 6'1"-6'2", about 210 pounds, brown hair, brown pants, a three-quarter length sleeve shirt, and no jewelry.

Incident 5: (May 21) - male, Black, 16-20, about 6'7", around 230 pounds, black hair, an earring in the left ear, blue jeans and a tank top.

On May 28, a sixth incident occurred, but this time the suspect was apprehended after the mugging by a plainclothes police officer. The description of the suspect is as follows:

Incident 6: (May 28) – male, Black, 23 years old, about 5'10", approximately 180 pounds, black hair, a tattoo of a cobra on his bicep, a muscle shirt, and blue jean cut-offs.

Based on the descriptions given above of the suspects in the first five incidents, the suspect in Incident 6 should also be considered a suspect in incident(s):

A. 1.
B. 2.
C. 3.
D. 5.

## 9. INFORMATION ORDERING

**Definition**: This is the ability to apply rules to a situation for the purpose of putting the information in the best or most appropriate sequence. An example might be arranging the importance of certain activities in a traffic accident or domestic dispute. In order to use this ability, rules or instructions must exist for the person to know what the correct order of information is. For example, in a first aid situation, the officer must have been instructed or have available a set of instructions concerning what should be done first, second, and so on. This ability also involves the application of specified sequences or procedures to a given situation. This ability would come into play particularly when deciding which set of procedures to follow first, which to follow next, as would be the case of a traffic accident on a busy street when a serious injury was involved. The officer might have to weigh traffic back-up against first aid requirements.

**Techniques**: These questions usually start off with the relevant rules, procedures, or other items of information. In some instances, procedures are presented in the order in which they must be performed. Candidates are then given a specific set of events and asked to identify the next step which must be followed (based on the sequence of procedures specified in the initial passage). Such questions require you to closely follow the sequence of procedures presented in the initial passage.

**Example**:

Use the information in the following passage to answer the next question.

When responding to an incident involving a sick or injured person, a police officer should follow these steps in the order given:

1) Render reasonable aid to the sick or injured person.

2) Request an ambulance or doctor, if necessary.

3. Notify the Radio Dispatcher if the person is wearing a Medic-Alert emblem, indicating that the person suffers from diabetes, heart disease, or other serious medical problems.

4) Wait to direct the ambulance to the scene, or have some responsible person do so.

5) Make a second call in 20 minutes if the ambulance does not arrive.

6) Record an entry on your Activity Log, including the name of the person notified regarding the Medic-Alert emblem.

While on foot patrol, Police Officer Grayson is approached by a woman who informs the officer that an elderly man has just collapsed on the sidewalk around the corner. Grayson notices that the man is wearing a Medic-Alert emblem indicating heart disease. Police Officer Grayson requests an ambulance to respond. According to the preceding passage, Grayson's next step should be to:

A. wait for the ambulance to arrive.
B. have a responsible person direct the ambulance to the scene.
C. place a second call for the ambulance after 20 minutes.
D. inform the Radio Dispatcher of the Medic-Alert emblem.

**Explanation of Example Question**: The correct answer is D. There are two key points to this question. First, the last step completed by Officer Grayson was to request an ambulance (step 2). Second, the next step is a conditional one. The radio dispatcher is only notified if "the person is wearing a Medic-Alert emblem." According to the description of the incident, prior to calling for the ambulance, Grayson "notices that the man is wearing a Medic-Alert emblem." Thus, the next step would be number 3 (as indicated by answer D). Answers A, B and C are incorrect, because they correspond to steps 4, 4 and 5, respectively.

In other information ordering questions, the initial items of information may be presented out of order and candidates may be asked to arrange the information in the most logical order.

**Example**:

Police officers should perform the following steps when a weapon is found at a crime scene. (These steps are NOT listed in the correct order.)

1) Note the position of the hammer, and whether the safety latch is on or off.

2) Unload the weapon, if possible, to ensure safe transportation.

3) Place each recovered spent cartridge separately in an envelope or box.

4) Carefully transport weapon, cartridges, and cartridge casings to the lab for analysis.

5) Photograph the weapon close up and sketch each cartridge case position.

6) Wrap recovered cartridges in tissue paper.

The most logical order for the above steps is as follows:

A. 1, 5, 2, 6, 3, 4.
B. 2, 6, 3, 5, 1, 4.
C. 5, 1, 3, 6, 2, 4.
D. 5, 4, 1, 6, 3, 2.

The approach recommended for these types of questions is similar to the approach recommended for the second type of written expression question. That is, put in order only as much information as you need to answer the question. Don't try to put all of the steps in correct order. You could be wasting valuable time doing this, because you usually do not need to put all of the steps in order to identify the correct answer. Consider only the order shown in each of the response alternatives. Go through the alternatives one-by-one. Examine each alternative only as far as the point where you find it to be wrong. Then proceed to the next response alternative.

If you're not sure which step should be first on the list, you may find it easier to note which step should be last. This will help you considerably in eliminating obviously wrong choices. If you don't know what should be first nor last, then go by what you know for sure. In other words, even if you do not know the proper order of all of the steps, nor which step should come first or last, you may know that one of the steps should come after another. If so, you may be able to choose the correct answer by using just those two steps to answer the question. ***The key thing to remember is that you practically never need to know the correct order of all of the steps to answer these types of questions.***

**Explanation of Example Questions**: The correct answer is A. To determine the correct answer, the steps must be listed in the correct time sequence. Steps 2, 3, 5 and 6 deal with the handling of the cartridges (or cartridge casings) which are either in the weapon or ejected to the ground. In terms of these four steps, 5 must occur before 2, 2 before 6 and 6 before 3. In other words, you must sketch the cartridge positions before unloading cartridges from the gun. The weapon must be unloaded before the cartridges can be wrapped. Once the cartridges are wrapped, then the recovered cartridges are placed in a separate envelope or box. The only answer with the 5, 2, 6, 3 sequence is answer A.

**Sample Test Questions**: Record your answers to the two questions below on the Sample Test Answer Sheet on page 10.

Use the information in the following passage to answer question 17.

When dusting a crime scene for fingerprints, a police officer should follow these steps in the order given:

1) Choose a powder color in contrast with the surface to be dusted.

2) Dip a brush into the powder and work the powder into the fibers of the brush.

3) Lift the brush out of the powder, checking to make sure there is not too much powder on the brush.

4) Holding the brush lightly, shake a light dusting of powder onto the suspected area.

5) If a light pattern shows up, brush more powder into the pattern lightly with the flow of the ridges.

6) Lightly clean up the pattern by brushing excess powder out of the voids between the ridges to define the print.

7) Photograph the impression and proceed to lift the impression with transparent tape.

17. While dusting a crime scene for fingerprints, Officer Mulholand shook a light dusting of powder onto a dresser top and noticed what appeared to be a fingerprint. According to the preceding passage, the officer's next step should be to:

A. brush more powder into the pattern.
B. shake a light dusting of powder over the entire area.
C. shake the brush lightly to make sure there is no excess powder on it.
D. photograph the impression and lift the impression with transparent tape.

18. Police Officer are responsible for searching prisoners at the station house as part of the arrest processing procedures. The following steps should be used when conducting a prisoner search. (These steps are NOT listed in the correct order.)

1) Lower both of your hands to the base of the prisoner's neck and proceed with the search by covering the chest, stomach, and back.
2) Have the prisoner empty all pockets in pants, shirt, coat and jacket.
3) Be sure no other inmates are in the room when the search takes place.
4) From the waistline, proceed down the legs, using both hands on one leg and then the other.
5) Have the prisoner stand facing a wall, back to you, legs spread and arms extended straight out.
6) From behind, using both hands, start at the forehead and run your fingers or a comb through the prisoner's hair.

The most logical order for the above steps is as follows:

A. 2, 1, 4, 3, 5, 6.
B. 3, 2, 5, 6, 1, 4.
C. 3, 5, 2, 6, 4, 1.
D. 3, 5, 4, 2, 6, 1.

## B. SAMPLE TEST QUESTIONS: ANSWERS/EXPLANATIONS

The answers to the Ability Areas Sample Test Questions are listed below. Explanations of the answers follow this list.

| | | | | | |
|---|---|---|---|---|---|
| 1. B | 4. B | 7. B | 10. A | 13. C | 16. A |
| 2. B | 5. B | 8. B | 11. B | 14. A | 17. A |
| 3. A | 6. C | 9. C | 12. A | 15. D | 18. B |

Memory questions - 1 and 2. These questions are based on the memory scene provided. The answers can be explained by looking back at the memory scene on page 13.

Visualization questions - 3 and 4.

3. The correct answer is A. All critical features match the features of the suspect. In addition, all other alternatives have at least one critical difference.

   B- is incorrect, because the left eye lid line extends too low.

   C- is incorrect, because the nose line extends too high.

   D- is incorrect, because the lips are too high or there is a smaller gap between the nose and lips.

4. The correct answer is B. Although the truck has been painted a darker color and a cap has been added, the body of the truck matches the picture of the vehicle used in this crime. All of the other alternatives have at least one discrepancy which could only have occurred as a result of body work to the truck.

   A- is incorrect, because the bed of the truck is too long.

   C- is incorrect, because the truck has a high back end which extends to the top of the cab, similar to a rental moving truck.

   D- is incorrect, because the vehicle also has a high back end which includes an extra door and window, resembling a sport utility vehicle (SUV).

Spatial Orientation questions - 5 and 6.

5. The correct answer is B because it provides the only route among the response alternatives to the incident without breaking any traffic laws.

   A- is incorrect, because it suggests to travel in the wrong direction (i.e., east) on High St.

   C- is incorrect, because it suggests to travel in the wrong direction (i.e., west) on Garfield St. and (i.e., east) on High St.

   D- is incorrect, because it suggests to travel in the wrong direction (i.e., west) on Garfield St.

6. The correct answer is C, Broad and Tucker Streets. Beginning from Oak and Jefferson, you travel north 1 block to Jefferson and Market. Then, travel west 4 blocks to Market and Spruce, north 2 blocks to Spruce and Stover, and east 5 blocks to Stover and Broad. Finally, you travel south 1 block to Broad and Tucker.

Written Expression questions - 7 and 8.

7. B is the correct answer. It correctly reflects the two roles law enforcement plays in problems of domestic conflicts -- 1) handling a conflict that disturbs the neighbors AND 2) stopping crime before it starts.

   Although alternatives A, C and D do relate (in varying degrees) to other aspects of police involvement in domestic conflicts, none of these aspects are directly mentioned as information in the question and none include the notion of the dual roles of the police.

8. The correct answer is B. To identify the correct order, these sentences for the report need to be ordered into the proper time sequence. The clearest clues involve sentences 4 and 2.

   Sentence 4 begins "Upon arrival..." Therefore, sentence 4 must separate the actions that occurred prior to arriving at the scene from those events occurring after the arrival. Sentence 2 is the only statement regarding actions prior to arrival (i.e., getting the call). Thus, sentence 2 must occur first and be followed by sentence 4. Only answer B begins with the sequence 2, 4. In addition, the rest of the sequence (5, 1, 3) is also appropriate.

Written Comprehension questions - 9 and 10.

9. C is the correct answer. As stated in the passage, "The owner of the home had reported a robbery...**AND**... the suspects were in the home when he and his wife arrived home."

   A- is incorrect, because it states that nothing was stolen;

   B- is incorrect, because the wrong items are listed;

   D- is incorrect, because it states specific numbers of items stolen which were not stated in the passage. The information in the passage does mention that the robbers concentrated their efforts on the exotic gun and antique jewelry collections, but the passage does not indicate the exact number and type of items taken.

10. A is the correct answer. Officer Reigner was the officer who "requested the names of the companies and the services they performed."

    B- is incorrect, Mr. Corneal seemed to answer all of the officers' questions.

    C- is incorrect, because Officers Lucas and Gentry searched the home. Officer Baker assisted with the questioning of the owners.

    D- is also incorrect, the robbers were reported to have fled the scene in a dark blue sedan, not a dark blue van.

Problem Sensitivity questions - 11 and 12.

11. B is the correct answer. The driver submitted to the blood alcohol test and scored below the legal limit. According to guideline 3, under these conditions, "the driver's license SHALL NOT be confiscated." Officer Kelley did take the driver's license and that was problematic.

A- is incorrect, given the fact there was a problem with the license (response B).

C- is incorrect, because the original guidelines did not mention any need for a witness to the field sobriety tests.

D- is incorrect, because (according to guideline 4) even if a motorist passes the blood alcohol test, "the motorist can still be charged with driving under the influence, if the officer can justify the charge through the use of field sobriety tests." Both conditions have been met since Kelley charged the motorist with driving under the influence AND the motorist failed the field sobriety tests.

12. A is the correct answer, because the only inconsistency between the various accounts was given by witness 1. There is agreement that there were two males with similar builds (about 6' tall and 180 pounds). In addition, from all accounts, the first robber had dark hair, jeans, a leather jacket, sunglasses, tennis shoes and spoke, AND the second robber had jeans, a red jacket and tennis shoes. The only difference is witnesses 2, 3 and 4 state that the second robber's face was hidden by a ski mask/stocking cap. Witness 1 not only failed to mention the mask, but also was the only witness who claimed that this individual had blonde hair. All other details were confirmed by at least two of the four witnesses.

Deductive Reasoning questions - 13 and 14.

13. C is the correct answer. According to the Fourth statement listed under OFFENSES, any situation involving hostages would warrant backup.

A - does not require backup because the crime was not reported within 30 minutes as indicated by the second statement listed under OFFENSES.

B - does not require backup because the motorist traveled 30 mph under the speed limit. Backup would be required if the motorist traveled 30 mph over the speed limit as indicated by the first statement listed under OFFENSES.

D - does not require backup because the accident was not fatal as indicated by the third statement listed under OFFENSES.

14. A is the correct answer. Based on the six guidelines, the captain's work situation, the date and temperature, Captain Cross may wear either the Eisenhower Jacket or the Double Breasted Blouse, a white, long sleeve shirt, and regulation trousers with either the black trouser braid or stripe.

B- is incorrect, because according to guideline 3, a captain "will substitute a white shirt" for the navy blue, long sleeve shirt.

C- is incorrect, because according to guidelines 4 and 5, the captain can not wear the short sleeve shirt because the temperature is too cold (60 degrees) and the captain is serving outside duty.

D- is incorrect, because according to guideline 1, it is too early in the year (September) and too warm (60 degrees) to wear the Antron Jacket.

Inductive Reasoning questions - 15 and 16.

15. When examining the choices, the answer alternatives include the section of the city and the time of day. There is no indication of the day of the week. Thus, the information in paragraph 3 is irrelevant to this decision. According to the first two paragraphs, assaults occur "in the eastern and northern sections" and "between 7 p.m. and 9 p.m. **OR** between 11 p.m. and 4 a.m."

    Answer D is the correct answer. It includes both an appropriate section of the city and time of day.

    C- is incorrect, because it is the wrong section of the city for assaults.

    A and B- are incorrect, because they do not include any of the hours of the day when assaults are more likely to occur.

16. A is the correct answer. To answer this question it is helpful to create a table with all of the various features for suspects 1, 2, 3 and 5 (4 is not one of the alternatives provided) and for the June 3rd suspect. Using this method, the other three answers can be eliminated.

    B- is incorrect, because the only tattoo is on the left hand, not on the bicep. Since this suspect had a tank top on, a cobra tattoo on the arm would be hard to miss.

    C- is incorrect, because the suspect's tattoos are on the forearms, not on the bicep.

    D- is incorrect, because the suspect is too tall and heavy (6'7" and 230 pounds).

Information Ordering questions - 17 and 18.

17. The correct answer is A. The key phrase in this question is "notices a pattern emerging." Procedure number 5 reads "If a light pattern shows up,... the next step is to...brush more powder into the pattern lightly with the flow of the ridges."

    Answers B, C and D are incorrect because they correspond to procedures 4, 3 and 7, respectively.

18. The correct answer is B. To determine the correct answer, the steps must be arranged in the most logical order. Steps 2, 3 and 5 deal with the preparation for the search and steps 1, 4 and 6 deal with the actual search. In terms of the last three steps, 6 must be first, because it instructs the officer to "start at the forehead." Step 1 must be next because it states "Lower both of your hands to the base of the prisoner's neck and proceed..." Step 4 is the continuation of step 1, since you finish 1 at the mid-section and begin 4 at the waistline. Answer B is the only one ending with the sequence 6, 1, 4 AND the order for the initial three steps (3, 2, 5) is appropriate.

## FINAL WORDS

This Preparation Guide represents an attempt to familiarize you with all aspects of the Written Ability Test, including the items and logistics, as well as to provide some suggestions for preparation. The suggestions provided here are not exhaustive — we encourage you to engage in whatever additional preparation strategies you believe will enhance your chances of performing effectively on the examination process and on the job.