



Entry Level
Law Enforcement

Study Guide

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What is this Study Guide?

This study guide is a tool to help you prepare for the written test and to give you an idea of what to expect. This does *not* contain information that you must memorize. The test is a skills and aptitude test. You are not required to learn job content or memorize information for the test. In fact, you could take the test and do well without reading this study guide. However, you will be better prepared and less nervous if you know what to expect on the test.

How to use the Study Guide

Read through the entire study guide and take the practice test. If you have problems with any of the types of questions, or notice weak areas in your ability to answer any of the questions, you may want to do additional study and preparation in those areas. Refer to the Reference List in this booklet for additional study materials. Be sure that you review how to complete the answer sheet on the inside back cover - your test cannot be scored properly if you do not complete the answer sheet correctly.



Important notice!

Watch for this notice throughout the study guide. This marks very important information that may help you avoid some common mistakes.

How to use the Practice Test

This booklet contains a practice test that has several sample questions similar to questions you might see on the actual test. This booklet also includes a sample test answer sheet. Before you look at the practice test, read the Test Overview, Study Tips, and Test-Taking tips. Then, try to put yourself in a “test-taking” environment. That is, sit someplace where it is quiet and there are no distractions. Put away all other materials, and try the practice test. Allow at least 20 minutes to take the test. The actual test will have other types of questions, and many more questions, but the practice test will give you a good idea of what the test will be like.

How to use the Reference List

The Reference List contains examples of books for further study. When you see this symbol:  and a number, refer to that number on the Reference List for an example of a book or reference with more information about the topic. For example,  9 refers you to a book about Reading Comprehension. There are many excellent books and other resources about these topics, and it is not necessary for you to find the same reference we have listed. Many similar books will cover the same material.

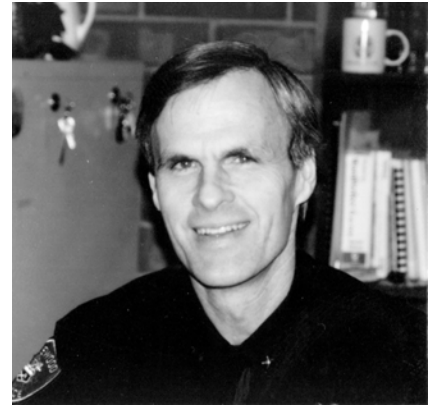
Comments from Law Enforcement Officers about the Job



*Steve Marshall
Captain*



*Daryl Miller
Detective*



*Robert Moore III
Division Chief*

What Are the Most Important Qualities for Being in Law Enforcement?

"Fairness and honesty with yourself and others. Empathy. Common sense. Reasoning and analytical qualities. A sense of humor. You have to have a sense of discipline. You have to be able to take orders, and be told what to do, especially in a crisis. You need to be able to take on responsibilities and monitor yourself.

Also, you must have humility. You are not the most important person out there. Yes, you have power and authority, but you have to know your place and not overstep your boundaries." – Steve Marshall

"Good interpersonal skills. Good communication skills – both verbal and written. You need to be well-rounded and balanced. You must be open-minded. Finally, you must be motivated to better yourself through education and skills-training." – Daryl Miller

"Integrity comes before everything else. Initiative – a lazy police officer will not succeed. Strong oral and written communication skills. Courage – both physical and moral courage. And you must care about people, regardless of race, religion, ethnicity or eccentricity." – Bob Moore

What Can a Candidate Do to Prepare for a Career in Law Enforcement?

Mental Preparation

"Take classes to better yourself. You can take classes that are specific to criminal justice, but general classes are OK too. These would include diversity training, which gives you an understanding of different cultures." – Steve Marshall

"Pursue an education and all that comes with it. You will gain technical knowledge and human relations skills. You will learn how to interact with different people, through the give-and-take of different ideas and perspectives. Develop your communication skills – learn how to listen and perceive. Become familiar with societal issues and the perspectives of other cultures. Become multidimensional." – Bob Moore

"Practice your communication skills. Relate to people by being an active listener. Practice getting your point across." – Daryl Miller

Emotional Preparation

"There are many classes that teach 'life skills,' including self-awareness classes, which teach you to understand the stresses of the job on yourself and others in your life." – Steve Marshall

"Lead an honest and ethical life." – Bob Moore

Physical Preparation

"Maintain physical and mental fitness and endurance." – Bob Moore

What Do You Like About Being in the Law Enforcement Profession?

The Challenge

"The job is challenging and rewarding. It keeps your mind working. There is something different every day." – Steve Marshall

"The diversity of what we do. Every day is *un-routine*." – Daryl Miller

"The job is always a challenge – something new or different happens every day. You exercise responsibility on a regular basis." – Bob Moore

Serving the Community

"It gives you the ability to help others. It also gives you the ability to give something back to the community on a regular basis." – Steve Marshall

"This job is an opportunity to do some important work for society." – Bob Moore

To read more comments and descriptions of the job from current officers, see [13](#).

Test Overview - What to Expect

This test may be a little different than some other tests you have taken. The test covers a broad range of skills and abilities that have been found to be important for the job. These are discussed below, with ideas for how you can perform at your best.

Basic Skills of Reading, Writing, and Mathematics

Some of the skill areas covered are basic skills, such as Reading Comprehension, Writing Skills, and Mathematical Skills. There is one right answer to each question. The best way to prepare for these types of questions is to brush up on these basic skills by using standard study materials which you can obtain from a library or a bookstore. Some references are listed in the Reference List of this study guide (☞ 1 - 9), but any similar material will be adequate. If you are not sure of your skills in these areas, you may want to consider taking a remedial class at a local community college.

Judgment, Reasoning, Communication, Motivation, and other skills and aptitudes

The test also measures a variety of other skills, abilities, and aptitudes. These include:

- your ability to use good judgment and solve problems
- your motivation, interest, and preparation for the job (☞ 10 - 18)
- your communication skills (☞ 22 - 27)
- your ability to work with a variety of people (☞ 22 - 27)
- other skills and aptitudes

Situational Questions

These questions describe situations related to an event or subject and ask what you would do, what the person in the situation should do, or what you think about the situation. For these types of questions, there may be many correct answers and perspectives. Each of us is different, and we solve problems and deal with situations differently. However, in a written test format it is important for you to choose the response which comes closest to how you would respond, even if it is not exactly what you would do or think.

The test contains various situations that are based on typical and everyday experiences that are common across age, gender, ethnicity, religion, region, or other background or experience. However, not all experiences will be common to everyone. If a particular situation is not familiar to you, try to place yourself in the situation as much as possible, by thinking about experiences you have had that are similar. The test does not require any prior Law Enforcement knowledge or experience.

You may also feel that some of the questions have some emotional content, or trigger an emotional reaction. The goal of the questions is to represent a variety of real-life circumstances. The questions are not intended to make you feel uncomfortable or offended in any way. However, in the job for which you are applying, you will deal with many different issues and types of people. The test questions represent and reflect a complex world with many difficult issues. Also, remember that you may not totally agree with the answer choices that are provided. Try to pick the answer that is the closest to how you would want to respond.

Questions about You

These are questions that ask how you feel or think about a specific topic, or that ask you to describe yourself in various ways. Some of these situations may seem a little vague. In many cases, you might act or respond in different ways, depending upon the exact circumstances. However, for the written test, you need to choose the response that seems most like you, most of the time. Imagine yourself in situations that are similar to the ones described and think about what your most likely or frequent response has been or would be.

All of us have different skills, styles, and ways of dealing with various issues. There is no one right style for doing the job. The best way for you to prepare to answer questions about yourself is to think about your own experiences and skills, and answer the questions honestly and thoughtfully.

Important notice!

This study guide is not intended to exactly describe every possible component of the test. The test you take may also have other types of questions, such as reading maps, looking at pictures or photographs, and using a calendar. The questions may not be in any particular order, and you will not always know what skill a particular question measures.

Test Format

The questions are numbered sequentially. The test is multiple choice. Questions may have as few as two or up to ten answer choices. The practice test within this study guide will give you an idea of what to expect on the test.

Important notice!

You must provide the correct number of answer choices for each question. If a question does not specifically tell you how many answers to choose, **Choose one answer**. Other questions tell you to **Choose 2 answers** or **Choose 3 answers**. You will lose points if you do not choose exactly the correct number of answer choices!

The answer sheet is a machine readable form with numbered bubbles. You must darken the correct bubble completely.

Examples

1. Most questions require you to **Choose one** answer. If a question does not specifically tell you how many answers to choose, choose only one.

Choose one answer.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

2. Some questions will require you to **Choose 2** answers. In this case, you must darken exactly two bubbles on the same line, as shown in the example below:

Choose 2 answers.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

3. Some questions will require you to **Choose 3** answers. In this case, you must darken exactly three bubbles on the same line, as shown in the example below:

Choose 3 answers.

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

Test Language

The test uses standard, conversational English. Every effort was made to eliminate slang or unfamiliar words. Traditional grammar usage has dictated the use of masculine pronouns for the third-person form, such as *he*, *his*, and *him*. In the interest of avoiding the use of awkward alternatives, such as *he/she*, *he or she*, the questions alternate referring to he or she. In other words, some questions refer to *your boss...he said*. Other questions refer to *your boss...she said*.

In a few instances, a question may refer to various other groups. This is to create a more accurate context or realistic situation. When referring to racial or ethnic groups, the test uses the terms Asian, Black, White, Hispanic, and Native American. We asked many people from all different groups, including current law enforcement experts, to review the test language to make sure it is appropriate.

Study and Preparation Tips

Tip #1 Do a Self Assessment of your Strengths and Weaknesses.

After reading this study guide, make a list of your strongest and weakest areas. Think about the skills and abilities that are required for the job and try to assess how well you meet those requirements. See ☞ 17, 18, 27 for ideas on how to do a self-assessment.

Tip #2 Determine your Goals and Objectives.

You will not be successful in improving your weak areas unless you are committed to your goals. If you are not sure why you are studying, or what you hope to achieve, you will probably not accomplish very much. (☞ 8, 18)

Tip #3 Plan and Prioritize.

Plan what you want to study and how long you will spend on each area. Create a schedule to make sure that you cover all the material. Prioritize what you study, based on your weakest areas.

Tip #4 Develop Excellent Reading Skills.

The most important test preparation you can do is to assess and improve your reading skills. If you are not accustomed to reading, you will be at a disadvantage when you have to read for 2 - 3 hours at one time during the test. Get into a habit of reading at least 30 minutes every day. You can read newspapers, magazines, books, or any material that is interesting to you.

To be effective, you need to practice active reading. Ask yourself questions as you read, such as: **What do I think about this? What is the point of this article or story?** Relate what you are reading to your own personal experiences. Think about when something similar has happened to you or to someone you know. Try to visualize the event or story being told in what you read. (☞ 9)

Reading a test is different than reading any other type of material. It is very important that you read each question thoroughly and understand it before you answer the question. Try to place yourself in the situation.

Being able to read well will help you on the test and when you are in training for the job. When you enter the academy or do other training for the job, you must be able to read and comprehend large amounts of information.

If you are concerned that your reading skills are not adequate, get help from special reading programs, adult education courses, or a local college or library program. This may be the most important skill you can acquire for your career!

Tip #5 Brush up on Basic Skills, such as Reading, Writing, and Mathematics.

The test will measure your basic competence in these areas. Refer to the Reference List in this study guide, or take a remedial class or an adult education class, if you feel you need to improve these skills. Most community colleges have tests to assess your skills in these areas and some can even design a class specifically to address your needs. See ☞ 21 for a source of a listing of all community colleges in the U.S.

Tip #6 Determine your Best Study Methods.

If you are like most people, it is best to develop a routine that you follow on a regular basis. For example, if you need to improve your Math Skills, it is usually best to set aside a time every day, away from distractions, when you study. For example, you might want to study every night at 6:30 for 30 minutes. However, each of us is different and we learn in different ways. If you are not good at studying alone, form a study group, or ask a friend to help you study. If you are a visual person, you may want to write exercises on paper or use flash cards. If you are auditory, you may want to speak out loud as you go through the exercises or use a tape recorder. Determine what works for you and do it regularly.

Tip #7 Practice Taking Tests.

Taking tests successfully is a skill, too. Some studies have found that many people do not perform well on tests because the test-taking experience is unnatural, unfamiliar, or intimidating. Also, if you did not do well on tests in school, you may have negative expectations that prevent you from doing well. Try going to a local college learning center or advisor and ask about opportunities to take different types of tests. You can also use books that have sample Reading, Writing, and Math tests. (☞ 2, 7, 9 all contain drills and sample tests.)

You can also read and study in "test-like" conditions, such as at the library, to get used to a test-taking environment. Be prepared mentally for what the environment will be like when you take the test.

A practice test is included in this booklet.

Tip #8 Maintain your Motivation.

Why are you applying for this job? What are your goals? Are you sure that this is a good career choice for you? It is up to you to define your goal, develop a positive attitude, and to pursue your goal actively. (☞ 17, 18)

Tip #9 Develop and Maintain a Positive Attitude.

The key to success is to believe in yourself. If you have confidence, set realistic goals, and do the work necessary to achieve them, such as studying the recommended material in this booklet, you can be successful.

Test-Taking Tips

Tip #1 Be Prepared, Rested, and Calm.

If you have read this study guide, done an accurate self-assessment, and followed a schedule and plan for improving your weak areas, you should be ready for the test. Get plenty of rest before the exam, and have any required materials ready well ahead of the test. Arrive early to take the exam - rushing to get there will needlessly increase your anxiety. You can also do some breathing or relaxation exercises right before the exam.

Tip #2 Read, Listen, and Follow All Instructions!

If you do not follow all instructions exactly, you may lose points or fail the test. Many studies have shown that people who score low on tests often have failed to follow directions! There will be written instructions in the test, and the test administrators will also give you verbal information and instructions.

Tip #3 Match the Question Number on the Test and the Answer Sheet.

Review the sample test answer sheet shown in this study guide. The more familiar you are with the form and the process, the more relaxed you will be. You must complete the answer sheet correctly, or your score will be wrong! Check frequently to make sure you do not skip a line or mark your answer in the wrong spot. Always look at the question number on the test and find that number on the answer sheet.

Tip #4 Choose the Correct Number of Responses.

The test is multiple choice. Each question may have varying numbers of answer choices. In some cases, a question may have as few as two or up to ten answer choices from which to choose. Be sure you read them all before deciding. Choose one answer, unless the question specifically tells you to choose 2 or choose 3. You will lose points if you provide fewer or more answers than what is requested.

Tip #5 Read each Question Carefully.

Many times we read a question quickly, or read part of the question and think we know the answer. Read every question fully. Many of the test questions describe situations or scenarios. Try to picture the situation in your mind and put yourself there. Think about an experience you have had that is similar to the one in the question, and remember how you responded.

Then read all the possible answer choices. If you find an answer you think is correct, mark it with your finger, but continue reading all the other answer choices before you decide!

Tip #6 Keep an Even Pace.

You should have plenty of time to answer all of the questions, as long as you do not become stuck on any one question or section of the test. The test administrator will announce the time at regular intervals. Do not rush, but do maintain a pace that will allow you to finish the entire test.

Do not spend too much time on any one question. If you find yourself re-reading the same question and still do not know the answer, skip it and come back to it later.

You may have had the experience of seeing others finish a test more quickly than you. This can make you feel pressured to finish faster. Remember, you do not get extra points for finishing quickly, and people who finish too quickly may not have done as well as they think.

Tip #7 Stay Calm and Don't Give Up.

If you think that you are not answering the questions very well, or you are not sure how to answer the questions, keep going. If some of the questions seem difficult, other questions will be easier. Remember that we all have strengths and weaknesses, and no one answers all the questions correctly. Skip questions that are too difficult and come back to them after you finish the rest of the test. Be sure that you also skip that question on the answer sheet, so you do not mark your answers on the wrong line.

Tip #8 If None of the Answers seems "Right," pick the one or ones that are "More Right than the Others."

Some of these questions ask **What would you do?** or **What do you think?** If you would not do any of the alternatives, or you do not agree with any of the options, you should still choose the one that seems better than the others. In any given situation, there are many good ways to respond and many acceptable ways to think. The test cannot list every possible action. Choose the answer that seems better to you than the alternatives, even if it is not exactly what you would do.

Tip #9 Guess or Answer According to your First Impulse if you are not sure.

You do not have a chance to get a correct score on a question if you do not answer it. On the basic skills questions, such as Reading, Writing, and Mathematics, if you cannot determine the correct answer, it does not hurt you to guess. You can also usually eliminate one or more responses that you know are definitely wrong. Then you can guess between the remaining alternatives.

In the situational and self description questions, if you are not sure how you would respond in a situation, follow your first impulse about what you would probably do.

Tip #10 Be Yourself and Be Honest.

On some of the test questions, you may think that what you are "expected" to say is different from your real answer. However, this test is designed to measure many different skills and abilities.

Important notice!

If you try to guess what each question is measuring, you will often be wrong. In addition, you may present a misleading or inconsistent representation of yourself, which will hurt your score. Answer honestly and let us get to know who you really are.

Reference List

It is not necessary for you to use the exact references listed. These are given as examples only. The reference list contains examples of the types of reading material and study material that are available. Some of these exact references may go out of print or be replaced with newer editions. You can use this reference list as a resource to locate similar books that are available to you, that cover the same general content. You are not required to study any specific material or reference for the Selection Solutions test.

Basic Skills - Reading, Writing, and Mathematics

Example Titles for English and Writing

1. **Easy English, Basic Grammar and Usage.** Bonet, Diana. Menlo Park, CA: Crisp Publications, Inc. 1993.
2. **English Made Simple.** Waldhorn, Arthur and Zeiger, Arthur. Garden City, NY: Doubleday & Company, Inc. 1981.
3. **Write Right!** Venolia, Jan. Berkeley, CA: Ten Speed Press. 1995.
4. **Writing that Works.** Burr Ridge, IL: Irwin Professional Publishing. 1994. (1-800-634-3966)

Example Titles for Math

5. **Basic Mathematical Skills.** Streeter, Hutchinson, and Hoelzle. New York: McGraw-Hill. 1991.
6. **Every Day Math Made Easy.** Davidson, Peter. New York: McGraw-Hill. 1994.
7. **Practical Math Success in 20 Minutes a Day.** Robinovitz, Judith. New York: Learning Express. 1998.

Example Titles for Reading

8. **The Active Learner.** Brown, Sallie and Miller, Douglas. Roxbury Publishing. 1995.
9. **Improving Reading Comprehension & Speed, Skimming & Scanning, Reading For Pleasure.** Coman, Marcia J. and Heavers, Kathy L. Lincolnwood, IL: National Textbook Company. 1997.

Example Titles for

Criminal Justice and Law Enforcement

10. **Career Planning in Criminal Justice.** DeLucia, Robert C. and Doyle, Thomas J. Cincinnati, OH: Anderson Publishing Co. 1994. This describes federal, state, county, and municipal organizations and criminal justice positions, how to prepare for your career, and what to expect.
11. **Careers in Law Enforcement and Security.** Cohen, Paul and Shari. New York: Rosen Publishing. 1990.
12. **How to Get a Job with a Police Department.** Good, Stephen M. New York: Barnes and Noble. 1985.
13. **Inside Jobs, A Realistic Guide to Criminal Justice Careers for College Graduates.** Henry, Stuart, Ed. Salem, WI: Sheffield Publishing Company. 1994. This contains essays from various people who currently work in different types of law enforcement and criminal justice positions, and describes their experiences and how they got started.
14. **Law Enforcement Careers: A Complete Guide From Application to Employment.** Stern, Ron. Mt. Shasta, CA: Lawman Press. 1988.
15. **The Making of a Cop.** Rachlin, Harvey. New York: Pocket Books. 1991.
16. **Women Police Officers.** Lunneborg, Patricia W. Springfield, IL: C. C. Thomas. 1989.

General Career Guidance

These books are about general career guidance topics such as choosing a career and preparing for an interview.

17. **Career Directions.** Yena, Donna J. Johnson & Wales University. 1997. This book covers career planning, self-assessment, personal development, job search techniques, preparing a resume, preparing for an interview, and other related topics. This book also describes a variety of careers and average salaries.
18. **What Color is Your Parachute? A Practical Manual for Job-Hunters & Career Changers.** Bolles, Richard Nelson. Ten Speed Press. This is a book about how to choose a career, how to job-hunt effectively, how to do a skills analysis or survey on yourself, how to prepare your resume and prepare for an interview.

Software Available

19. Skills Bank. Skills Bank Corp. (1-800-84 SKILL)
20. Learning Plus. ETS. (1-800-559 PLUS)

Publication of all Community Colleges and trade schools in the US:

21. National Council for Occupational Education
Francisco Rd., Columbus, OH 43220-2654
Phone (614) 451-3577
E Mail: NCOE@NCOE.Columbus.OH.US

Example Titles for Interpersonal and Social Skills

22. **Education and Identity.** Chickering, A.W. and Reisser, Linda. San Francisco: Jossey Bass Publishers, Inc. 1993. This book contains excellent information about building relationships and cultural diversity issues.
23. **Effective Interpersonal Relationships.** Lucas, Robert W. Burr Ridge, IL: Irwin Professional Publishing. 1994. (1-800-634-3966) This is an easy-to-read and practical book on verbal and non-verbal communication skills, listening skills, and conflict and change in the workplace.
24. **Effective Listening Skills.** Kratz, Dennis M. and Kratz, Abby Robinson. Burr Ridge, IL: Irwin Professional Publishing. 1995. This is an easy-to-read and practical book that covers the basics of effective listening, including how to learn to listen, different ways to listen, and giving and getting feedback.
25. **Life Types.** Hirsh, S. Boston: Warner Books. 1989.
26. **Please Understand Me.** Kiersey, David. Amherst, NY: Prometheus Nemesis. 1988.
27. **Social Skills At Work.** Fontana, David. London: The British Psychological Society. 1990. This book discusses what good social skills are, provides some exercises for doing a self-assessment of your current skills, and discusses how to understand others, how to communicate effectively, cultural diversity issues, handling conflict, working as a team, being assertive, and breaking bad news to people.

Practice Test

The next few pages contain sample questions similar to the type you will see on the actual test. Before you begin the practice test, make sure you have read the Test Overview, Study Tips, and Test-Taking Tips. Also, it is best to take the practice test in a "test-taking" environment that is quiet and away from distractions. When you are ready, tear off the sample test answer sheet on the last page of this booklet, and use it to mark your answers to the questions on the practice test. Allow 20 minutes to take the practice test.

Important notice!

1. Check the question number, and mark the same number on the answer sheet.
2. Choose the correct number of responses (one, two, or three).
3. Darken the number of your choice completely.
4. Completely erase any changes or stray marks.

Begin Practice Test

Questions about You

These are questions that ask your responses to various situations. In some cases, you may think that different responses are true of you in different situations. You still need to choose the response that seems most like you, most of the time.

These questions are to help us understand you. It is better to be honest about how you would handle a situation than to try to guess how you "should" handle it. If you try to predict what the "right" answer is supposed to be, you may often be wrong. In addition, you may present an unrealistic, misleading, or inconsistent picture of yourself.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. When you are talking to someone who has recently been involved in a dangerous situation, such as a car accident, it is better to: <ol style="list-style-type: none"> 1) Get her to focus on the facts of what happened, rather than talking about her feelings. 2) Allow her to talk about her feelings while she is describing what happened. | <ol style="list-style-type: none"> 3. When you make decisions, you prefer to: <ol style="list-style-type: none"> 1) Make a decision by yourself, then get input from others before you take action. 2) Consider your options, then get input from others before you decide. 3) Formulate some ideas to present to others, then let everyone decide as a group. 4) Discuss your ideas with others to develop options before you decide. |
| <ol style="list-style-type: none"> 2. When a co-worker is having personal problems that are affecting his ability to get his work done, it is better to: <ol style="list-style-type: none"> 1) Encourage him to tell you about his problems so that you can help him. 2) Let him know that you would be willing to take some of his work if it would help. 3) Not discuss personal problems at work, and let him work it out for himself. 4) Encourage him to talk to someone who can help him solve his problems. | <ol style="list-style-type: none"> 4. After someone has explained something new to you, such as during training for a new job, you usually: <ol style="list-style-type: none"> 1) Are able to remember all the information you need. 2) Remember most of what you were told. 3) Wish you had listened better when it was being explained. |

Reading Comprehension

Questions 5 - 8 refer to the following reading passage.

The emotional abilities children acquire in later life build on those of the earliest years. And these abilities are the essential foundation for all learning. Successful learning is not predicted by how many facts a person knows or the ability to read so much as by emotional and social measures: being self-assured and interested; knowing what kind of behavior is expected and how to rein in the impulse to behave poorly; being able to wait, to follow directions, and to turn to others for help; and expressing needs while getting along with others.

A child's emotional abilities depend on the most basic of all knowledge, *how* to learn. There are seven key ingredients of this crucial capacity – all related to emotional intelligence:

Confidence. A sense of control and mastery of one's body, behavior, and world; the child's sense that he is more likely than not to succeed at what he undertakes, and that adults will be helpful.

Curiosity. The sense that finding out about things is positive and leads to pleasure.

Intentionality. The wish and capacity to have an impact, and to act upon that with persistence. This is related to a sense of competence, of being effective.

Self-control. The ability to modulate and control one's own actions in age-appropriate ways; a sense of inner control.

Relatedness. The ability to engage with others based on the sense of being understood by and understanding others.

Capacity to Communicate. The wish and ability to verbally exchange ideas, feelings, and concepts with others. This is related to a sense of trust in others and of pleasure in engaging with others, including adults.

Cooperativeness. The ability to balance one's own needs with those of others in group activity.

- | | |
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| <p>5. According to this passage, which of the following is true?</p> <ol style="list-style-type: none"> 1) The ability to read is not important to a child's successful learning. 2) A child's level of emotional intelligence is highly related to how well she can control her impulses. 3) Emotional intelligence is learned early in life and does not change once adulthood is reached. 4) A child's level of emotional intelligence is independent of the child's ability to learn in school. <p style="background-color: #cccccc; height: 15px; margin-top: 10px;"></p> <p>6. Sara is selling chocolate bars to raise money for the school's new gymnasium. The first ten people she asks refuse to buy any chocolate. According to this passage, she should:</p> <ol style="list-style-type: none"> 1) Think of other ways to make money for the new gymnasium instead of continuing to fail. 2) Stop trying to sell the chocolate since she has been unsuccessful. 3) Freely vent her frustration to other students who are selling more candy. 4) Believe that she will begin to sell more chocolate if she remains positive and keeps trying. <p style="background-color: #cccccc; height: 15px; margin-top: 10px;"></p> | <p>7. A class is attending a science fair at which there are several new scientific inventions. As the children walk past the displays, one of the students, Joseph, talks to the other students about topics not related to the science fair. When he is not talking, he is watching all the people around him. Based on the information in this passage, what do you think about Joseph's behavior?</p> <ol style="list-style-type: none"> 1) He is balancing his need to socialize with the need to let other students enjoy the science fair. 2) He is lacking self-control because he does not like the science fair. 3) He seems to lack a natural curiosity and appreciation for learning about new things. 4) He only feels understood if he is talking about himself. <p style="background-color: #cccccc; height: 15px; margin-top: 10px;"></p> <p>8. A school counselor notices that a young student named Marisha is a loner. She only speaks when someone speaks to her first. During lunch and in classes, she sits by herself. Which of the seven key ingredients for being able to learn does Marisha seem to be missing?</p> <ol style="list-style-type: none"> 1) Confidence 2) Curiosity 3) Intentionality 4) Self-Control 5) Relatedness 6) Capacity to Communicate 7) Cooperativeness <p style="background-color: #cccccc; height: 15px; margin-top: 10px;"></p> |
|---|--|

Writing Skills

The writing skills section of the test may have questions similar to any of the ones below. The format of the questions will vary.

In the examples below numbered 1 - 4, there are several writing errors. You will find one of these types of errors in each of questions 9 - 14.

Examples:

1) Grammar Error Example:

Incorrect: The woman *has went* to the store.

Correct: The woman *has gone* to the store.

3) Capitalization Error Example:

Incorrect: You should turn left on Main *street*.

Correct: You should turn left on Main *Street*.

2) Punctuation Error Example:

Incorrect: After reading the *book you* will write a report.

Correct: After reading the *book, you* will write a report.

4) Spelling Error Example:

Incorrect: The two women went into *businiss* together.

Correct: The two women went into *business* together.

Questions 9 - 14. For each line below, identify the type of error (1 - 4 above), and mark that number on your answer sheet.

9 It is a well-known fact that everyone experiences dreams during sleep. The value and importance of
 10 dreams, however - has been debated over the centuries. Nevertheless, many people would like to
 11 remember their dreams, but have difficulty doing so. Since many dreams occure shortly before a person
 12 awakes, you can often "Catch" yourself dreaming by setting your alarm for 15 minutes before you normally
 13 get up. Your dreams may provide interesting insights into your life. As psychologist Carl Jung has wrote,
 14 "The dream is the small hidden door in the deepest, and most intimate sanctum of the soul."

15. In the following question, choose the statement or paragraph you think is the most *clear, concise*, and *effective*. It should also contain correct grammar, punctuation, and spelling.

- 1) A White House Commission have recommended a number of steps, to improve air safety, including fingerprinting all airline employees.
- 2) A White House commission recommended a number of steps to improve air safety, one of which would be to fingerprint all Airline Employees.
- 3) A White House Commission recommended a number of steps, such as fingerprinting all airline employees to improve Air Safety.
- 4) A White House commission has recommended a number of steps to improve air safety, including FBI checks of fingerprints of all airline employees.

In the following question, fill in the blank with the correct word or phrase.

16. Joe, Bill, and _____ decided to go to the meeting together.

- 1) us
- 2) me
- 3) I
- 4) them

Mathematical Skills

You will not be allowed to use a calculator on the test.

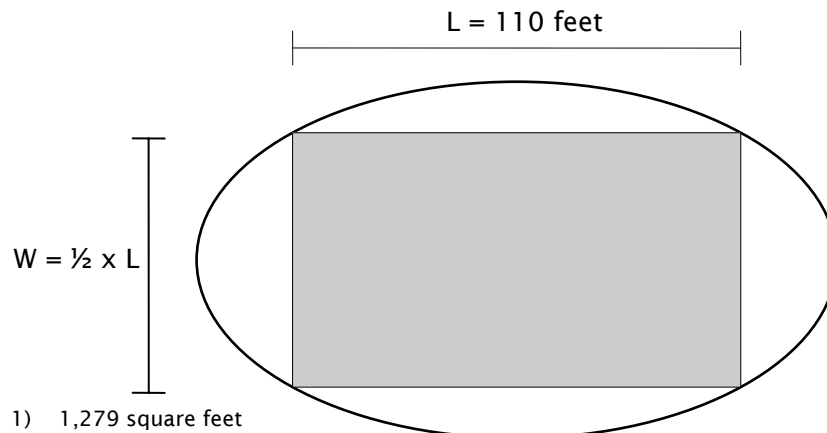
17. What is the decimal equivalent of $6/15$?

- 1) .25
- 2) .30
- 3) .35
- 4) .40

18. A piece of rope is 50 feet in length. It is found that the rope shrank by 10% when it got wet. After drying, the rope was stretched 5% longer than its wet length. How long is the rope after it is stretched?

- 1) 57.50 feet
- 2) 55.00 feet
- 3) 47.50 feet
- 4) 47.25 feet

19. The drawing below is a sketch of a floor plan. The entire floor covers 7,329 square feet. Suppose the shaded area was destroyed by fire. How much of the floor was *not* burned? Hint: The area of a rectangle can be found using the following formula: Area (square feet) = Length (feet) X Width (feet).



- 1) 1,279 square feet
- 2) 2,329 square feet
- 3) 4,304 square feet
- 4) 6,050 square feet

20. Add the following list of numbers to arrive at a total value.

$$\begin{array}{r}
 916 \\
 850 \\
 1,250 \\
 65 \\
 334 \\
 \hline
 2,468
 \end{array}$$

- 1) 5883
- 2) 5928
- 3) 4758
- 4) 5873

Situational Questions

These questions measure a variety of skills, including problem solving, decision making, judgment, as well as many other relevant skills. Try to place yourself in each situation, or remember a situation you have been in that was similar to the one described, and choose the response (or responses) that you think is best. If none of the answers is exactly what you would do, or what you think would be best, choose the answer (or answers) that comes closest to how you feel or think.

21. Mr. Carelli owns a drug store. When school gets out, lots of kids come into his store. He has noticed that after the kids leave, candy and magazines have been shoplifted. What is the best way for Mr. Carelli to solve this problem?

- 1) Prohibit kids from entering the store between 2 p.m. and 5 p.m.
- 2) Allow only a few kids in at one time so he can keep an eye on them.
- 3) Get the police to prosecute to the maximum degree when someone is caught.
- 4) Put the candy and magazines near the checkout counter where he can see them.
- 5) Stop carrying the items that the kids like to steal.
- 6) Install video cameras in the store to watch the kids.

22. Lately, you have noticed that there has been an increase in salespeople coming to your door trying to sell you various items. You find this irritating, and you wish they would stop. What is the best way to solve this problem?

Choose 2 answers.

- 1) Let the salespeople tell you about their products before deciding whether you are interested.
- 2) Politely tell each salesperson that you are not interested in buying anything.
- 3) Angrily tell each salesperson to leave you alone.
- 4) Refuse to open your door to anyone who looks like a salesperson.
- 5) Put up a sign on your door that says "No Solicitors."
- 6) Let the salespeople believe that they are close to making a sale, then tell them to leave.

23. You are attending a playoff game for your university basketball team, the Tigers. They are playing the Elks. As you go to get a hot-dog, you accidentally bump into an Elks fan. Even though you apologize, he turns to you and yells: "What's the matter with you, you idiot? You better look where you're going, you stupid Tiger fan. Where'd you get that stupid hat? All you stupid Tiger fans are wearing those stupid hats. Those hats are stupid and you're stupid!"

You do not feel threatened by the man, but you think he is irritating. Of the following, which would you be most likely to say?

Choose 3 answers.

- 1) "You're the one who's acting stupid here."
- 2) "Excuse me. I'm going back to my seat now."
- 3) "Like I said, I'm sorry I bumped into you."
- 4) "Move away from me please."
- 5) "I'm just here to have fun at the game."
- 6) "Security can kick you out of here for bothering people."
- 7) "Why don't we just go back to our seats and enjoy the game."
- 8) "Hey man, let's forget the insults."
- 9) "No wonder everyone thinks Elks fans are a bunch of hot-heads."

24. You are going to move out of your house after renting there for 3 years. The house is in good condition. When the landlord inspects the house, he says that you will have to paint the inside of the house or he will keep your security deposit. You have called the local housing authority and have found out that painting is your landlord's responsibility. When you tell him this, he still disagrees.

What do you do?

- 1) Do the painting yourself, and insist on your deposit back.
- 2) Tell him that you will pursue the matter legally.
- 3) Offer to pay for half of the painting if he will give you your deposit back.
- 4) Give up on getting your deposit back, because it is not worth the fight.

End of Practice Test

Answers for Practice Test

Questions about You

Questions 1 - 4 ask you to answer honestly about how you respond in these situations. Therefore, we cannot tell you what the "right" answer is for you. Remember that the purpose of the test is to learn about you, your skills and abilities, so your honest answers allow us to correctly evaluate you and your qualifications for the job.

Reading Comprehension

5. Answer 2 is correct because Self-Control is one of the emotional skills listed in the passage.
6. Sara is demonstrating Intentionality by believing that she can sell more chocolate. Answer 4 is correct.
7. Answer 3 is correct. Based on Joseph's behavior, it is not clear if any of the other statements are true.
8. Answer 6 is correct. Marisha clearly has trouble Communicating with others. She may also lack Confidence or Relatedness, but we can't tell for sure from her behavior.

Writing Skills

9. 4 is correct. The word "importance" is misspelled.
10. 2 is correct. The punctuation of "however - has" is incorrect. The correct punctuation is "however, has."
11. 4 is correct. The word "occur" is misspelled.
12. 3 is correct. The word "catch" should not be capitalized.
13. 1 is correct. "Jung wrote," is correct, not "has wrote."
14. 2 is correct. There should not be a comma between "deepest and most."
15. 4 is correct. The other options all have at least one punctuation or capitalization error. In addition, choice 4 provides the information in the most concise, yet complete way.
16. 3 is correct.

Mathematical Skills

17. 4 is correct. To solve this problem, divide 6 by 15.
18. 4 is correct. To solve this problem, multiply 50 by .10. This is equal to 5. Subtract 5 from 50 = 45. Then, multiply 45 by .05. This is equal to 2.25. Add 2.25 to 45.
19. 1 is correct. To solve this problem, determine the area of the burned floor by multiplying 110 by 55. This is equal to 6,050. Subtract this amount from the total floor of 7,329 to get the area that was not burned.
20. 1 is correct.

Situational Questions

21. 2 is the best answer. 4 would also be helpful, but is not as effective as 2. Some of the other solutions may also work, but 2 is the most effective solution because it will be easy to implement, does not cost anything, and will not have negative consequences that some of the other options may have.
22. Did you remember to choose 2 answers? 2 and 5 are correct.
23. Did you choose 3 answers? 2, 3 and 7 are correct.
24. 2 is correct. In this case, the landlord is breaking the law. Telling him your intentions gives him the opportunity to change his mind.

How did you do on the Practice Test?

Remember, if you have weaknesses in a particular area, plan how you will improve your skills. Set a timeline and a goal. Look at the Reference List inside this booklet for some additional study materials and resources.

Good luck!

Important information for Applicants

When you take the Entry Level Law Enforcement test, you will be asked to sign the following statement:

I, _____, understand that the contents of this test are highly confidential, and the test and materials are copyrighted and protected by law. I agree not to disclose information about the test to anyone. I further confirm that I am taking the test for myself, and I understand that cheating or lying will automatically disqualify me from the selection process.

Social Security No. _____

How to complete the answer sheet

The answer sheet for the test is a machine-readable answer sheet. You must follow these instructions to complete the answer sheet, or your test may be scored incorrectly.

Important notice!

1. Use a #2 pencil that will be provided during the test administration.
2. Darken the number of your choice completely.
3. Completely erase any changes or stray marks.
4. Check the question number, and mark the same number on the answer sheet.
5. Choose exactly the correct number of responses (one, two, or three).
6. Do not bend or fold your answer sheet.

Complete all the information on Side 1, at the top of the answer sheet before you begin. The information you must put on the answer sheet includes the following:

1. Name
2. Social Security Number - This is mandatory!
3. ID Number - If the department assigns you an ID code, you must mark it here.
4. Test Code - The test administrator will tell you the code.
5. Have you previously taken the CWH test? Answer Y for Yes or N for No.
6. If Yes, write the city, state, month and year when you last took the test. If you cannot remember the exact date, estimate. Darken the bubbles for the date.
7. Racial/Ethnic Background - We are required to collect this information for legal reasons and for research purposes only. It will *not* affect your score in any way.
8. Gender - Mark M or F. We are required to collect this information for legal reasons and research purposes only. It will *not* affect your score in any way.

Look at the example below:

(1) NAME _____

(2) SOCIAL SECURITY NO.	(3) ID CODE	(4) TEST CODE
0 0 0 0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
1 1 1 1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1
2 2 2 2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2
3 3 3 3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3
4 4 4 4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4
5 5 5 5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5
6 6 6 6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6
7 7 7 7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7
8 8 8 8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8
9 9 9 9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9

(5) Have you taken a CWH test before?
Y or N

(6) If Yes, when and where:
MO/YR CITY/STATE _____

0 0 0 0	0 0 0 0
1 1 1 1	1 1 1 1
2 2 2 2	2 2 2 2
3 3 3 3	3 3 3 3
4 4 4 4	4 4 4 4
5 5 5 5	5 5 5 5
6 6 6 6	6 6 6 6
7 7 7 7	7 7 7 7
8 8 8 8	8 8 8 8
9 9 9 9	9 9 9 9

(7) ETHNIC/RACIAL BACKGROUND

W	White, Indo European
B	Black, African American
H	Hispanic, Mexican American, Latino
A	Asian American, Pacific Islander
N	Native American, Alaskan Native

(8) GENDER

M	Male
F	Female

Use the sample test answer sheet on the reverse side to take the Practice Test

Practice Test Answer Sheet

NAME

Have you taken a CWH test before?
Y or N

If Yes, when and where:
MO/YR CITY/STATE

SOCIAL SECURITY NO.	ID CODE	TEST CODE
0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1
2 2 2 2 2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2
3 3 3 3 3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3
4 4 4 4 4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4
5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5
6 6 6 6 6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6
7 7 7 7 7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7
8 8 8 8 8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8
9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9

0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

ETHNIC/RACIAL BACKGROUND	
W	White, Indo European
B	Black, African American
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A	Asian American, Pacific Islander
N	Native American, Alaskan Native

GENDER	
M	Male
F	Female

Begin Test Here

- | | |
|-------------------------|-------------------------|
| 1. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 16. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 2. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 17. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 3. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 18. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 4. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 19. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 5. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 20. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 6. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 21. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 7. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 22. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 8. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 23. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 9. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 24. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 10. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 25. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 11. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 26. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 12. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 27. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 13. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 28. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 14. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 29. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |
| 15. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ | 30. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ |