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# Written Examination Orientation and Preparation Guide



## City of Tulsa Police Department

Developed by I/O Solutions, Inc.



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**Reasonable Accommodation:** Human Resources will make reasonable efforts in the examination process to accommodate persons with disabilities. Please advise the Human Resources Department of special needs in advance of the examination by calling (918) 596-7433.



## Introduction

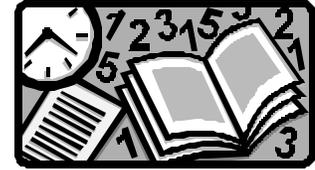
This *Orientation and Preparation Guide* has been developed to introduce you to the *Tulsa Entry-Level Police Officer Written Examination*. The exam consists of a series of multiple-choice questions and rating scales designed to test important cognitive abilities and personality attributes that are necessary for effective job performance as a police officer.

In developing the police officer written examination, a group of law enforcement experts from the Tulsa Police Department (TPD) identified many of the tasks essential to the performance of the job of a police officer. From these tasks, essential areas for entry-level testing were determined. These areas are as follows:

- ◆ Verbal comprehension
- ◆ Verbal expression
- ◆ Problem sensitivity
- ◆ Deductive reasoning
- ◆ Inductive reasoning
- ◆ Information ordering
- ◆ Spatial orientation
- ◆ Mathematical reasoning
- ◆ Number facility
- ◆ Visualization
- ◆ Selective attention
- ◆ Flexibility of closure
- ◆ Behavioral and attitudinal attributes

These test areas have been clustered or grouped into two sections on the exam. The cognitive section, which includes 100 items, consists of verbal comprehension, verbal expression, problem sensitivity, deductive reasoning, inductive reasoning, information ordering, spatial orientation, mathematical reasoning, number facility, visualization, selective attention and flexibility of closure items. The last section consists of 140 items that form the behavioral and attitude component of the police officer examination.

The selection process for the position of police officer is very competitive, and higher scores on the entrance exam will increase your chances of being hired by the TPD. Although you are not required to read or use this *Orientation and Preparation Guide*, we encourage you to do so. The more you prepare for the test, the more likely you are to improve your score.



## Objectives of the Orientation and Preparation Guide

**1) To help you become acquainted with the types of questions included in the exam.**

This *Orientation and Preparation Guide* will provide you with a better understanding of the nature and format of questions that will appear on the entry-level police officer written exam. The exam is designed to measure the TPD job-relevant cognitive abilities and behavioral attributes. You will be tested on 12 separate cognitive abilities and several personality attributes. A definition of each of these areas and an explanation of how they apply to the job of an entry-level police officer will be given in this guide. In addition, sample test questions are also provided in each measurement area to give you a good idea of the types of questions to expect. We encourage you to become acquainted with the different measurement areas and question formats that will appear on the exam.

**2) To inform you of the rules governing the testing process.**

This guide will provide you with information about what you will be allowed to bring with you when you take the exam. Also included in this section is information about what is expected of you and what you can expect from the test proctors. It is a good idea to be aware of the rules before the day of the test so that you will not be distracted during the actual administration and can focus all of your efforts on doing well on the exam.

**3) To provide you with some general test-taking strategies.**

It is very important to pay close attention to this section of the *Orientation and Preparation Guide*. The general test-taking strategies presented in this section can help to ensure that you work as efficiently and effectively as possible on the exam. Following these general test-taking strategies may help to improve your overall score on the exam.

**4) To provide specific instructions for completing the exam answer sheet.**

Because the examination is computer scored, you will mark your answers on a computer scan sheet. If your answers are not marked correctly on this answer sheet, you will not receive credit for correct answers.

**5) To provide you with information about common test-taking errors and strategies for avoiding them.**

This *Orientation and Preparation Guide* explains errors typically made by test takers in multiple-choice exams and includes suggestions for avoiding them.

## Exam Specifications

The exam is divided into the following two sections:

Section I: The following twelve job-related cognitive abilities will be tested in this section:



- ◆ Verbal comprehension
- ◆ Verbal expression
- ◆ Problem sensitivity
- ◆ Deductive reasoning
- ◆ Inductive reasoning
- ◆ Information ordering
- ◆ Spatial orientation
- ◆ Mathematical reasoning
- ◆ Number facility
- ◆ Visualization
- ◆ Selective Attention
- ◆ Flexibility of closure

Section II: Section II tests several job-related behavioral and attitudinal dimensions that are critical for successful performance in this field.



### Number of Questions

As indicated previously, the test areas have been clustered or grouped into two sections on the exam. The cognitive section includes 100 items. Your score on the behavioral component, or second section, of the police officer examination will be computed from your responses to 140 additional questions. An overall test score is determined from your score on each section.

### Time Limit

The time allowed for you to work on the police officer examination is two-and-one-half (2.5) hours.

## Tips for the Day of the Exam

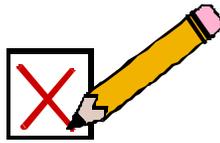


- ✓ **Preparation for the exam.** You will increase your chances of obtaining your best score if you spend some time preparing for the exam. This includes reading this *Orientation and Preparation Guide* and finding out as much as possible about the exam ahead of time, trying to avoid becoming overly anxious about the exam and using good test-taking strategies.
- ✓ **Your physical well-being.** Get a good night's sleep before the exam. Try to ensure that you are in the best possible condition both physically and mentally on the day of the exam.
- ✓ **Arrive early.** Make all necessary arrangements to ensure that you arrive early at the test site. You may need to make advance arrangements for such things as a ride to the test site or child-care. It would also be wise to anticipate poor weather or traffic delays in traveling to the test site and to allow extra travel time to ensure an early arrival even with delays. Give yourself ample time to settle in at the test site.
- ✓ **Confidence.** The more confident you are in your abilities, the more likely you are to do well on the exam. Try to stay focused on the exam so that you don't lose your place or read sentences over and over. You want to take control of the exam by feeling confident in your skills. Focus on becoming relaxed but concentrate on the exam you are about to take.
- ✓ **Attitude.** This exam is an opportunity for you to show your skills and abilities, and a positive attitude can have an impact on increasing your test score. There are a few ways to fine-tune your attitude about taking this exam:
  - ◆ Look at this exam as a challenge but try not to get "stressed out" by thinking about it too much.
  - ◆ Remember that passing this exam is the first step in the selection process for entrance to the police department, but it is not the only piece of information used to make that decision.
  - ◆ Remember that by using this *Orientation and Preparation Guide* and practicing your strategies, you can be more prepared for the exam.

## Ten Basic Test Rules

1. Promptness is mandatory for admittance to the test on the date and time scheduled.
2. Photo identification is mandatory for admittance to the test.
3. You must bring the following supplies to the test: Two sharpened #2 pencils, eraser and a watch. A small pencil sharpener is also recommended but not mandatory. No other supplies will be permitted at the test site. Calculators and electronic spelling devices will **NOT** be allowed at the test site.
4. Beepers/portable phones and other communication devices will not be permitted during testing. If you choose to use an unauthorized communication device, in violation of testing guidelines, your test will be collected and considered invalid.
5. Handbags, backpacks or other personal items will be placed on the floor under your work area (table/desk). You may not open your handbag, backpack or any other personal belongings during the testing process. Food will **NOT** be allowed at the test site.
6. Once the test is distributed, you will **NOT** have access to restroom facilities.
7. You will undergo the same standardized procedure as all other candidates, with respect to the testing process (e.g., notification, instructions, etc.).
8. Due to the security measures that will be in place, only authorized candidates will be admitted to the test site.
9. All questions or concerns that arise during the testing process should be directed to the appropriate designated test administration staff person(s).
10. It is strictly prohibited for you to leave the test site with any test materials. All test materials supplied must be returned before you exit the test site.

## General Strategies for Taking the Entry-Level Police Officer Written Examination



- ✓ **Listen carefully.** The exam administrator will provide you with complete instructions for taking the exam. Be sure that you pay close attention to all test instructions. It is extremely important that you completely understand the directions before the exam begins.
- ✓ **Ask questions.** If there are instructions that you do not understand or if something is not clear, please feel free to ask the exam administrator any questions that you may have before the exam begins.
- ✓ **Note start and end times.** Just before the test administrator begins the test, make a note of the time the test will actually begin and the time that the test will end.
- ✓ **Keep track of time.** It is important that you keep track of your time so that you are able to pace yourself throughout the exam. Since the score on the cognitive portion of your exam will be based on the total number correct, you will want to work both quickly and efficiently. It is also important that you keep track of time so that you are able to allow a few minutes to provide your best guess on unanswered questions at the end of the exam.
- ✓ **Remain calm.** It is important that you remain calm throughout this exam so that you are able to work most effectively. You can't allow yourself to become nervous or confused by a few difficult or challenging questions. There may be times when you are not going to know the answer, and neither will other individuals taking the exam. If you believe that you have not done well on any particular type of question, try to remain calm and focus on doing your best for the rest of the exam.
- ✓ **Read each question carefully.** Be sure that you understand what the question requires of you.
- ✓ **Read for meaning.** Don't get stuck on words or sentences you do not understand. You may be able to get the main idea from a sentence or paragraph without understanding the individual words or the individual sentences.
- ✓ **Try to answer the question correctly before you look at the answer options.** If you know the answer, compare it to the available choices and pick the choice closest in meaning to the answer you have in mind.
- ✓ **Answer easy questions first.** It is important that you answer the easy questions first on this exam. By doing so, you will afford yourself more time to spend on the difficult questions if necessary. Seek out questions you can answer. If there are particular kinds of questions that you feel most comfortable with, answer those questions first. For example, if you are particularly good at verbal comprehension, then find those items first and complete them.

- ✓ **Don't waste time on questions you can't answer.** If you believe that you are not able to answer a question, then skip it. It is better to skip a difficult question than to spend a lot of time on it and not be able to complete other exam questions. If time permits, you may be able to return to these items and evaluate them more thoroughly.
- ✓ **Mark your exam booklet.** Mark in your exam booklet those questions that you have skipped so that you are able to come back to them later in the exam. Marking questions that you have skipped in your test booklet will help to ensure that you have answered all of the questions by the time the examination period has ended.
- ✓ **Use a process of elimination.** If a situation presents itself where you are unable to answer a question, use a process of elimination to narrow your options. First, eliminate any answers that are clearly wrong. Then determine how you feel about the remaining choices. If you believe that some answers are more correct than others, indicate that on your exam booklet. Later in the exam, you may have an opportunity to come back to these questions and answer them without having to read the entire question again.
- ✓ **Extra time.** If you finish the exam before the time period is over, review your answers and make any changes that are necessary. Also make sure that you have marked your answers on the answer sheet correctly.
- ✓ **Guessing.** It is important that you try to get as many points as possible on the examination. Points are given for correct answers only. Because there is no penalty (i.e., points deducted) for guessing on this exam, you should try to answer every question. By leaving yourself enough time at the end of the test to fill in unanswered questions using your "best guess," you will increase the possibility of getting a few of them correct.

## Instructions for Using the Answer Sheet

This section describes the procedures used to fill in the answer sheet during the actual exam. All of the questions on the examination will be multiple-choice. *You will mark your answers on a separate answer sheet that you will be given at the examination, and detailed instructions on how to use it will be outlined for you at that time.* A sample of the answer sheet has been provided below for your review.

### Things to consider when marking the answer sheet:

- ✓ Make heavy black marks that fill the circles completely.
- ✓ Completely erase any answers you wish to change.
- ✓ Do not make any other marks on the answer sheet.
- ✓ Use a #2 pencil ONLY. Pencil is required to complete the answer sheet because a computer will be reading these marks. Do not use ink or ballpoint pens.
- ✓ Place all of your answers on the answer sheet. Only answers on the answer sheet will be scored. *You may use your exam booklet as scratch paper*, but be certain to record your answers on the answer sheet.
- ✓ Be sure that the number of the question you are working on corresponds with the number that you fill in on the answer sheet. For example, if you are working on question 37, make sure that you fill in your answer on 37 on the answer sheet. Periodically, check yourself to make sure that your answers are in the correct spaces.
- ✓ There are five alternatives (A, B, C, D and E) listed on the answer sheet for each question. Please be sure that you mark your answer in the appropriate column. You may want to go back and check your answers periodically to be sure that you have placed your answer in the correct column.

1.	A	B	C	D	E
	○	○	○	○	○
2.	A	B	C	D	E
	○	○	○	○	○
3.	A	B	C	D	E
	○	○	○	○	○
4.	A	B	C	D	E
	○	○	○	○	○
5.	A	B	C	D	E
	○	○	○	○	○
6.	A	B	C	D	E
	○	○	○	○	○
7.	A	B	C	D	E
	○	○	○	○	○
8.	A	B	C	D	E
	○	○	○	○	○
9.	A	B	C	D	E
	○	○	○	○	○
10.	A	B	C	D	E
	●	○	○	○	○

You will notice that on question 10 in the picture above, the circle marked “A” has been filled in. This indicates that alternative “A” has been selected as the correct answer for question 10. This is the correct way to mark your answer sheet. The reason that we ask you to take such care in marking your answer sheet is that the computer is not able to recognize other marks such as checks (✓), Xs, partially filled-in circles, etc. If the computer encounters poorly erased responses and/or incomplete or stray marks on your answer sheet, you may not receive credit for a correct answer.

## Areas of Measurement



### Cognitive-Ability Areas

The information presented in this section of the *Orientation and Preparation Guide* will assist you in becoming familiar with the structure of the cognitive-abilities section of the exam. It is important to note that all the questions presented in this area are designed to measure the basic cognitive abilities as listed previously. **While these questions may be presented using police-related scenarios, no prior knowledge of policing is required to answer any question on this test.** Some questions will present specific policing procedures. **You should answer all questions in this section solely on the basis of the information presented in the question.** Further, it should be noted that procedures and definitions contained in test questions are not necessarily those of the TPD or any other agency.

Following is the format that will be used to familiarize you with the areas of measurement on the examination:

#### Definition

In this section, each ability is defined, and you are provided with examples of how the ability applies to the job of an entry-level police officer.

#### Sample Questions

In each of the ability areas, two sample questions are given to illustrate the types of questions that may appear on the exam. Each question is designed to reflect some aspect of the police officer position. By answering the sample exam questions, you can assess your understanding of the information.

## Verbal Comprehension

### Definition

Verbal comprehension is the ability to understand language, either written or spoken. This ability involves both the understanding of individual words as well as patterns of words (sentences and phrases). This is the ability to hear a description of an event and understand what happened. This is also the ability to read a sentence or series of sentences and understand the meaning. This ability might be used in reading narrative material, such as an incident report; listening to descriptions of events, places or people; receiving radio communications; following verbal work orders.

### Sample Questions

*Please use the following passage to answer sample questions 1-2.*

Although the detectives do not have a suspect, evidence from the crime scene suggests several possibilities. The direct route of the burglar indicates that the perpetrator most likely knew the inside of the home fairly well. He passed up the camera and VCR in the living room and the Gucci tennis bracelet and silver jewelry lying on the dresser in the bedroom. No steps were wasted. The fact that the burglar was able to deactivate the elaborate alarm system suggests that the burglar may be a career criminal. The fact that the burglar took only the real emeralds and left the “paste” seems to indicate that he or she is a gemstone expert. The Franklin Insurance Company (FIC) insured the emeralds for \$100,000. They were taken from the safe that is hidden behind a picture in the bathroom.

1. Where were the emeralds hidden in the house?
  - a. The middle drawer of the desk.
  - b. In the bookcase.
  - c. Underneath a heating vent cover.
  - d. In a safe hidden behind a picture.
  
2. What item did the burglar leave behind, indicating that he or she is an expert?
  - a. Camera
  - b. VCR
  - c. Paste
  - d. Tennis bracelet

The answers to sample questions 1 and 2 are as follows:

1. D
2. C

These answers are taken directly from the descriptive scenario. If you have trouble determining the correct answer, reread the paragraph for clues.

## Verbal Expression

### Definition

Verbal expression is the ability to use language (either verbal or written) to communicate information or ideas to other people. These other people might include other officers, witnesses, suspects, victims or any individual with whom the police officer might come in contact. This ability includes vocabulary, knowledge of distinctions among words, and knowledge of grammar and the way words are ordered.

### Sample Questions

*Choose the appropriate word or phrase to complete the following sentence.*

3. As soon as they arrived, police officers decided to \_\_\_\_\_ evacuating people immediately.
- a. begin
  - b. began
  - c. had began
  - d. had begun

*For sample question 4, identify which one of the underlined words is spelled incorrectly.*

4. The man that committed the crime was sentenced to nine years in a state prison.
- a. committed
  - b. crime
  - c. sentenced
  - d. prison

The answers to sample questions 3 and 4 are as follows:

- 3. A
- 4. A

Based on the information provided for you in the sentence, you must answer with the choice that makes the most sense and gives the correct meaning to the sentence or choose the word that is spelled incorrectly.

## Problem Sensitivity

### Definition

Problem sensitivity 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 it. An example of this ability might include the identification of interpersonal conflict between family members in a domestic-related call.

### Sample Questions

*Please use the following passages to answer sample questions 5-6.*

Officers West and Smith were called to the scene of an argument between a man and woman. Officer Smith approached the couple and asked if everything was okay. The woman explained that everything was fine and apologized for making such a scene. Officer West noticed that the woman had some old bruises along with what appeared to be recent bruising on her neck and legs. She asked the woman how she received the bruises, and the woman nervously replied that she had been injured in a softball game earlier that day. The officers were not convinced that this was the reason for the bruises.

5. Based on your review of the scenario, what important information did you use as evidence of the woman's problem?
  - a. The information regarding the woman's softball activities.
  - b. The fact that a witness had provided specific information regarding the crime.
  - c. The fact that the woman had apologized several times.
  - d. The fact that the woman does not give a credible explanation for her injuries and appears nervous.

According to the guidelines for the safety of civilians, the first priority an officer has during a dangerous situation is the safety of innocent bystanders. On a busy street in Tulsa, a police officer was patrolling the area when she witnessed bricks falling from a building. Crowds of people started to gather near the building where the bricks were falling.

6. Based on the information above, what would be the first action the officer should take at the scene where the accident was occurring?
  - a. Clean up the area so bystanders do not get hurt.
  - b. Find the building manager and tell him/her about the accident.
  - c. Get all of the people away from the building.
  - d. Call for backup.

The answers to sample questions 5 and 6 are as follows:

5. D
6. C

The information with which you should deduce the correct answers is contained in the passages preceding each question. You will often have to use common sense to answer this type of question correctly. If you do not understand why D and C are the correct answers, please reread the passages and questions.

## Deductive Reasoning

### Definition

Deductive reasoning is the ability to apply general rules or regulations to specific situations or to proceed from stated principles to logical conclusions. An example of this ability might include a decision to tow a vehicle from a residential street based on rules and regulations provided by the department that detail what conditions must be met to tow the vehicle.

### Sample Questions

*Please use the following information to answer sample questions 7 and 8.*

The following are guidelines established by the Tulsa Police Department in the case of a bomb threat:

- Receipt of a bomb threat is usually by telephone and is very brief. Make every effort to obtain as much information as possible. Keep the person talking, speak in a normal tone and ask questions pertaining to the exact location of the device, the anticipated time of detonation, the description of the device and the reason for the threat.
- Other pertinent information should be noted, such as the time and date of the call, the gender of the caller, the estimated age of the caller, any peculiar or identifiable accent of the caller, exact language used by the caller, any identifiable background noises or off-phone voices. Receivers of a bomb threat should write down information as the caller is talking.
- Units shall respond to calls of bomb threats and explosive devices without the use of vehicle emergency warning devices and as inconspicuously as possible.
- All radio transmissions and cellular telephone calls shall be prohibited within 500 yards of the suspected explosive device location. Prior to entering a threatened premises, portable radios and cellular telephones should be turned off, as some devices can be activated by radio transmission within the confines of a building.
- All outside communication from the situation area will be conducted by a regular, hard-wired telephone away from the involved structure. On-scene communication shall be accomplished by voice and hand signals only.
- The decision to evacuate because of a threat of a bomb or explosive device will be the responsibility and at the discretion of the owner or person in charge of the premises (e.g. store manager, public school principal, etc.).
- The assigned officer shall confer with the person in charge of the premises and assist him/her in an advisory capacity to supervise in the search operation. It is recommended that searches normally be made by persons familiar with the premises so that unusual items can be easily recognized. All searches shall be supervised and coordinated by the assigned officer.

7. The Tulsa Police Department receives a report that a disgruntled former employee of a local business has phoned in a bomb threat to the business's main office. The caller claimed that only 15 minutes remained until the bomb's detonation. How should the Tulsa Police Department respond to this situation?
- Patrol units should respond as quickly as possible with warning lights and sirens.
  - Patrol units should respond as quickly and as inconspicuously as possible without warning lights or sirens.
  - Patrol units should respond as quickly as possible with warning lights only.
  - Patrol units should order the occupants of the building to evacuate and then wait at least 15 minutes to respond to this case.
8. You are the assigned officer in charge at the scene of an apartment building where the estranged husband of a tenant has possibly planted an explosive device. A search for the device is about to be conducted. Present at the scene are the owner of the building, the tenant, the tenant's new boyfriend, several Tulsa police officers and firefighters, other tenants in the apartment building, and curious onlookers. What will be your role in the search for the explosive device?
- As the assigned officer, you will conduct the search alone.
  - You will conduct the search with the assistance of police officers.
  - You will conduct the search with the assistance of firefighters.
  - You will supervise and coordinate the search, which will be conducted by people familiar with the building (e.g. the owner of the building).

The answers to sample questions 7 and 8 are as follows:

7. B  
8. D

Based on the information provided in the passage above, a rule or concept may be presented that will lead you to certain conclusions about the scenario.

## Inductive Reasoning

### Definition

Inductive reasoning is the ability to find a rule or concept that fits the situation. It also involves understanding how a string of events might be connected. One example of this ability is tracing a suspect based on a series of related crimes.

### Sample Questions

Use the following table to answer sample questions 9 and 10.

## STATE OF OKLAHOMA

Station Calls by Type and Year

	1997	1998	1999	2000
Domestic Dispute	988	432	555	581
Car Accident	652	892	1382	1201
Auto Theft	500	623	103	444
Total	2140	1947	2040	2226

9. According to the table above, which of the following overall conclusions can be made?
- I. Auto theft has steadily increased in these four years.
  - II. The total amount of station calls has remained fairly consistent over these four years.
  - III. The number of auto theft calls have decreased each consecutive year for these four years.
- a. I only
  - b. I and III
  - c. II only
  - d. II and III

10. A new program was recently instituted to reduce auto theft in Oklahoma. The program worked very well and then lost funding. When was this program most likely instituted?
- a. Between 1996 and 1997.
  - b. Between 1997 and 1998.
  - c. Between 1998 and 1999.
  - d. Between 1999 and 2000.

The answers to sample questions 9 and 10 are as follows:

- 9. C
- 10. C

The answers to sample questions 9 and 10 are dependent upon specific information provided in the scenario described above that can be used to come to logical conclusions.

## Information Ordering

### Definition

Information ordering is the ability to apply rules to a situation for the purpose of putting the information in the best or most appropriate sequence. In order to use this ability, rules or instructions must exist for the person to know the correct order of information. It involves the application of specific sequences or procedures to a given situation. An example of the use of this ability might be when a police officer is piecing together the order of events related to a crime.

### Sample Questions

*Please use the following information to answer sample questions 11-12.*

Police officers often must gather information and evidence at the scene of a crime in order to draw conclusions about what happened in a particular situation. Eyewitnesses are often critical in facilitating the process of collecting important information. The following are some general steps that officers take at a crime scene during an investigation:

- 1) Make proper arrests or issue necessary citations based on information gained at the crime scene.
- 2) Record witness's names and detain witnesses at the scene for questioning.
- 3) Fill out proper paperwork to record the case.
- 4) Arrive on the scene and make initial observations.
- 5) Collect evidence and question eyewitnesses.

11. What is the most logical order of the steps listed above?
  - a. 4, 5, 2, 3, 1
  - b. 2, 5, 4, 1, 3
  - c. 4, 2, 5, 1, 3
  - d. 4, 1, 2, 5, 3
  
12. Taking the crime suspects into custody would most likely come between which steps listed in the box above?
  - a. 1 and 3
  - b. 2 and 5
  - c. 1 and 2
  - d. 3 and 5

The answers to sample questions 11 and 12 are as follows:

- 11. C
- 12. A

The answers to the sample questions are based on information provided in the scenario. It may be helpful to write down the order of the steps as they are presented to you.

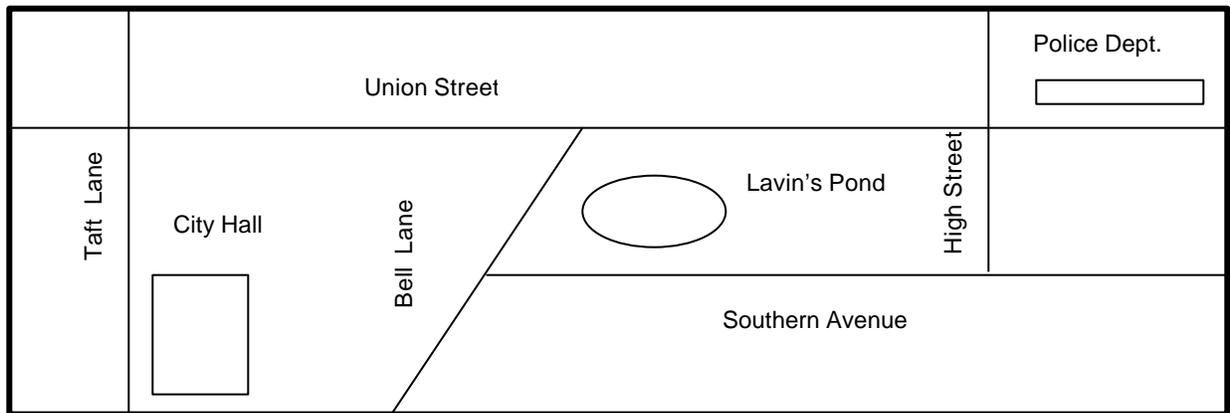
## Spatial Orientation

### Definition

Spatial orientation is the ability to keep a clear idea of where you are in relation to the space you happen to be in. This ability helps an individual avoid getting lost in a particular space whether that space is a city, building or group of structures. With this ability, an individual should be able to look at a map or a layout of an area and determine his or her position in that area. The question that this ability allows the person to answer is “If the environment looks like this, what is my current position?”

### Sample Questions

*Use the following map to answer sample questions 13 and 14.*



13. If you are headed north and just passed city hall on your right-hand side, which of the following would be the BEST way for you to proceed to the intersection of High Street and Southern Avenue?
- a. North on Taft, east on Union and south on High.
  - b. South on Taft, North on Bell and east on Southern.
  - c. North on Taft, east on Union, south on Bell and east on Southern.
  - d. South on Taft, east on Bell and north on High.
14. If you are at the police department and are facing south, which direction is Lavin's Pond?
- a. South
  - b. Southeast
  - c. Southwest
  - d. West

The answers to sample questions 13 and 14 are as follows:

- 13. A
- 14. C

The answers to the sample questions are based on information provided in the map.

## Mathematical Reasoning

### Definition

Mathematical reasoning is the ability to reason abstractly using quantitative concepts and symbols. It encompasses reasoning through mathematical problems in order to determine appropriate operations that can be performed to solve them. It also includes the understanding or structuring of mathematical problems. The actual manipulation of the numbers is not included in this ability.

### Sample Questions

*Please use the following information to answer sample questions 15-16.*

15. Use the table below to determine which statement most accurately describes the relationship between the number of criminal offenders at an incident scene and the number of officers.

Number of Offenders	Number of officers required on the scene
3	4
6	8
9	12
12	16

- As the number of offenders involved in a crime increases, the number of officers required on the scene doubles.
- As the number of offenders involved in a crime increases, the number of officers required on the scene decreases.
- The number of officers required on the scene increases at the same rate as the number of offenders involved in a crime.
- As the number of offenders involved in a crime increases, the number of officers required on the scene also increases at a constant rate.

16. In an attempt to reduce traffic violations in Hardyville, the police department initiated a study to investigate the optimal number of officers on traffic patrol. Following are the results of this study for the month of June. Which of the following statements best describes the findings of this study?

<b>Patrol Officers Assigned</b>	<b>Number of Traffic Citations Issued</b>
5 officers	110
7 officers	175
9 officers	240
11 officers	275
13 officers	287

- a. For every two officers added to patrol, the number of citations issued increased by 65.
- b. As the number of patrol officers increased, the number of citations issued increased proportionately.
- c. As the number of patrol officers was increased, the number of citations issued increased at a constant rate and then leveled off.
- d. For every two officers added to patrol, the number of citations issued doubled.

The answers to sample questions 15 and 16 are as follows:

- 15. D
- 16. C

Both questions address quantitative concepts and symbols using abstract reasoning. Patterns in the information provided give clues to the correct answer.

## Number Facility

### Definition

Number facility is the ability to manipulate numbers in numerical operations, such as addition, subtraction, division and multiplication. This ability also involves the speed and accuracy of computation. An example is calculating the area that should be roped-off at a crime scene for evidence collection.

### Sample Questions

*Please use the following information to calculate the correct answers to sample questions 17-18.*

17. Officer Wallace's squad car has an average range of 360 miles on a full tank of gas. Her gauge reads one quarter ( $\frac{1}{4}$ ) of a tank. How far will she be able to drive?
- a. 60 miles
  - b. 90 miles
  - c. 120 miles
  - d. 180 miles
18. Sergeant Gaines strings barrier tape around a crime scene. He extends the tape to encompass a 24 foot by 16 foot rectangle. What is the area of the crime scene?
- a. 226 sq. ft.
  - b. 256 sq. ft.
  - c. 384 sq. ft.
  - d. 426 sq. ft.

The answers to sample questions 17 and 18 are as follows:

- 17. B
- 18. C

Both questions rely on your knowledge and accuracy with computation. If you are having trouble answering these questions, refer to information on basic computation, such as addition, subtraction, division and multiplication.

## Visualization

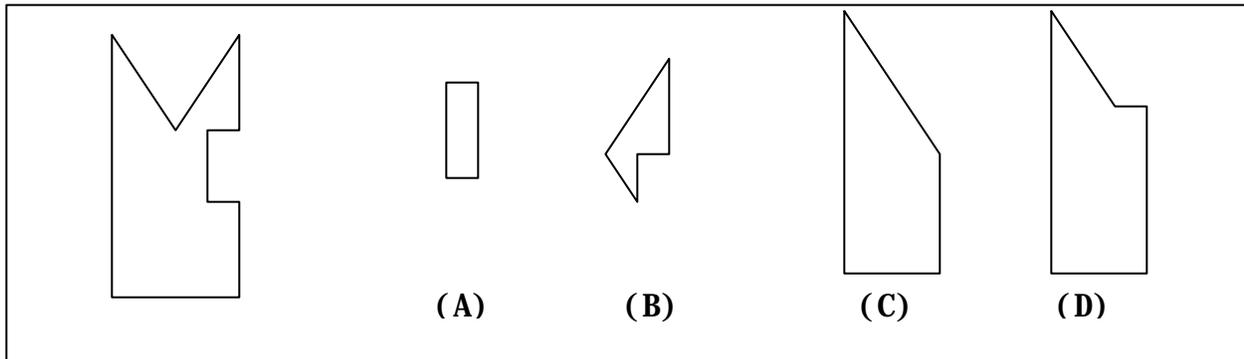
### Definition

Visualization questions assess your ability to imagine how something will look when it is moved around or when its parts are removed or rearranged. This skill requires the forming of mental images of how patterns or objects would look after certain changes. Law enforcement officers use this skill when evaluating equipment for alterations, field-stripping a weapon for cleaning, deciding how faces would look with changes in hairstyles or age, conducting searches and reconstructing the scene of a crime.

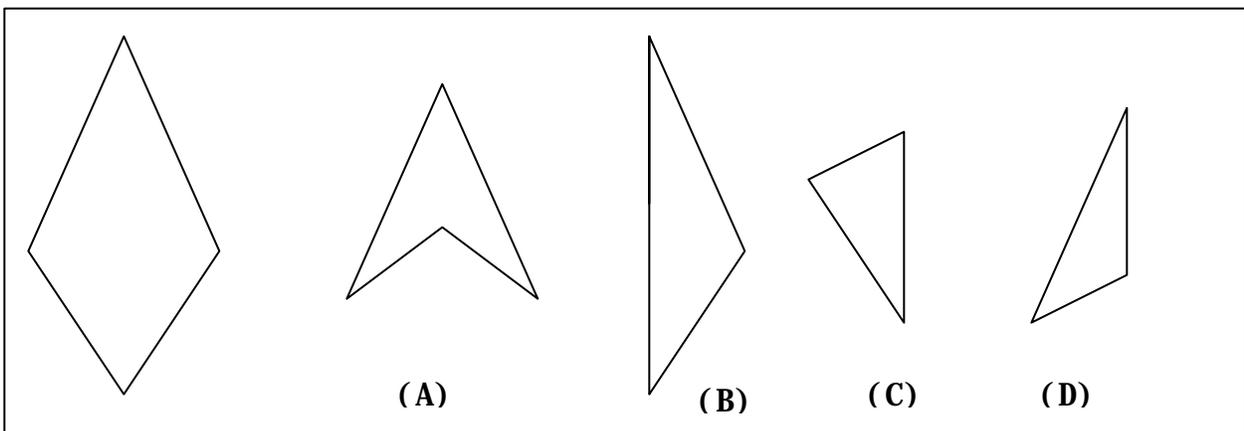
### Sample Questions

*For sample questions 19-20, the large figure on the left can only be made from three of the four pieces to the right of it. Please identify the letter of the piece that is NOT used.*

19.



20.



The answers to sample questions 19 and 20 are as follows:

19. D

20. A

Both questions rely on your ability to manipulate objects in space.

## Selective Attention

### Definition

Selective attention questions are designed to test your ability to concentrate on a task without getting distracted by external stimuli. Law enforcement officers use this ability when sitting in a patrol car doing paperwork while the radio is on or while doing a security check when a lot of commotion is taking place. The following tasks are also relevant when trying to recall license plate numbers or when copying VIN or driver's license numbers onto other documents.

### Sample Questions

**Sample questions 21-22 contain a set of letters, symbols and numbers. Please choose ONLY ONE option that contains the exact pattern of letters, symbols, numbers and spaces.**

21. X!! ηEΞ∅QΔψYΛV5ScΘ%=\ /48
- a. X! ηEΞ∅QΔψYΛV5ScΘ%=\ /48
  - b. X!! ηEΞ∅QΔψYΛV5ScΘ%= / \48
  - c. X!! ηEΞ∅QΔψYΛVS5cΘ%=\ /48
  - d. X!! ηEΞ∅QΔψYΛV5ScΘ%=\ /48
22. ℞≤%≥⊥T×((X(;±<+=≡) }EEΞΦ\* /#
- a. ℞≤%≥T⊥×((X(;±<+=≡) }EEΞΦ\* /#
  - b. ℞≤%≥⊥T×((X(;±<+=≡) }ΞEEΦ\* /#
  - c. ℞≤%≥⊥T×((X(;±<+=≡) }EEΞΦ\* /#
  - d. ℞≤%≥⊥T×( X(;±<+=≡) }EEΞΦ\* /#

The answers to sample questions 21 and 22 are as follows:

21. D  
22. C

The information needed to answer sample questions 21-22 can be found in the pattern provided in the stem of each question. Please look over these patterns and each answer option carefully.

## Flexibility of Closure

### Definition

Flexibility of closure involves someone's skill at finding an object that is somehow hidden within a group of other objects. This would involve picking out a particular face in a crowd of faces. In this case, the individual knows what he or she is looking for; the task is to identify the one pattern that is buried in a larger pattern. Speed is not important in this ability.

### Sample Questions

*Please use the picture below to answer sample questions 23-24.*

Q	J	I	L	O	P	N	M	J	H	F	H
Y	T	R	E	D	C	M	J	K	L	K	U
B	H	G	Y	F	G	T	E	D	C	F	B
M	K	I	U	W	Q	A	S	X	C	G	J
Q	J	I	L	O	P	N	M	J	H	F	H
U	J	K	H	T	R	F	D	E	D	S	Q
Y	T	R	E	D	C	M	J	K	L	K	U
N	T	I	O	P	R	D	F	Q	S	D	R
N	J	I	Q	N	J	U	O	L	P	R	T
O	K	E	C	F	G	H	U	J	K	I	L
P	Q	T	G	J	I	K	L	N	B	F	D
K	N	C	Q	S	D	J	K	O	G	C	B
P	L	T	G	H	U	J	K	I	H	N	M
N	T	I	O	P	R	D	F	Q	S	D	R
K	N	C	Q	S	D	J	K	O	G	C	B

23. How many Qs appear in the box above?

- a. 12
- b. 11
- c. 10
- d. 9

24. How many Ls appear in the box above?

- a. Eight
- b. Seven
- c. Six
- d. Five

The answers to sample questions 23 and 24 are as follows:

23. C

24. A

The information needed to answer sample questions 23-24 can be found in the picture preceding these questions. Please examine this picture closely.

## Strategies for Analyzing and Avoiding Errors



Six common causes for choosing incorrect responses are presented to you below along with suggestions for avoiding these errors. Reading through this section carefully can help you identify and correct any major weaknesses in your test-taking behavior. Sample questions were presented earlier to help you practice avoiding these errors.

### 1. Answer sheet marking errors.

- ❑ **Reason:** You may have missed a question because you skipped it and failed to come back to it later.

**Suggestion:** Be sure you mark skipped questions in your exam booklet and remember to go back to them before the end of the exam period.

- ❑ **Reason:** You may have lost track of the time and were unaware that the exam period was about to end before you could mark any remaining unanswered questions.

**Suggestion:** Be sure to check your watch often (time goes by quickly during an exam) so that you can keep track of how much time you have left. Leave five minutes at the end of the exam so that you are able to go back to any unanswered questions and complete them.

- ❑ **Reason:** You may have accidentally marked the wrong answer.

**Suggestion:** Periodically look at your answer sheet to be sure that you are marking your answers in the appropriate item number and column.

### 2. Guessing errors.

- ❑ **Reason:** You may have been forced to make guesses for questions at the end of the exam because you spent too much time working on difficult questions rather than skipping them and saving them for later.

**Suggestion:** If you did skip difficult questions, it may be because you failed to narrow down the number of alternatives in the question. Be sure to eliminate as many alternatives as possible and choose the alternative that makes the most sense to you.

### 3. Misreading a question or answer.

- **Reason:** This may occur because you overlooked a key word or phrase.

**Suggestion:** When choosing an answer, underline key words and phrases that stand out. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one by one. Always keep in mind you are looking for the **best possible answer** with the most accurate details. Read the questions and answers quickly and thoroughly but try not to rush through them.

### 4. Not knowing the meaning of key words.

- **Reason:** You may not understand the meaning of some of the words in a sentence or passage.

**Suggestion:** When you come to an unfamiliar word, reread the sentence to determine the overall meaning of the sentence. This is known as "reading for meaning." The meaning of the unfamiliar word should become clearer as you begin to understand the phrases and ideas that surround it.

### 5. Answers that "look" good.

- **Reason:** An incorrect answer option may contain an exact phrase from the original question.

**Suggestion:** Be cautious of answer options containing exact words or phrases from the question. This may be a distracter used to divert you from the correct answer.

- **Reason:** An incorrect answer may overstate information that was presented in the question. For example, if the question says, "Some incidents..." the incorrect answer options may say, "All incidents..."

**Suggestion:** Stick strictly to the facts described in the exam question itself. Don't be drawn to answer options that stretch or exaggerate these facts or rules. This is the time to watch out for words such as "only," "never," "always," "whenever," "all," etc.

**6. You may not know why the answer option is wrong.**

- **Reason:** Sometimes the reason an answer option is wrong may not be obvious.

**Suggestion:** If, while answering the sample questions in this guide, you did not understand why certain answer options were incorrect, review this guide thoroughly.

**Other suggestions:**

- Have an answer in mind before you look over the alternatives. This will make you less likely to choose an answer option that just looks good.
- Be wary of choosing answers based on common sense or previous knowledge and experience. Choose an answer based **ONLY** on the material presented in the exam question itself.



## Behavioral and Attitudinal Attributes

The information presented in this section of the *Orientation and Preparation Guide* will assist you in becoming familiar with the structure of the behavioral attributes section of the exam. Several behavioral dimensions are measured that are highly related to successful performance on the job.

The questions appearing in this section are significantly different from the questions appearing in the cognitive-abilities section in terms of design and requirements for your response. **It is important to note that the statements in this section are not rated in terms of correct or incorrect answers.** This section does, however, contribute to your test score. These items are presented as a series of statements for you to respond to by marking the answer that best fits your opinion. The following five-point scale is provided for you to record your response to each statement presented:

1	Strongly Agree
2	Agree
3	Not Sure
4	Disagree
5	Strongly Disagree

Your response should be an indication of how you feel about the statement. You should respond honestly to each statement.



### Sample Behavioral Attribute Statements

Sample statements are given to illustrate the types of statements that may appear on this section of the exam. Record your response to each statement by marking the number on the scale provided that best represents your opinion.

Please rate the sample behavioral attribute statements using the following scale. It is important that you do not overanalyze the statement or try to answer in a socially desirable manner. Be as open and honest as you can when making your ratings. Remember, there are no correct or incorrect answers.

1 (A)	Strongly Agree
2 (B)	Agree
3 (C)	Not Sure
4 (D)	Disagree
5 (E)	Strongly Disagree

1. I am sometimes nervous around friends.
2. I enjoy trying to make others feel comfortable in new situations.
3. When I am uncertain of how to do a task, I will usually ask for clarification.
4. I am more assertive than most of my friends.
5. Most people feel stressed when they get home from work or school.
6. I work best as part of a large team or group project.
7. Sometimes I say one thing when I really mean something else.

