



## DEPARTMENT OF HUMAN RESOURCES

### **Study Guide** Entry Law Enforcement Written Examination

- This booklet contains **SAMPLE QUESTIONS ONLY**. Studying this booklet will not necessarily improve your exam score.

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## **PURPOSE AND CONTENT OF THIS STUDY GUIDE**

This guide was developed to help you prepare to take the written examination for Entry Law Enforcement. It contains general test-taking advice and also provides specific information related to the exam content. This information includes the subject areas covered by the exam, the kinds of questions to expect, strategies for approaching the questions, and sample questions. Though this information cannot guarantee a higher examination score, it can give you direction for your examination preparation that will assist you in doing your best.

## **PREPARING TO TAKE THE EXAMINATION**

### **Before the Day of the Exam**

- Review this guide to get familiar with the content of the exam. Knowing about the topics and kinds of questions that will be in the exam will ensure that you will not be surprised by the content of the exam or the manner in which it is presented. This can improve your ability to demonstrate your job potential.
- Make sure that you know where the exam will be administered and all of the relevant details, such as where to park, where to report for the exam, and what identification is required.

### **On the Day of the Exam**

- Make sure that you are well rested and have eaten. These things will help your concentration during the exam.
- Plan your day to allow plenty of time to get yourself prepared and get to the exam site. Allow enough time to cope with weather, traffic, parking, etc. Hurrying creates anxiety, so do not put yourself in the position of having to hurry.
- Listen carefully to all instructions from the examination administrator. Make sure that you understand the instructions and carry them out correctly. Ask questions at the proper time before the exam begins if you are unsure of any aspect of what you should do during the exam.

## GENERAL EXAM TAKING TIPS

- Use your time carefully. The time limit should provide you with more than enough time if you move through the exam steadily and do not spend too much time on any one question.
- Read the questions and answer choices carefully. Read all of the answer choices before you select an answer.
- If you come to a question that is especially difficult, skip that question and come back to it later if you have time.
- Answer every question. Scores are based on the number of correct answers. You will receive no credit if you leave an answer space blank. It is to your advantage to use your best judgment to make a choice among the answer choices provided.

## THE ENTRY LAW ENFORCEMENT WRITTEN EXAMINATION

The written examination for Entry Law Enforcement is based upon a job study that identified the most important knowledge, skills, and abilities required to perform the job successfully. These areas include:

- your ability to accurately read and interpret written information.
- your knowledge of effective approaches for interacting with others.
- your written communication skills.

All of the exam questions are presented in a multiple-choice format. Each question is identified by a question number that is followed by a question statement. Unless indicated otherwise, there are between two and four answer choices following the question statement. You should read all of the answer choices and then choose the best answer. **Each question has only one correct answer.**

## SECTION 1: READING WITH UNDERSTANDING

This test section contains twenty (20) questions designed to assess your ability to accurately read and interpret written information. The test questions will be based on brief reading passages similar to the type of reading that is encountered on the job, such as instructions, policies and procedures, and information related to law enforcement.

A good strategy to use for this type of question is to read through the entire reading passage, then read each of the questions, and finally refer back to the passage as you answer each question. When reading each question, determine what information the question is specifically looking for by giving careful consideration to each of the words used to convey meaning. Does the question ask about a cause or effect? Does it ask you to identify the correct method or sequence for performing tasks?

It is important that you select your answer solely based upon the information provided. The test questions are designed to assess your ability to correctly interpret what is provided, not to assess your knowledge of the subject area addressed by the reading passage.

Examples of these types of questions are shown below. Each question is followed by a brief explanation of the correct answer.

**Instructions:** Use the information below to answer the two (2) questions that follow.

### Drug Use And Crime

Drugs contribute to crime in several ways. Most directly, it is a crime to use, possess, manufacture, or distribute drugs that are classified as having the potential for abuse such as cocaine, heroin, marijuana, and amphetamines. Examples of these types of crimes, which are known as drug-defined offenses include drug possession, methamphetamine production, and selling cocaine. Drugs are also related to crime through the effects they have on a user's behavior and by generating violence and other illegal activity in connection with drug trafficking. Drug-related offenses are those in which a drug's pharmacologic effects contribute to an offense. Examples of drug-related offenses include violent behavior resulting from drug effects and stealing to get money to buy drugs.

1. According to the reading passage, if a person becomes agitated and aggressive from the effects of methamphetamine and subsequently assaults another person, the crime is referred to as which of the following?
  - A. A direct offense.
  - B. An abusive offense.
  - C. A drug-related offense.
  - D. A drug-defined offense.

**Answer:** The correct answer to sample question #1 is response choice "C". The paragraph specifically identifies two types of offenses: drug-defined offenses and drug-related offenses. Drug-defined offenses are described in the first few sentences of the passage and relate to the illegal nature of the substance. Drug-related offenses are described in the second half of the reading passage and relate to the behaviors of those of a drug user. Since the question addresses the violent behavior of a user, response choice "C" is the correct answer to the question.

2. According to the reading passage, if a college student gives heroin to another student, the crime is referred to as which of the following?
  - A. A direct offense.
  - B. An abusive offense.
  - C. A drug-related offense.
  - D. A drug-defined offense.

**Answer:** The correct answer to sample question #2 is response choice "D". The paragraph specifically identifies two types of offenses: drug-defined offenses and drug-related offenses. Drug-defined offenses are described in the first few sentences of the passage and relate to the illegal nature of the substance. This includes possession and distribution of a drug. Giving heroin to another person as described in the question is an example of illegal distribution, making response choice "D" the correct answer to the question.

**Instructions:** Use the information below to answer the two (2) questions that follow.

### **Evidence and Recovered Property Policy**

It is Department policy that all recovered property (lost, abandoned, or evidentiary items) shall be diligently protected and secured by strict adherence to the procedures set forth in this directive. The Department's Property Management Division will log, track, and manage all recovered property taken into custody by Department personnel using the Department's Property and Evidence Control System, the PECS. That Division is required to log all recovered property into PECS within 48 hours. Property items are logged into PECS with the information from the Recovered Property Form, which must be prepared by the Officer who recovered the property.

The Officer who takes into his/her possession recovered property will also be responsible for tagging the property. All evidentiary items will be tagged with a yellow tag. All other recovered property items will be tagged with a blue tag, unless they are contraband (items that cannot be lawfully in the possession of a citizen). The recovering Officer will affix a red tag to contraband items and immediately have them taken to the nearest District Secured Property Room.

3. According to the reading passage, which of the following most accurately describes the Department's Evidence and Recovered Property Policy?
- A. All recovered property will be logged, tracked, and managed.
  - B. All recovered property items will be safeguarded and secured.
  - C. Recovered property must be logged into PECS within 48 hours.
  - D. Recovered property consists of lost, abandoned, or evidentiary items.

**Answer:** The correct answer to sample question #3 is response choice "B". This is a straightforward question that requires reading and understanding both the passage and the question itself. Choices "A" and "C" are accurate statements of two different provisions of the policy, but neither answers the question. Choice "D" seems to be explaining the parenthetical part of the opening sentence. The correct answer, choice "B", is a shortened, simplified version of the first sentence of the reading passage where the Department's policy is directly stated.

4. According to the reading passage, the Officer who recovers property will put a blue tag on which of the following recovered property items?
- A. All contraband items.
  - B. All items that are not evidentiary items.
  - C. All items that are not contraband items.
  - D. All items that are not evidentiary or contraband items.

**Answer:** The correct answer to sample question #4 is response choice "D". In the reading passage, the Officer's responsibility for placement of various colored tags on recovered property is described. Choice "A" is incorrect because the last line of the reading passage says that contraband items receive a red tag. Choice "B" is incorrect because the category of all items that are not evidentiary items would include contraband items and it has just been noted that contraband items receive a red tag, not a blue tag. Choice "C" is similarly incorrect because the category of all items that are not contraband items would include evidentiary items. At the beginning of the discussion of tags of different colors, the reading passage indicates that evidentiary items will be tagged with a yellow tag. Choice "D" is the correct answer and might also have been expressed as "All items that do not receive a yellow or red tag."

## SECTION 2: INTERPERSONAL COMMUNICATION

This examination section contains twenty (20) questions designed to assess your knowledge of effective interpersonal communication techniques. Some questions will describe a situation and then ask you to select the most effective response, given the circumstances. For this type of question, it is important to focus on the objective of the communication and the specific circumstances involved. Other questions will ask you about methods or concepts related to effective communication as listening techniques, persuading others, or building trust. For all questions in this examination section, it is important to place yourself in the role of a law enforcement professional and consider the appropriateness of the response choices from that perspective.

Examples of the types of questions in this examination section are shown below. Each question is followed by a brief explanation of the correct answer.

5. In most situations, the information that you give in response to a question from a member of the public is most likely to be accurate and useful if you focus on providing which of the following?
- A. Reference sources.
  - B. Concise information.
  - C. Complete information.
  - D. Your own interpretation of information.

**Answer:** The correct answer to sample question #5 is response choice "C". An effective approach for answering this question is to create a mental picture of the situation. Think of being a law enforcement officer and the types of questions that might be asked by the public. With this in mind, it is easier to identify what is most important and eliminate the less desirable response choices. In a typical situation, the information will only be fully useful if it is complete. The other response choices might be applicable in certain specific circumstances, but the most important element across all situations is completeness.

6. You are on-duty at the public information counter and are speaking with a person who is angry about having received a parking violation notice. As you speak with him, his voice increases in volume and gets very loud. In this situation, you will be most effective if you do which of the following?
- A. Match your voice to that of the other person.
  - B. Continue to speak at a normal speaking volume.
  - C. Speak in a voice that is louder than the other person.
  - D. Speak in a voice that is softer or quieter than your normal tone.

**Answer:** The correct answer to sample question #6 is response choice "B". This is a difficult interaction because the person is angry. However, by creating a picture of the situation in your mind, it is possible to see important things that indicate the correct response. By picturing yourself in the role of a representative of the City dealing with someone who has had something upsetting happen, it becomes clear that it is important for you to remain calm and try to resolve the problem. Continuing to speak in a normal speaking voice is the option that is most likely to achieve this. By imagining how the other response choices might play out, it is easier to see how they would be less helpful and might make the situation worse. For example, raising your own voice will not make the other person feel calm and may actually cause them to become more angry or feel threatened. Speaking in a softer voice that is different than how you began the conversation may make the person feel that you are judging his behavior or not taking him seriously and, again, may increase his anger.

7. While working at a public event, you asked a person who illegally parked to move his vehicle. The person became angry and the situation has become confrontational. In such circumstances, much of that person's power will be derived from his/her ability to:
- A. express emotion.
  - B. speak confidently.
  - C. compel you to react.
  - D. provide a reason for his actions.

**Answer:** The correct answer to sample question #7 is response choice "C". The focus of the question is how power can shift during a confrontational interaction. The balance of power is most likely to shift when you react because reactions are generally based in emotion. At the point that you experience and act on emotions such as frustration or anger, you are less able to engage productively in the interaction, thus giving the other person more power. The other response choices may help the other person make his/her point or persuade you, but will not shift power because they reflect only his actions and not your response to them.

### SECTION 3: WRITTEN COMMUNICATION SKILLS

This part of the examination contains twenty (20) questions that assess your ability to communicate in writing. The focus of this measure of written communication is knowledge of correct sentence structure, grammar, and word usage. You will be presented with written material and must then determine whether there are errors in sentence structure, grammar, and word usage. A recommended approach for doing your best on this type of question is to review basic grammar rules prior to taking the exam. Then, when taking the examination, sound each sentence out mentally to be certain that you are actually reading every word as it is presented. Sometimes, our eyes may see something that is incorrect, but our brain interprets it as what it expects to see, rather than what is actually there.

Examples of the types of questions in this exam section are shown below. Each question is followed by a brief explanation of the correct answer.

**Instructions:** Some of the following sentences are grammatically correct and others are incorrect. You are to read each sentence and decide whether it is correct or incorrect. Then use the answer key below to answer each question.

#### KEY

**A** = The sentence is grammatically **correct**.

**B** = The sentence is grammatically **incorrect**.

8. Officer Jones and her partner, Officer Hernandez, was the first to arrive at the scene.

**Answer:** The correct answer to sample question #8 is response choice "B" because the subject and the verb do not agree. The subject is plural since it consists of two people connected by "and". However, the verb "was" is singular. Its plural form is "were". The correct sentence is: "Officer Jones and her partner, Officer Hernandez, were the first to arrive at the scene." This is a good example of an error that probably doesn't look or sound right to many people.

9. The pedestrian who was hit in the crosswalk by the pizza delivery van.

**Answer:** The correct answer to sample question #9 is response choice "B" because it is not a complete sentence. It is just a "sentence fragment". There is a subject consisting of the pedestrian. The clause "who was hit in the crosswalk by the pizza delivery van" indicates which pedestrian the sentence is to be about. However, there is no verb to indicate an action by or a description of this

pedestrian. Completion of the fragment could be as simple as adding the word "died" to produce a complete sentence: "The pedestrian who was hit in the crosswalk by the pizza delivery van died." Similarly, the verb "was" could have been added, such as "The pedestrian who was hit in the crosswalk by the pizza delivery van was homeless."

10. The motorists had problems finding they're proof of insurance documents.

**Answer:** The correct answer to sample question #10 is response choice "B" because the word "they're" is a word usage error. This is a good example of a common word usage error that involves words that are pronounced alike but are spelled differently and have different meanings. Some simple examples are "four" and "for"; "to", "two", and "too"; and "wait" and "weight". In this sample question, the correct word is "their", which is a possessive pronoun. The form that is used incorrectly here, "they're", is a contraction and a shorter way to say "they are". A third form is the word "there" which is an adverb indicating a place or position where an action occurs or indicating the existence of something, as in "there is/are".

### **ADDITIONAL ASSISTANCE**

If you feel that you would benefit from more practice, your local library or relevant internet web sites may have reference materials that can be helpful. This is true for all of the subject areas covered by the Entry Law Enforcement written examination.