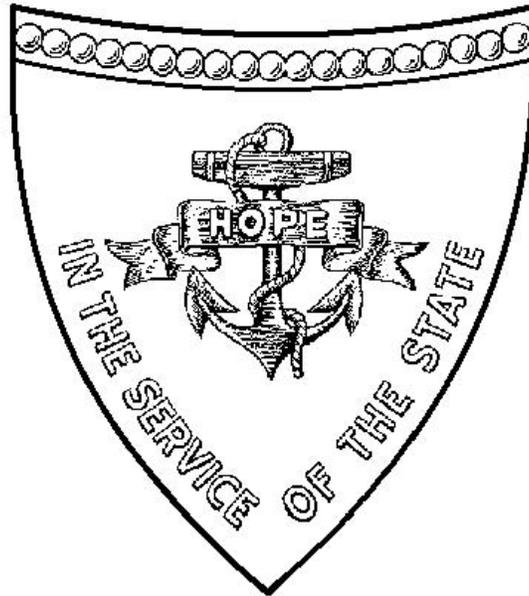


STUDY GUIDE

RHODE ISLAND STATE POLICE
WRITTEN EXAMINATION

RHODE ISLAND STATE POLICE



INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS

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Table of Contents

Introduction 2

Test Overview – What to Expect..... 3

Exam Information 3

Study and Preparation Tips..... 6

Test Taking Tips..... 8

Reference List..... 10

Practice Test..... 12

Practice Test Answer Key 20

Instructions for Completing Answer Sheet 21

Practice Test Answer Sheet 22

INTRODUCTION

This *Study Guide* has been developed to introduce you to the Rhode Island State Police Written Examination. The exam consists of a series of multiple-choice questions designed to test important cognitive abilities and behavioral attributes that are necessary for effective job performance as a trooper.

This guide 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 examples of 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 many more types of questions than offered in the practice test, 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.

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.

1. Examination Overview

I. Basic Skills of Reading and Writing

Some of the skill areas covered are basic skills, such as Reading Comprehension, Grammar and Writing 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.

II. 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 – 16)
- Your communication skills (📖 19-21)
- Your ability to work with a variety of people (📖 19 – 21)
- Other skills and aptitudes

III. 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. However, some questions ask you to assume that you are a law enforcement officer and ask you what you believe would be the most appropriate response to handle the situation. These items are measuring your ability to use good judgment and your values, not job knowledge.

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.

IV. 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.

2. Test Format Overview

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

You must **choose one** answer. You may believe that more than one answer is correct, but you still must choose only one.

Choose one answer: (A) (C) (D) (E)

3. 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 when completing written tests. Think about the skills and abilities that are required for the job and try to assess how well you meet those requirements. See  15, 16 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. ( 15, 16)

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. ( 7, 8, 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 and writing.

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.

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 Writing 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 and Writing tests ( 1, 9 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 pursue your goal actively ( 15, 16).

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 one answer.

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 five answer choices from which to choose. Be sure you read them all before deciding. Choose one answer. If you choose more than one answer you will receive no points for the question.

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 seem "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 and Writing, 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 test.

Basic Skills - Reading and Writing

1. **English Made Simple.** Waldhorn, Arthur and Zeiger, Arthur. Doubleday & Company, Inc. 1981.
2. **Handbook of Good English.** Johnson, Edward. Washington Square Press. 1981.
3. **Nitty- Gritty Grammar: A Not- So- Serious Guide to Clear Communication.** Josephson, Judith Pinkerton and Fine, Edith Hope. Ten Speed Press. 1998.
4. **Woe is I: The Grammarphobe's Guide to Better English in Plain English.** O'Connor, Patricia T. Riverhead Books. 1998.
5. **Write Right!** Venolia, Jan. Ten Speed Press. 2001.
6. **Writing that Works.** Roman, Kenneth and Raphaelson, Joel. HarperResource. 2000.

Example Titles for Reading

7. **Improving Reading Comprehension & Speed, Skimming & Scanning, Reading for Pleasure.** Coman, Marcia J. and Heavers, Kathy L. NTC Publishing Group. 1997.
8. **Improve Your Reading.** Fry, Ron. Career Press. 2000.
9. **Reading Comprehension Success in 20 Minutes a Day.** Chesla, Elizabeth. Learning Express. 2002.

Example Titles for Criminal Justice and Law Enforcement

10. **Careers in Criminal Justice: The Inside Story.** Henry, Stuart and Hinkle, William G., Eds. Sheffield Publishing Company. 2000.
11. **Guide to Law Enforcement Careers.** Hutton, Donald B. and Mydlarz, Anna. Barrons Educational Series. 2001.
12. **Inside Jobs, A Realistic Guide to Criminal Justice Careers for College Graduates.** Henry, Stuart, Ed. Sheffield Publishing Company. 1994. This contains essays from various people who currently

work indifferent types of law enforcement and criminal justice positions, and describes their experiences and how they got started.

13. **Law Enforcement Career Starter.** Hesalroad, Mary. Learning Express. 2001.
14. **Law Enforcement Careers: A Complete Guide from Application to Employment.** Stern, Ron. Lawman Press. 1988.

General Career Guidance

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

15. **Finding a Career that Works for You: A Step- by- Step Guide to Choosing a Career and Finding a Job.** Fellman, Wilma R. Independent Publishers Group. 2000. This book covers career planning, personal development, job search techniques, preparing a resume, preparing for an interview, and other related topics.
16. **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.

Example Titles for Interpersonal and Social Skills

17. **Education and Identity.** Chickering, A.W. and Reisser, Linda. Jossey Bass Publishers, Inc. 1993. This book contains excellent information about building relationships and cultural diversity issues.
18. **Effective Listening Skills.** Kratz, Dennis M. and Kratz, Abby Robinson. 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.
19. **Please Understand Me.** Kiersey, David. Prometheus Nemesis. 1988.

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!

- *Check the question number, and mark the same number on the answer sheet.*
- *Choose one answer.*
- *Darken the number of your choice completely.*
- *Completely erase any changes or stray marks.*

Begin Practice Test

I. 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.

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:
 - a. Get her to focus on the facts of what happened, rather than talking about her feelings.
 - b. Allow her to talk about her feelings while she is describing what happened.
2. When a co-worker is having personal problems that are affecting his ability to get his work done, it is better to:
 - a. Encourage him to tell you about his problems so that you can help him.
 - b. Let him know that you would be willing to take some of his work if it would help.
 - c. Not discuss personal problems at work, and let him work it out for himself.
 - d. Encourage him to talk to someone who can help him solve problems.

3. When you make decisions, you prefer to:
 - a. Make decisions by yourself, then get input from others before you take action.
 - b. Consider your options, then get input from others before you decide.
 - c. Formulate some ideas to present to others, then let everyone decide as a group.
 - d. Discuss your ideas with others to develop options before you decide.

4. After someone has explained something new to you, such as during training for a new job, you usually:
 - a. Are able to remember all the information you need.
 - b. Remember most of what you were told.
 - c. Wish you had listened better when it was first explained.

II. Reading Comprehension

Questions 5 - 8 refer to the following reading passage.

On Saturday, August 6, Pamela King called the police to report that her home had been burglarized, and Detective Abdullah was assigned to the case. When interviewed by Detective Abdullah, Mrs. King stated that she lived in the house with her husband and 12-year-old son. Her husband and son were gone for the weekend on a camping trip, and she had been out of her house most of the day running errands. At approximately 9:30 that morning, Mrs. King left her house for a 10:00 a.m. dental appointment. She arrived on time; however, the dentist was running 30 minutes behind schedule, so Mrs. King did not leave the dentist's office until about 11:30 a.m. She then went directly to a pharmacy to refill a prescription. By this time it was almost noon, so Mrs. King stopped at a fast-food restaurant for lunch before her next errand.

After lunch, Mrs. King stopped by her local library to return some books. She left the library at about 1:45 p.m. and drove to a friend's house. Mrs. King spent a couple hours there talking with her friend and looking at pictures from her friend's recent vacation. Late in the afternoon, Mrs. King left her friend's house and drove to a grocery store to buy some food for dinner that evening. After grocery shopping, Mrs. King stopped at a gas station to fill up her gas tank. Finally, she headed home at about 5:15 p.m.

Mrs. King pulled into her garage a little after 5:30 p.m. She took her bag of groceries from the trunk of her car and went into the house. Entering the kitchen, she immediately knew that something was wrong. Mrs. King saw that the glass in the sliding door leading to the backyard was broken, and there were shards of glass on the kitchen floor. Looking around the kitchen, she then noticed that the microwave oven was missing. Next, she went to the living room and saw that the TV and DVD player were gone. Realizing that someone had broken in while she was away, Mrs. King checked the remaining rooms of the house to see what else was missing. The desktop computer and printer were missing from the home office, and the TV and laptop computer were missing from her son's bedroom. From Mrs. King's bedroom, several items of jewelry were missing. These included a gold necklace, a pair of diamond earrings and a bracelet. There were a few valuable antiques in the house, but these were all untouched. Nothing else appeared to be missing. After completing her check of the house, Mrs. King called the police.

After completing his interview with Mrs. King, Detective Abdullah checked to see if any of her neighbors had observed anything suspicious that day. Josh Logan, a 77-year-old neighbor directly across the street, said that he had been sitting in the living room at the front of his house when he heard a vehicle approaching. Mr. Logan looked up from the newspaper he had been reading and saw a white van backing into Mrs. King's driveway. He then saw a man get out of the van and walk around to the back of Mrs. King's house. Mr. Logan thought this was unusual. However, Mr. Logan's phone rang just then, and he went to another room to answer it. Mr. Logan's daughter had called, and he spent about 20 minutes talking to her. After the phone call, Mr. Logan returned to his living room and looked out the window at Mrs. King's house, but by then the van was gone. Detective Abdullah asked Mr. Logan if he could describe the person driving the van. Mr. Logan said that the man was Caucasian, well

over six-feet tall and somewhat chubby, and he had blonde hair. The man was wearing jeans and a black t-shirt. Mr. Logan also added that he thought the van had parked in Mrs. King's driveway at about 9:45 a.m.

The only other person who reported noticing anything unusual was Sue Harper, Mrs. King's next-door neighbor. Mrs. Harper said that she was in her backyard working in her garden, probably a little before 10:00 a.m., when she heard something that sounded like breaking glass coming from the direction of Mrs. King's house. Mrs. Harper explained that she couldn't see into Mrs. King's yard because of the tall fence separating their properties, so she called out over the fence to Mrs. King to find out what the noise was. When she got no reply, Mrs. Harper assumed nothing was wrong and returned to her gardening. Mrs. Harper stated that she thought nothing more about the incident until Detective Abdullah stopped by later that day.

5. If both Mr. Logan and Mrs. Harper have provided Detective Abdullah with accurate information related to the burglary, it was MOST likely committed during what time period?
 - a. 8:00 a.m.-8:30 a.m.
 - b. 9:45 a.m.-10:15 a.m.
 - c. 11:00 a.m.-11:30 a.m.
 - d. 12:45 p.m.-1:15 p.m.

6. Based on the information in the passage, how many electronic items were stolen from the home?
 - a. Three
 - b. Five
 - c. Seven
 - d. Nine

7. Which of the following is the BEST description of the man Mr. Logan saw getting out of the van?
 - a. Caucasian, tall and overweight with light-colored hair, wearing jeans and a dark t-shirt.
 - b. Caucasian, tall and thin with light-colored hair, wearing jeans and a white t-shirt.
 - c. Caucasian, short and overweight with black hair, wearing jeans and a dark t-shirt.
 - d. Caucasian, tall and slender with light-colored hair, wearing sweatpants and a dark t-shirt.

8. Why did Mrs. Harper call over the fence to Mrs. King?
 - a. She thought she heard Mrs. King speaking.
 - b. She thought she heard a vehicle pulling into Mrs. King's driveway.
 - c. She thought she heard Mrs. King's burglar alarm.
 - d. She thought she heard breaking glass.

III. **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 lettered a- b, there are several writing errors. You will find one of these types of errors in each of questions 9 – 14.

a. Grammar Error Example:

- Incorrect: The woman *has went* to the store.
- Correct: The woman *has gone* to the store.

b. Punctuation Error Example:

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

c. Capitalization Error Example:

- Incorrect: You should turn left on *Main street*.
- Correct: You should turn left on *Main Street*.

d. 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 (a- b above), and mark that letter on your answer sheet.

9. At approximately 4:00 p.m., Mary Swanson visits a bank and attempts to withdraw \$3,000 with a forged debit card
-
10. issued in the name of "Ashley Konowal" When asked by the teller, Walter Weiss, for a verifying I.D., Ms. Swanson says
-
11. that she does not have one with her. When asked to provide her birthdate, Ms. Swanson acts offended refuses
-
12. to answer and insists that she be allowed to make the withdrawal. mr. Weiss then tells Ms. Swanson that the withdrawal
-
13. can be made but that he needing to get the funds from a back room, and asks Ms. Swanson to wait. Meanwhile, the
-
14. police are notified. Upon arrival, Ms. Swanson admits the card is not hers but claims she is doing a favor for a friend.
-

Please choose the answer that mostly clearly describes the events in the scenario in a single sentence.

15. Jennifer and Laura were studying at a college library on Saturday evening from 5:30 p.m. to 8:30 p.m. After they left, Jennifer realized that her cell phone was not in her pocket. They went back to search the spot where they had been studying, but were unable to find the phone. On their way out of the library, Laura spotted a campus police officer and told him that Jennifer's phone had been stolen. While Laura was speaking to the police officer, Jennifer realized that her phone had been in her purse the whole time.
- After studying at the library on Saturday morning, Jennifer thought she had lost her cell phone only to discover that it had been in her purse the whole time.
 - While speaking to a police officer, Jennifer realized that the phone she thought she had lost was in her purse the whole time.
 - Jennifer thought she had lost her cell phone while studying in the library on Saturday evening, but she later discovered that her phone had been in her purse.
 - Jennifer lost her cell phone while studying at a college library on Saturday, but a campus police officer found the phone and returned it to her.

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

16. Dandre Moore knew his home had been burgled when he arrived home and discovered that the lock on his door _____.
- was broken
 - was broke
 - had been broke
 - broken

IV. *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 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 that comes closest to how you feel or think.

17. Assume you just had an argument with your significant other. You feel particularly frustrated because it seems as if your significant other never values your opinions or needs. How would you handle this situation?
 - a. Avoid any confrontation by removing yourself from the situation and going for a walk to clear your mind.
 - b. Understand that you cannot control the thoughts or actions of another person, and quit thinking about the situation and move on.
 - c. Occupy your time with some other work to get your mind off the argument.
 - d. Discuss the argument with your significant other, explaining the reasons for your frustrations.

18. You have recently noticed an increase in the number of sales calls you receive on your cell phone. The phone numbers appear to be random but all are soliciting the same product, organic multi-vitamin pills. How would you handle the next sales call you receive?
 - a. Ask to speak to the manager and boldly tell them that you wish to never receive calls from their company again.
 - b. Call your telephone provider and ask to have all the phone numbers blocked from being allowed to call you again.
 - c. Ignore the call and let it go to voicemail.
 - d. Go along with the sales pitch and hang up when you have wasted enough of the sales associate's time.
 - e. Tell the sales associate in a professional manner that you are not interested in their products and wish to not receive any more calls in the future.

19. You are attending a musical concert on Saturday evening with an old friend. During the concert, a group of teenagers who have clearly been drinking too much are thrashing around behind you, occasionally bumping into you and your friend. You relocate to a different area but soon after the same drunk teenagers are near you again. This time, the bumping nearly knocks you to the ground and they seem eager to start some trouble. How would you handle the situation?
 - a. Aggressively confront the teenagers and tell them to stop or you'll have to tell security about their rowdy behavior.
 - b. Give the drunk teenagers a taste of their own medicine by bumping back into them.
 - c. Decide to leave the concert early in order to avoid any more problems with the drunk teenagers.
 - d. Ignore the drunk teenagers and try to enjoy the concert as best as possible.

20. Your car's transmission has broken down and you take it to a local mechanic shop for a repair estimate. The mechanic explains that the cost will be approximately \$3,100. You hesitantly agree because you need the car to get to work the following day. After your car is repaired, the transmission breaks down again while driving to work the following day. How would you handle the situation?
- a. Threaten the mechanic with legal action for not properly fixing the car and endangering your life on the road.
 - b. Tell the mechanic that you'll be leaving his shop a one-star review and taking your business elsewhere.
 - c. Offer the mechanic one more opportunity to correct the issues with the transmission.
 - d. Demand all your money back and go to another mechanic.

End of Practice Test

PRACTICE TEST ANSWER KEY

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 this 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 B is correct. The robbery was most likely committed between 9:45 a.m. – 10:15 a.m.
6. Answer C is correct. A total of seven items were stolen from the home.
7. Answer A is correct. The description for the suspect was provided by Mr. Logan; Caucasian, tall and overweight with light-colored hair, wearing jeans and a dark t-shirt.
8. Answer D is correct. Mrs. Harper called over the fence to Mrs. King because she thought she heard breaking glass.

Writing Skills

9. Answer D is correct. The word “foraged” is misspelled.
10. Answer B is correct. A period is missing after the last name Konowal.
11. Answer B is correct. A comma is missing after the word “offended.”
12. Answer C is correct. The word “mr.” should be capitalized to indicate a new sentence.
13. Answer A is correct. The word “needs” is in the wrong tense.
14. Answer D is correct. The word “faver” is misspelled.
15. Answer C is correct. It offers the most detailed account of the scenario in a single sentence.
16. Answer A is correct. “Was broken” is the correct use of grammar for the sentence.

Situational Questions

17. Answer D is the best response. Avoiding a problem does not usually help in resolving it.
18. Answer E is the best response to measure interpersonal skills and judgment.
19. Answer C would be the best response. Since the passage states that the teenagers seem “eager to start some trouble,” removing oneself entirely from the situation would likely be the best course of action. Answer D could be seen as being correct, but given the rough nature of the teenagers, it doesn’t seem likely that they would leave you alone.
20. Answer C would be the best response. It would be easy to jump to conclusions that the mechanic was incompetent, but given the nature of the other three choices, answer C is the most amicable.

INSTRUCTIONS FOR COMPLETING ANSWER SHEET

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. _____

Completing 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.

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. Unique ID Number – This typically represents your social security number.
3. 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.
4. Gender – Mark M for Male or F for Female. We are required to collect this information for legal reasons and research purposes only. It will *not* affect your score in any way.



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