



PSI

Law Enforcement Aptitude Battery

Assessment Preparation Guide




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INTRODUCTION

This Assessment Preparation Guide is designed to help you prepare for the Law Enforcement Aptitude Battery (LEAB). The LEAB consists of the following three test components: the Ability Test, the Work Styles Questionnaire, and the Life Experience Survey.

The **Ability Test** is designed to assess a series of abilities, such as Written Comprehension, Problem Sensitivity, and Reasoning, determined to be important to the effective performance of law enforcement officers.

The **Work Styles Questionnaire** is designed to assess work style related preferences and approaches to situations determined to be important to the effective performance of law enforcement officers.

The **Life Experience Survey** is designed to assess candidates' past history and experience determined to be important to the effective performance of law enforcement officers.

All three LEAB test components will be scored and your scores from all three components will be combined to determine your continued eligibility in the selection process.

Please note that the order in which the three test components are administered is the same as the order in which they are listed above (i.e., Ability Test, Work Styles Questionnaire, and Life Experience Survey). This guide provides an overview of the testing procedures, the types of questions you will encounter on each test component, and the systematic methods of study and preparation that you should use in preparing for each test component.

You should review this guide as many times as necessary to become comfortable with the information and test-taking strategies presented.

This Assessment Preparation Guide is organized into the following sections:

- Section 1: General Information:** This section provides you with general information regarding the schedule and logistics for the LEAB.
- Section 2: Test Component Descriptions:** This section describes the Ability Test, Work Styles Questionnaire, and Life Experience Survey. The descriptions include an overview of the administrative procedures as well as sample questions for each test component. For the Work Styles Questionnaire and Life Experience Survey, **we strongly recommend that you review your previous school and/or work related documents (e.g., school transcripts, resume, evaluations from previous supervisors and/or instructors) to ensure that you are able to answer the Life Experience Survey questions regarding your past experiences as accurately as possible.**
- Section 3: Procedures for Recording Responses:** This section describes the procedures for recording your responses to each component of the LEAB.
- Section 4: Ability Test Preparation Strategies:** This section provides you with general test-taking strategies for all Ability Test questions (such as identifying important words in questions) and suggestions that are specific to each ability assessed. For each ability, this section provides a definition, test-taking strategies, and sample questions.

SECTION 1: GENERAL INFORMATION

When participating in the LEAB, follow these general guidelines:

1. **Read all of the instructions carefully and pay careful attention to any additional instructions provided by administrators.** Instructions will be provided for each test component. It is very important that you read these instructions carefully before starting each test component to ensure that you understand the procedures that need to be followed.
2. **Know how much time you have to take the LEAB and how much time you should spend on each of the three components of the LEAB.** You will have approximately 2 hours and 30 minutes (150 minutes) to read the test instructions and take the three components of the LEAB. The three components of the LEAB will not be timed separately. The amount of time that you should allot to each component will be recommended in the LEAB instructions you receive at the test site. As a general guideline, it should take approximately 15 minutes to read all of the instructions (about 5 minutes for each set of instructions that precede each of the three components of the LEAB). You should plan on spending about 75 minutes on the Ability Test, about 25 minutes on the Work Styles Questionnaire, and about 35 minutes on the Life Experience Survey. Please note that these are just suggested times to ensure that you are able to finish all three components of the LEAB in the allotted time. When you appear for the actual LEAB administration, you will receive information about the total time allotted to take the LEAB and the suggested amount of time for each of the three individual test components. You can divide the total available time among the three LEAB components as you wish. You may use a time keeping device (e.g., watch, stopwatch, timer) to keep track of time during the LEAB administration. Any time keeping device must be silenced during the LEAB administration. Any device that has the capability to transmit OR receive messages may not be used as a time keeping device.
3. **Make sure you know how to correctly record your responses.** Section 3 of this guide explains the procedures to be followed for recording your responses. You should also pay attention to the specific instructions that will be provided during the LEAB administration. Be careful when recording your responses during the LEAB to avoid losing credit due to response entry errors.
4. **Test administrators will be available to help you.** If you have any questions about the testing procedures, ask for assistance or clarification. However, keep in mind that administrators will not explain the meaning of any question, define words, or give, in any manner, guidance on answering questions.
5. **Take a mental break if and when needed.** If you are having difficulty concentrating at any point during the LEAB, take a brief mental break. Take a minute to clear your mind and relax. Of course, you must keep in mind the time limit for the LEAB, but a brief mental break may be worth the time it takes.
6. **Answer every question on each of the three test components.** Do not leave any questions blank.
 - a. When completing the Ability Test, the result is the same whether you respond incorrectly to a question or do not respond at all (i.e., you receive no credit for the question). When you respond you have the opportunity, even if by chance, to answer the question correctly. Therefore, you should respond to all Ability Test questions even if you are not sure of the correct answer.
 - b. If you are unsure how to respond to Work Styles Questionnaire and Life Experience Survey questions, choose the alternative that most accurately describes your past experiences, behavior or how you feel. Candidates who do not respond to all questions on the Work Styles Questionnaire and Life Experience Survey may be disqualified from the selection process.

7. **Use extra time wisely to review your responses to the Ability Test.** If you complete the Ability Test before the suggested time period has expired, you may review your responses to the Ability Test (particularly questions to which you were unsure of the correct answer) before moving on to the other two test components of the LEAB. However, once the suggested time period is up, or soon thereafter, you should move on to the remaining test components to ensure that you have enough time to complete them. Keep in mind, however, that once you exit the Ability Test component of the LEAB you will NOT be permitted to return to this component. Additional information concerning exiting from the Ability test component will be provided in Section 3 of this guide.
8. **Respond honestly when taking test components that ask you to describe your past experiences, behavior, or feelings.** This guideline applies to the Work Styles Questionnaire and Life Experience Survey. It is possible that others may have suggested that you respond in certain ways to increase your chances of success, even if those responses do not accurately reflect your experience or feelings. There are two important reasons why you should respond honestly. First, each of these two components contains internal mechanisms that can be used to identify candidates who are not responding honestly. If the pattern of your responses suggests that you are not responding honestly, you may be disqualified from the selection process. Second, background investigations and other similar procedures will be conducted on each eligible candidate. During these procedures, specific information related to the Work Styles Questionnaire and Life Experience Survey questions may be obtained. If information obtained during these investigations is inconsistent with your LEAB responses, you may be disqualified from the selection process.
9. **In order to be eligible to participate in the LEAB Service, you will need to register with the service by creating a new user.** Before you appear for testing you should identify the specific identification forms required by the agency with which you are testing and be sure to bring the identification required to the test site.
10. **Do NOT bring any electronic communication devices (i.e., cell phones, laptops, smartwatches, tablets) in to the LEAB test site.** Communication devices should be left at home or in your car.

SECTION 2: TEST COMPONENT DESCRIPTIONS

PART I: ABILITY TEST

The Ability Test is designed to assess a series of abilities, such as Written Comprehension, Problem Sensitivity, and Reasoning, determined to be important to the effective performance of entry-level law enforcement officers. The Ability Test contains 30 questions. Each question will be followed by four response alternatives (A through D). For each question, candidates should identify the single best answer and record the response chosen (see examples below in the boxed area).

You should use approximately 75 minutes of the total LEAB assessment time to complete the Ability Test. You should respond to every question. Questions that are left unanswered will be scored as incorrect. Therefore, even if you are not sure of the correct answer to a question, you should record a response rather than leave the question blank.

Section 4 of this guide provides a comprehensive set of preparation strategies for the Ability Test. We encourage you to carefully review and practice these strategies before taking the LEAB.

The following examples are presented ONLY for illustrative purposes and do not actually appear on the Ability Test component of the LEAB. Please note that the second example in the boxed area is preceded by a passage. Although there is only one question associated with the passage below, during the actual Ability Test you may be presented with passages that apply to more than one question.

Example 1

1. As a law enforcement officer arrived at the scene of a disturbance in an abandoned warehouse, the officer noticed a van leaving the scene. Since the investigation revealed that the warehouse had been vandalized, the officer felt that the van leaving the scene should be included in the report. The most effective way for the officer to report this is to say:
 - A. "As I arrived at the warehouse, I saw a van driving away from the scene."
 - B. "A van which should not have been there, was at the warehouse."
 - C. "The vandals escaped in a van."
 - D. "I don't know if it's important but as I got there, I saw a vehicle leaving the scene."

Example 2

Use the information in the following passage to answer question 2.

Officer Thompson has noticed that in his assigned patrol area, most of the assaults occur in the eastern and northern sections, while most automobile thefts occur in the southern and western sections and most traffic accidents occur in the western section.

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

In addition, the traffic accidents commonly occur on Mondays and Fridays, the assaults occur on any day from Wednesday through Saturday, and automobile thefts typically occur on weekday mornings.

2. According to the preceding passage, Officer Thompson most likely would be able to reduce the number of assaults by patrolling the:
 - A. eastern section between 5 a.m. and 1 p.m.
 - B. eastern section between 11 a.m. and 5 p.m.
 - C. western section between 10 p.m. and 6 a.m.
 - D. northern section between 8 p.m. and 1 a.m.

PART II: WORK STYLES QUESTIONNAIRE

In addition to the cognitive and physical ability requirements placed upon law enforcement officers, certain personal characteristics are also important to effective performance. The Work Styles Questionnaire will be used to assess these important characteristics.

You should use approximately 25 minutes of the total LEAB assessment time to complete the Work Styles Questionnaire. No preparation is necessary (or expected) for the Work Styles Questionnaire component of the LEAB. However, this component will be scored, and your score will be combined with your scores on the Life Experience Survey and Ability Test to determine your continued eligibility in the selection process. The examples in the boxed area below are presented ONLY for illustrative purposes and do not actually appear on the Work Styles Questionnaire component of the LEAB.

The Work Styles Questionnaire contains a series of 135 short statements. You will read each statement (see examples below) and then decide the degree to which you agree with each statement as it applies to you.

In this component of the LEAB you will be instructed to:

- Consider a number of statements and for each statement rate yourself on a scale from Strongly Disagree to Strongly Agree based on how it applies to you.
- Choose “Unsure” ONLY when you are truly not sure how to rate yourself.
- Work quickly through the component, provide honest responses, and avoid spending too much time thinking about how to respond to any single statement.
- Respond to every statement, even if no single point on the rating scale describes you or the way you feel perfectly, since candidates who do not respond to all statements on the Work Styles Questionnaire may be disqualified from the selection process.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
--------------------------	-----------------	---------------	--------------	-----------------------

The following examples are presented ONLY for illustrative purposes and do not actually appear on the Work Styles Questionnaire component of the LEAB.

1. I set goals and strive to achieve them.
2. I prefer to work alone.
3. I take time to think about why people do things.
4. I find myself taking control in group situations.
5. I find that it is not necessary to have all of the facts before making a decision.
6. Insults don't bother me.

PART III: LIFE EXPERIENCE SURVEY

The Life Experience Survey is designed to assess characteristics related to each candidate's past history and experience. In this survey you will be presented with 75 questions that pertain to you and your personal experiences and will cover many different topics. Each question will be followed by five response alternatives (A through E). For each question you will be asked to select the response alternatives that best describes your past experience and to record the response you choose (see the examples in the boxed area below).

You should work at a steady pace through this survey, provide honest responses, and avoid spending too much time thinking about how to respond to any single question. You should answer every question by selecting the response that best fits you and your personal experiences, even if no single response perfectly describes your personal experiences. You should respond to every question since candidates who do not respond to all questions on the Life Experience Survey may be disqualified from the selection process.

You should use approximately 35 minutes of the total LEAB assessment time to complete the Life Experience Survey. Although no extended preparation is necessary (or expected) for the Life Experience Survey component of the LEAB, **we strongly recommend that you review your previous school and/or work related documents (e.g., school transcripts, resume, evaluations from previous supervisors and/or instructors) to ensure that you are able to answer the Life Experience Survey questions regarding your past experiences as accurately as possible.** The Life Experience Survey will be scored and your score will be combined with your scores on the Work Styles Questionnaire and Ability Test to determine your continued eligibility in the selection process.

The examples in the boxed area below are presented ONLY for illustrative purposes and do not actually appear on the Life Experience component of the LEAB.

1. Your previous supervisor/instructor would describe you as someone who usually does:
 - A. more than your fair share of the work that must be done.
 - B. more work than most of your coworkers/classmates.
 - C. about as much work as most of your coworkers/classmates.
 - D. almost as much work as most of your coworkers/classmates.
 - E. less work than most of your coworkers/classmates.

2. Within the past two years, how many times have you taken a day off because you did not feel like going to work/school?
 - A. never.
 - B. once.
 - C. twice.
 - D. three times.
 - E. more than three times.

3. Since completing your high school education, how many days a month do you take part in some form of community-based activity (e.g., community service, athletics, clubs, drama, etc.) outside of work or school?
 - A. 0.
 - B. 1 - 2.
 - C. 3 - 5.
 - D. 6 - 8.
 - E. 9 or more.

SECTION 3: PROCEDURES FOR RECORDING RESPONSES

Instructions for Recording Responses Online

The LEAB testing session will begin once arrival procedures such as establishing your identity are completed. The initial step in the testing session is for you or an administrator to enter a "Candidate Access Code". (*The exact procedure will vary depending on the testing platform used for the test you will be taking.*)

After accessing the test session, you will first be shown a page with general assessment information including instructions describing the process, timing and number of questions for the LEAB components, and test session procedures. Information will be presented on a computing device (e.g., desktop, laptop or tablet). You will record all of your responses on this device. After entering the *candidate test code*, you will only use a mouse (or a pointer or your finger if the device is touch-based) to navigate and respond to questions or statements.

Participating in the test session requires that you read and agree to the terms of the online testing session. You may not continue with the online test session unless you agree to the terms listed below. Please review them now. This page will be shown after the initial general assessment information page. However, the setup, functions and content will be very similar if not exactly the same.

Jon Arias ID: ARIA0992FL1234

Agreement

By clicking on the "I Agree" button below, you are agreeing to be bound by and comply with the following terms and conditions relating to the **PSI** test you are about to take:

- You certify that you have gained authorized access to this test and that you are the intended test taker.
- You agree to complete the test honestly and accurately in accordance with the instructions provided.
- You agree to complete the test to the best of your ability without any assistance from anyone else in determining your answers.
- You agree not to video or audio record or take pictures of the test items, write down the test items, distribute, share, retain or save all or any part of the test, electronically, on paper, or using any other means.
- You agree not to disclose the contents of the test materials to any person except for authorized **PSI** test administrators or **PSI** personnel.
- You acknowledge that **PSI** exclusively owns the test and all intellectual property rights therein and that you are not permitted to use the test for any other purpose.
- You acknowledge that **PSI** is not responsible for any employment decision or outcome connected with the results of the test.
- If this test is being administered remotely, you agree to being re-tested on this test using the original version or an alternative version under supervised conditions, to verify your test outcome.
- If this test needs to be restarted and resumed for any reason (e.g., technical problem, weather conditions, etc.), you accept that the agreement you are making now for this test will continue to apply when you resume this test.

I Agree

Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

After you agree to the terms listed above by clicking the "I Agree" button, the instructions for the "Ability Test" will be presented and timing will begin. The timer (see sample below) will appear at the top of the instruction page and begin to count down. The timer will appear in the same location on every subsequent page until the assessment is complete or time expires.

Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

Below are specific instructions for providing your responses to the Ability Test, Work Styles Questionnaire and Life Experience Survey components of the LEAB.

Ability Test

A sample layout of how the Ability Test questions will be presented is shown below. Questions presented on each page will be numbered and have four response alternatives/options.

The sample question layout below includes a passage (i.e., the white boxed area) with background information to be used in responding to the question. If a passage is not needed for the question, then the passage area will not be included. When presented with response alternatives/options, use your cursor/mouse to click on the associated selector to indicate your choice. The selector may be the text itself, the letters A-D or a bubble/circle option to the left of the alternative/option. In the example below option A has been selected. You can change your response for a question by clicking on the associated selector of the different alternative/option.

Use the information in the following passage to answer question 1.

Passage text if a passage is present for the question.

1. The question is asked here.

- A. Response option A.
- B. Response option B.
- C. Response option C.
- D. Response option D.

Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

The footer of each Ability Test page will include the following buttons:

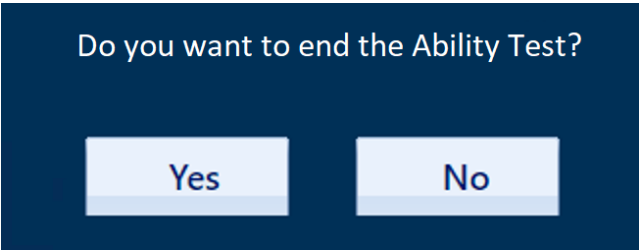
Previous Question

Next Question

Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

You can use the Previous or Next Question buttons to move between questions.

Once you complete your responses to the Ability Test, you will be presented with the following dialog box that will ensure you intend to exit the Ability Test. Remember, once you select “Yes” to end the Ability Test and proceed to the Work Styles Questionnaire, you will no longer have access to the Ability Test.



Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

Keep in mind that If you exit the Ability Test without responding to all questions, you will not receive credit for any questions left answered. If you accidentally or prematurely get to this dialog box before you are ready to leave the Ability Test, you may click or press “No” to return to the Ability Test component of the LEAB. Once you click or press “Yes” to end the Ability Test component, you will not be able to return to the Ability Test for any reason.

Work Styles Questionnaire

A sample layout of how the Work Styles Questionnaire statements will be presented is shown below. Up to 10 statements will be presented per page and the scale that you will use to select your level of agreement for each statement will be presented as the header of each page.

No.	Statement	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1.	Statement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	Statement 2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

The example above shows two statements and the agreement response scale column headings. The statements to which you are to respond appear on the left-side in alternatively colored rows. To the right of each statement there are five circles aligning under five column headings (i.e., Strongly Disagree, Disagree, Unsure, Agree and Strongly Agree).

You should click on the small circle that corresponds to your level of agreement with each statement. When a circle is clicked, a solid blue disc appears inside the white circle as shown in the example above. In the example above, the candidate selected "Agree" for statement 1 and "Disagree" for statement 2.

You can change your response by clicking any other circle under a different column in the same row. Upon selecting a different response for the statement, the previous response is unselected.

The footer of each Work Styles Questionnaire page will include the following button:



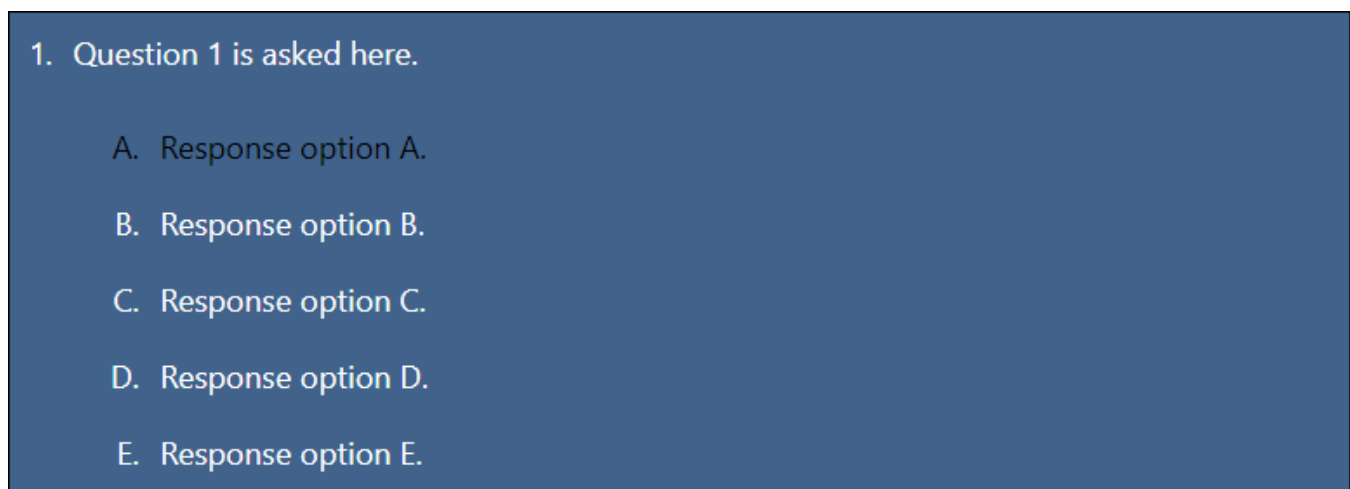
Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

After you have responded to all statements on the page, you can click or press on the “Next” button at the bottom right-side of the page to show the next set of statements. Once you have responded to all Work Styles Questionnaire statements, the Life Experience Survey will automatically begin.

Unlike the Ability Test component, you will not be able to go back and forth between statement pages in this component. **Once you respond to all statements on each page and click or press on the “Next” button, you will not have access to previous Work Styles Questionnaire statement pages.**

Life Experience Survey

A sample layout of how the Life Experience Survey questions will be presented is shown below. Several questions will be presented on each page and each question is numbered and has five response alternatives/options.



Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

When presented with response alternatives/options, use your cursor/mouse to click on the associated selector to indicate your choice. The selector may be the text itself, the letters A-E or a bubble/circle to the left of the option. In the example above, option A has been selected. You can change your response for a question by clicking anywhere on the text of a different response option or a bubble/circle to the left of a different option.

The footer of each Life Experience Survey page will include the following button:



Please be aware that depending on the exact testing platform used, the image above may appear in a different style (e.g., colors, font, etc.) during the actual testing session.

After you have responded to all questions on the page, you can click or press on the “Next” button at the bottom right-side of the page to move to the next set of questions. Once you have responded to all questions on the Life Experience Survey component, the LEAB assessment will end.

As in the Work Styles Questionnaire component, you will not be able to go back and forth between question pages in this component. **Once you respond to all questions on each page and click or press on the “Next” button, you will not have access to previous Life Experience Survey question pages.**

SECTION 4: ABILITY TEST PREPARATION STRATEGIES

PART I: GENERAL TEST INFORMATION

A. OBJECTIVES

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

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

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

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

To Provide You with Some General Test-Taking Strategies

This part of the guide suggests general strategies for taking multiple-choice ability tests, including identifying key words in questions and answering questions that you perceive as easier first.

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

This part of the guide includes information about the procedures to be followed during the Ability Test. The sample questions provided in the Ability Areas section will give you a good idea of the kinds of questions to expect. Answering the sample questions will allow you to assess your own ability and identify those ability areas where you should focus your preparation efforts. Giving you this first-hand experience with the test-taking situation should help you to feel more confident and comfortable when you take the actual test.

Finally, these materials will show you that all information necessary to answer the questions is contained within the test itself. This test is designed to assess abilities, not specific knowledge about law enforcement. Any law enforcement terms or procedures that are included in the test will be defined or described so that all candidates have the same information on which to base their answers. Keep in mind that any policies and procedures described in the test are not intended to match the policies and procedures of any specific department for which you may be seeking employment. Be sure to base your responses solely on the information presented for each question.

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

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

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

1. The more familiar you become with the strategies suggested in this guide, the more automatic they will become. **REPETITION** and **PRACTICE** are the keys. The more often you review this guide, the better prepared you will be.
2. Many of the strategies suggested for each of the ability areas apply only to questions testing those areas. For example, you'll see that the suggestions for dealing with Deductive Reasoning questions apply only to those types of questions. By becoming very familiar with the ability areas, you will be able to quickly and easily decide which strategies to apply to each type of question.
3. Some of the general test-taking techniques that are relevant to all questions are particularly useful when you cannot answer a question easily. If you are 100% sure of an answer, you should simply select the correct answer. However, there are some strategies, such as identifying key words and phrases, which do not take much time and are useful for questions testing almost all ability areas.

B. GENERAL MULTIPLE-CHOICE TEST-TAKING STRATEGIES

When completing the Ability Test, follow these general guidelines:

Make sure you understand the question.

1. Read each question carefully. Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and choose the closest alternative.
2. Break the test questions down in a way that makes them easier to read. Specifically:
 - a. Break down sentences into small segments. This will make you more attentive to separate ideas in a long sentence. Note the following example.

Example:

Before Test administrators will be available to help every candidate with testing procedures; however, administrators will not explain the meaning of any question, define words, or give, in any manner, information that may be of help in answering a question.

Below, slash marks are used to indicate how you can break up complex sentences. Note the statement just made.

After Test administrators \ will be available to help every candidate with testing procedures; \ however, administrators will not explain the meaning of any question, \ define words, \ or give, in any manner, information that may be of help in answering a question.

See how breaking the sentence down makes it easier to understand what the sentence is about by focusing your attention on the separate ideas presented.

- b. Identify key words that tell you what a sentence or passage is about. If you skip the question and come back to it later, identifying key words may make it easier to remember what the question was about, without reading the full question or passage again. Note the example below that illustrates how to identify key words.

Example:

Before Test administrators will be available to help every candidate with testing procedures; however, administrators will not explain the meaning of any question, define words, or give, in any manner, information that may be of help in answering a question.

Identify key words. Note the key words underlined in the statement just made.

After Test administrators will be available to help every candidate with testing procedures; however, administrators will not explain the meaning of any question, define words, or give, in any manner, information that may be of help in answering a question.

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

- c. Find words that "harden" or "soften" statements. Note the double-underlined words below.
1. Words such as all, never, none, and every harden a sentence by indicating that there are no exceptions. As a rule, alternatives with these words have less chance of being correct.
 2. Words such as sometimes, may, generally, and possibly soften a statement and leave more room for the alternative to be correct.
 3. AND means that one element of the alternative must be present or true, in addition to another element for the alternative to be correct.
 4. OR means there is a choice of situations. Only one of the elements of the alternative must be present or true for the alternative to be correct.

Proceed through the questions strategically.

1. Answer questions that you perceive as easier first.

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

2. Use the process of elimination.

If you don't know the answer to a question, first eliminate those choices that are clearly wrong. This will save you time by reducing the number of answers you have to re-read and re-evaluate before making your final choice, particularly if you skip the question and come back to it later.

3. Tackle difficult questions methodically.

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

4. Take a mental break when needed.

If you feel that your ability to concentrate is decreasing at any point during the testing period, take a brief mental break. Take a minute to clear your mind and relax. Of course, you must keep in mind the overall time limit for the LEAB, but a brief mental break may well be worth the time it takes.

5. Answer every question.

You will not lose any more credit for an incorrect response than you will for no response, so even if you are not sure of the correct answer to a question, record a response. Although your response may not be correct, the alternative is to leave this question blank and be assured of getting it wrong.

Use extra time wisely.

If you have extra time, go back and review your responses. Make any changes that you feel are necessary. Also, make sure that you have recorded your responses correctly.

C. ERROR ANALYSIS

Strategies for Analyzing and Avoiding Errors

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

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

Reasons for Choosing Incorrect Responses

1. Errors made when recording responses/guessing errors.

Since there are a limited number of questions on the Ability Test, errors related to the improper recording of responses are costly. Check as you record each answer choice to ensure you are recording the answer you have chosen. As an additional check, if you have extra time, go back and double check your work.

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

- a. You may have missed a question because you skipped it and failed to return to it later. Be sure to return to skipped questions.
- b. You may have lost track of the time. Be sure to check a timing device every so often so that you have time to complete all three LEAB components.
- c. You may have been forced to quickly choose an answer because you spent too much time working on difficult questions, rather than skipping them and saving them for later. Or, if you did skip difficult questions, you may have failed to identify the various alternatives as not correct, possibly correct, and most likely correct. Thus, you did not reduce the number of alternatives you had to reconsider when you re-read the questions. Be sure that you evaluate any alternatives that you do review in order to save some time re-reading and re-evaluating.

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

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

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

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

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

These may be the types of questions you should skip until later. When you do go back to these difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Also, focus on the topic sentences, which are usually the first and last sentences in a question. Read these difficult questions twice. The first time read for the general idea. Do not get stuck on individual words or phrases you do not understand. The second time read for a more detailed understanding. The first reading will give you the general meaning, so that the second reading will be easier. Finally, picture in your mind what the question is asking.

5. Not being familiar with comparing combinations of information.

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

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

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

- a. An incorrect answer may contain an exact phrase from the original question.
- b. An incorrect answer may contain a phrase or sentence from the original question but be presented in a different way. For example, an idea that is rejected in the question may be presented in the answer as an idea that was supported.
- c. An incorrect answer may overstate what the question has stated. For example, if the question says, "Some incidents...", the incorrect answer may say, "All incidents..."

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

- a. Have an answer in mind before you look over the alternatives. This will make you less likely to choose an answer that just "looks" good.
- b. Beware of choosing answers based on common sense or previous knowledge and experience. Answer only on the basis of the material presented in the test question.
- c. Stick strictly to the facts or rules described in the test question. Don't select answers that stretch or exaggerate these facts or rules. Identify words such as only, never, always, whenever, all, etc. to help you pay close attention to words that "harden" or "soften" answers.
- d. Carefully review answers containing exact words or phrases from the test question. Don't simply assume that such answers are correct.
- e. Prepare a defense for your answer. Find something in the test question that will allow you to give a strong defense for your answer.

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

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

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

Instructions for Using the Error Analysis Form

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

Error Analysis Form: For Use with Sample Questions

SAMPLE QUESTION NUMBER	ABILITY AREA	CORRECT ANSWER	REASONS FOR INCORRECT ANSWERS						
			1	2	3	4	5	6	7
1	Written Expression								
2	Written Expression								
3	Written Comprehension								
4	Written Comprehension								
5	Problem Sensitivity								
6	Problem Sensitivity								
7	Deductive Reasoning								
8	Deductive Reasoning								
9	Inductive Reasoning								
10	Inductive Reasoning								
11	Information Ordering								
12	Information Ordering								
TOTAL QUESTIONS CORRECT									
TOTAL FOR EACH TYPE OF ERROR									

PART II: ABILITY AREAS

This part of the guide is designed to familiarize you with the nature of the questions you will encounter on the Ability Test, and to provide you with some useful strategies for responding to these types of questions. This portion of the guide is organized around the ability areas that will be tested. For each ability area, the following information is provided:

Definition: In this part, the ability area is defined and you are provided with examples of how the ability applies to the job of an entry-level law enforcement officer.

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

Sample Test Questions: Two sample test questions are provided for each ability area to be tested. Answers and explanations to the sample questions have been provided on pages 42 through 44 after all ability types are presented. By answering the sample test questions you can assess your understanding of the information and test-taking strategies provided. Responding to the sample questions will also allow you to assess your current level of ability and to identify those ability areas upon which you should focus your preparation efforts. After responding to all 12 questions, use the Error Analysis Form on page 18 to evaluate your test-taking behavior.

Use the answer sheet provided below to record your answers to the 12 sample questions contained in the Ability Areas and Associated Test-Taking Strategies parts of this guide.

PART I - ABILITY TEST			
1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

In summary, the information in this portion of the guide is being presented to help you become familiar with the kinds of questions you will encounter on the Ability Test and to become comfortable with the kinds of strategies you should use when responding to these questions. This information should help you feel more comfortable when you take the Ability Test portion of the LEAB.

A. ABILITY TEST-TAKING STRATEGIES

1. WRITTEN EXPRESSION

Definition: This ability involves using language in writing to communicate information or ideas to other people. These other people might include suspects, victims, witnesses, other law enforcement personnel, shop owners, or any individuals with whom the individual might come in contact. This ability includes vocabulary, knowledge of distinctions among words, and knowledge of grammar and the way words are ordered.

Examples of this ability include:

- documenting the details of an incident in a report
- composing a letter to a member of the community

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

Example 1:

As a law enforcement officer arrived at the scene of a disturbance in an abandoned warehouse, the officer noticed a van leaving the scene. Since the investigation revealed that the warehouse had been vandalized, the officer felt that the van leaving the scene should be included in the report. The most effective way for the officer to report this fact is to say:

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

Correct Response and Explanation:

A is the correct answer, because it correctly reflects the facts given in the question.

Answers B and C are incorrect, because they provide details that have not been established in the question (the van should not have been there AND the vandals escaped in the van). The law enforcement officer was only able to state that the vehicle was leaving the scene as the officer arrived.

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

The second type of Written Expression question requires that you order your thoughts, or statements, in a logical sequence so that others will understand you. Such questions will start with a list of statements to be made by an individual. For example, the statements may represent sentences contained within a report describing the sequence of events that occurred at an incident. These statements will not be presented in the correct order. The response alternatives will present you with several possible ways to order the statements; however, only one correct possibility will be included among the alternatives provided.

Example 2:

Officer Wilkins is preparing a report on a hit-and-run accident. The report will include the following sentences. (These sentences are NOT listed in the correct order.)

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

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

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

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

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

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

Correct Response and Explanation:

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

Sample Test Questions:

Sample Question 1:

1. A law enforcement officer is speaking to a local citizen's group on the role of law enforcement in responding to domestic conflicts. During the presentation, the officer explains that law enforcement officers are often contacted because a domestic conflict is disturbing neighbors. In addition, the officer points out that many calls occur prior to a crime being committed and one of the objectives of law enforcement is to stop crime before it starts. The most effective way for the officer to conclude the presentation is to say:
 - A. "Since frequently no crime has been committed, the role of law enforcement in domestic conflicts is fairly limited."
 - B. "In responding to domestic conflicts, the officer's function is to restore order and prevent possible crimes from occurring."
 - C. "The officer's main goal in responding to domestic conflicts is to protect the innocent."
 - D. "Many people involved in domestic conflicts call the police in order to have an objective authority help settle disputes."

Sample Question 2:

2. Officer Turner is writing a report on a homicide investigation. The report will include the following five sentences. (These sentences are NOT listed in the correct order.)
 1. I noticed a display case for handguns was open, but there were no guns in it.
 2. We got a call reporting that the front door of a pawnshop was open, but the owner was not there.
 3. We interviewed tenants of the apartments in the upstairs sections of the same building.
 4. Upon arrival, we discovered the body of the shop owner, apparently dead from knife wounds to the chest.
 5. I called an ambulance to pick up the victim.The most logical order for the above sentences to appear in the report is:
 - A. 2, 1, 4, 5, 3.
 - B. 2, 4, 5, 1, 3.
 - C. 2, 5, 1, 3, 4.
 - D. 4, 5, 2, 3, 1.

2. WRITTEN COMPREHENSION

Definition: This is the ability to understand written language. This ability involves the understanding of individual words as well as patterns of words (sentences and phrases), so it is more than simply vocabulary. It is also the ability to read a sentence or series of sentences and understand the meaning. This involves receiving information, not giving it.

Examples of this ability include:

- reading narrative material, such as an arrest report
- following written instructions

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

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

- One of the most useful techniques involves reading the test questions and possible answers before reading the passage to help you identify and focus on the information that is being sought. You may find that you locate the answer to one of the questions related to a passage before you even finish reading the passage. If so, answer the question right away. As you go from one sentence or paragraph to the next in the passage, you may have to glance back at the questions to remind yourself of the specific details for which you are searching.
- Another extremely useful technique is to identify key words once you have read the questions related to a passage and know what to focus on. For example, if the questions related to the passage seek information about a particular person (e.g., Mr. Jones), then make note of Mr. Jones' name when you come to it in the passage, so that you don't waste time looking back through the passage later. Also, make the passage easier to understand by breaking sentences down into key phrases.
- These tend to be time consuming questions which you may not have the opportunity to read more than once. A third technique is to read for understanding the first time and avoid getting bogged down by individual words that you do not understand. Sometimes you can tell the meaning of a word from the context within which it has been placed, or you may not need to understand the word at all to understand the passage. We caution you, however, do not try to read faster than you can read with comprehension.
- Try to form a picture in your mind as you read. School books used to teach reading contain many pictures, since pictures aid in comprehension.
- Ask yourself questions as you read. When you finish reading a paragraph or a long sentence, ask yourself what the passage or sentence was about. What was the point of the paragraph or sentence?

It's important to note that most of the suggested strategies for Written Comprehension questions are designed to help candidates understand the relatively lengthy passage of information that precedes these questions. Thus, these strategies would be useful with any type of question that requires candidates to read and understand a large amount of information.

Sample Test Questions:

Use the information in the following passage to answer questions 3 and 4.

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

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

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

Sample Question 3:

3. According to the preceding passage, when the Corneals arrived home on the evening of June 12, they discovered that their home had been:
- A. ransacked, but nothing was stolen.
 - B. entered, and the television, stereo, and computer were stolen.
 - C. entered, and the suspects were still in the home.
 - D. burglarized, and five antique guns and several pieces of exotic jewelry were taken.

Sample Question 4:

4. According to the preceding passage, considering the burglary and subsequent investigation described above, the ONLY statement that accurately reflects the information gathered is:
- A. Officer Reigner requested the names of the companies and the services they performed.
 - B. Mrs. Corneal seemed to be the one to answer all of the officers' questions.
 - C. Officer Baker helped with the search of the home.
 - D. The suspects fled the scene in a dark blue van.

3. PROBLEM SENSITIVITY

Definition: This is the ability to recognize or identify the existence of problems. It involves both the recognition of the problem as a whole and the elements of the problem. This ability does not include the ability to solve the problem, only the ability to identify or recognize the problem.

Examples of this ability include recognizing when:

- an explanation that someone provides is farfetched and probably not truthful
- to stop and question a group of individuals
- to call in information about roadway conditions
- to report a malfunction in the patrol car

Techniques: There are two types of Problem Sensitivity questions that you may encounter. The first type of Problem Sensitivity question will consist of stories or descriptions by victims and witnesses. For these questions, a problem exists when a victim or witness gives information that is different from information supplied by other victims or witnesses. Consider the example below.

Example 1:

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

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

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

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

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

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

- 1.
- 2.
- 3.
- 4.

Correct Response and Explanation:

C is the correct answer. There is agreement that the suspect was a White or Hispanic male in his mid-to-late twenties with long, brown hair who was approximately 6' tall and 185 pounds. In addition, his pants and jacket were dark in color. There were only two discrepancies across the descriptions. Witness 1 reported that the suspect had a small scar on his forehead. Witness 3 reported a tattoo of a panther on the suspect's right forearm. Of the two, it is much harder to explain how a tattoo of a panther could be overlooked by three of four witnesses AND how one witness could see it when the other three witnesses all stated that the suspect had a jacket on during the incident. Thus, C is the best answer.

The second type of Problem Sensitivity question will often begin with the presentation of rules, procedures, or recommended practices followed by a description of an incident or situation in which these rules should be applied. Based on the applicable rules, you will be required to identify a problem (or the most serious of several problems) in the way the incident was handled. Because this type of Problem Sensitivity question typically involves the presentation of a large amount of initial information, many of the suggested strategies for Written Comprehension questions (e.g., identifying key information) will also assist you with these types of questions.

Example 2:

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

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

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

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

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

Correct Response and Explanation:

A is the correct answer. Answers A and B represent the only mistakes. With respect to answer A, Firefighter Thomas should have waited to enter the bank until the Bomb Squad Personnel determined that it was safe (according to procedure 5). With respect to answer B, no police or fire personnel should make a public statement to the media (according to procedure 4). Since the question asks for the "potentially most serious error," the best answer is A, since entering the bank without proper safety clearance is a direct risk to one's own life and to the life of anyone who follows.

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

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

Sample Test Questions:

Sample Question 5:

Use the information in the following passage to answer question 5.

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

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

Officer Kelley notices a car swerving in and out of its lane. Officer Kelley stops the car and asks the driver to submit to a test for driving under the influence of alcohol. The driver submits to the test and scores below the legal limit. However, based on the results of several field tests, Officer Kelley still charges the driver with driving under the influence. Officer Kelley then orders the driver to surrender his license.

According to the preceding passage, Officer Kelley's actions were:

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

Sample Question 6:

6. Officer Johnson interviewed four witnesses to a bank robbery. Each of the witnesses described the suspects as follows:

Witness 1 - "There were two of them. Both male, about 6'2" tall, with medium builds. One of them had dark hair and was wearing jeans, a leather jacket, and sunglasses. The other had short, blond hair and was wearing jeans and a red, light-weight jacket. Only the one with the sunglasses spoke, and he had a foreign accent."

Witness 2 - "Both of the men were about the same size. Maybe 6', about 180 pounds. One of them was wearing a leather jacket and the other one was wearing a light-weight, red jacket. I couldn't see their faces because one had on a ski mask and the other had on dark sunglasses. The one with the sunglasses had dark hair."

Witness 3 - "Both of the men were about 6'1" and 180 pounds. One had on a leather jacket, the other a red windbreaker. Both men were wearing jeans and tennis shoes. One had dark hair and sunglasses on. The other one was wearing some kind of stocking cap that was pulled down over his face."

Witness 4 - "Both men had on jeans, tennis shoes and jackets. One jacket was leather, the other was bright red. One of the men had dark hair, and I could not see the other one's face because of a ski mask. They both looked a little over 6' tall. Only the one with the dark hair spoke."

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

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

4. DEDUCTIVE REASONING

Definition: This is the ability to apply general rules or regulations to specific cases or to proceed from stated principles to logical conclusions.

Examples of this ability include:

- identifying a particular situation as a civil or criminal case
- distinguishing between burglary and trespass, or between assault and harassment
- determining whether a homeless person should be referred to a charitable organization or a public welfare agency
- determining which factors to take into account when drawing a weapon

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

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

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

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

1. Determine how the classifications or categories differ.
2. Review the particular incident presented in the question with regard to these differences.
3. Identify the classification or category that matches the particular incident with regard to these differences.

Example 1:

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

Law enforcement officers categorize accidents into the four classes described below:

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

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

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

CLASS IV - Any accident involving a hazardous materials spill.

Consider the following situation:

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

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

Correct Response and Explanation:

B is the correct answer. The accident involved one vehicle and one injury.

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

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

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

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

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

There are usually several elements in a legal definition. The definition must be broken down into these separate elements. Once the elements of the definition are separated, identify key words and take note of words that "harden" or "soften" statements in the definition. Then, check to see if the elements apply to the situation. The elements must be compared to the situation on an item-by-item basis. Specifically, watch out for the words **AND** and **OR**.

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

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

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

The slash marks below indicate how you can separate the definition to make it easier to understand:

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

For the crime of **DISORDERLY CONDUCT**:

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

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

Practice using this strategy with the example below:

Example 2:

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

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

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

- A. Frank is playing baseball with his friends when he hits a ball that breaks the 2,000 dollar window of Ford Motors.
- B. Tony is chopping down a tree in his backyard. The tree falls the wrong way and hits the neighbor's house, causing 3,500 dollars worth of damage.
- C. Harold gets mad after an argument with his wife and throws his 600 dollar T.V. through the 200 dollar picture window of his house.
- D. Lloyd decides to get even with a neighbor and throws an M-80 firecracker onto his neighbor's porch on Halloween night. The only damage is to his neighbor's milk box, about 15 dollars.

Correct Response and Explanation:

D is the correct answer. Intentional damage using explosives fits part 2 of the Criminal Mischief definition.

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

C is incorrect because, although there was intent, no explosives were used **AND** the damage to property belonging to another was not equal to or greater than 250 dollars, because Harold damaged his own property.

Sample Test Questions:

Sample Question 7:

Use the information in the following table to answer question 7.

Law enforcement officers are required to call for backup when responding to certain offenses. Examples of offenses requiring backup are listed below, along with the number of backup officers needed:

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

7. According to the preceding table, Officer Latimer should call for backup in the following situation:
- A. A manager of a store reported a robbery that occurred more than 30 minutes ago after untying himself from a chair.
 - B. A motorist traveled 35 mph in a 65 mph zone because of poor road conditions.
 - C. A suspect armed with an automatic rifle has been holding employees and customers of a liquor store hostage for 40 minutes.
 - D. Two people suffered broken bones in a traffic accident.

Sample Question 8:

Use the information in the following passage to answer question 8.

The following dress code guidelines apply to law enforcement officers.

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

TYPICAL RANKS

(from highest rank to lowest rank):

1. Chief of Police
2. Deputy Chief
3. Captain

4. Lieutenant
5. Sergeant
6. Patrol Officer

8. Consider the following situation:

The temperature for the day is expected to stay right around 60 degrees. The date is September 15. According to the preceding passage, if Captain Cross was assigned to outside duty she should wear a(n):

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

5. INDUCTIVE REASONING

Definition: This is the ability to find a rule or concept that fits the situation. This would include coming up with a logical explanation for a series of events that seem to be unrelated. In addition, this ability involves understanding how a string of objects or events might be connected.

Examples of this ability include:

- coming upon an accident scene and correctly guessing what must have happened from the position of the cars, the skid marks, and the road conditions
- recognizing that the same pattern applies to a series of burglaries or purse snatchings
- examining a log book for previous days in order to see if there is some pattern that can be found for a series of events

Techniques: Inductive Reasoning questions require that you notice something common among a series of events or objects. In order to do this, you have to be able to identify the details that are important to answering a question. The majority of questions for Inductive Reasoning will start with a passage which provides you with all the information you will need to answer the question. Scan the passage to get an idea of what it's about and then read the questions. The questions may ask you to identify which parts of the passage are similar or different. For example, there may be a description of four different incidents of rape and you may be asked which ones might have been committed by the same suspect. This will require you to compare the four descriptions, point-by-point and to note differences that would rule out the same suspect. For example, if a heavy, White male, committed one rape and a thin, Black male committed another rape, they could not have been committed by the same suspect. You might find it useful to compare objects or suspects by asking, "Are they the same or different?" The table below shows how you might compare four rape suspects to answer this question.

	Suspect Description				
	Height	Weight	Race	Age	Scars
Rape 1	5'10"	170	W	30	No
Rape 2	5'3"	120	W	16	Face
Rape 3	5'8"	155	B	26	No
Rape 4	5'9"	165	W	35	No

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

Remember, when you are reading the question, identify the pieces of important information. This might include color of clothing or the physical characteristics of a suspect. When considering the example on the next page, compare the suspects in a similar way and ask if they are the same or different.

Example 1:

Officer Crawford received a series of reports from victims who were mugged in the early evening as they were exiting from the Spruce Street subway station. The description of each suspect is as follows:

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

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

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

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

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

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

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

Correct Response and Explanation:

The important differences among the suspects in the four reports center around three characteristics -- age, height and weight. Report 4 does not match Report 2, because the suspects differ substantially with respect to height and weight. Report 4 does not match Report 3, because the suspects differ substantially with respect to age and weight. Report 4 does closely match Report 1. Comparing the suspects in the reports allow us to determine the correct answer, A.

Sample Test Questions:

Sample Question 9:

Use the information in the following passage to answer question 9.

Officer Thompson has noticed that in his patrol area, most of the assaults occur in the eastern and northern sections, while most automobile thefts occur in the southern and western sections and most traffic accidents occur in the western section.

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

In addition, the traffic accidents almost always occur on Mondays and Fridays, the assaults take place on any day from Wednesday through Saturday, and automobile thefts typically take place on weekday mornings.

9. According to the preceding passage, Officer Thompson most likely would be able to reduce the number of assaults by patrolling the:
- A. eastern section between 5 a.m. and 1 p.m.
 - B. eastern section between 11 a.m. and 5 p.m.
 - C. western section between 10 p.m. and 6 a.m.
 - D. northern section between 8 p.m. and 1 a.m.

Sample Question 10:

10. Officer Riggins received a series of reports from victims who were mugged outside the South Side Shopping Plaza. The description of each suspect is as follows:

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

Incident 2: (May 13) - male, Black, 20-26, about 5'10", around 175 pounds, black hair, tattoo on left hand, tank top, jeans and sneakers.

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

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

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

On June 3rd, a suspect was apprehended after mugging a person outside the South Side Shopping Plaza. The description of the suspect is as follows:

Incident 6: (June 3) – male, Black, 23, 5'10", 180 pounds, black hair, a tattoo of a cobra on his bicep, cut-off blue jeans and a muscle shirt.

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

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

6. INFORMATION ORDERING

Definition: This is the ability to apply rules to a situation for the purpose of putting the information in the best or most appropriate sequence. In order to use this ability, rules or instructions must exist for the person to know what the correct order of information is. This ability also involves the application of specified sequences or procedures to a given situation. This ability would come into play particularly when deciding which set of procedures to follow first, which to follow next, and so on.

Examples of this ability include:

- determining what should be done first, second, and so on in a first aid situation
- arranging the importance of certain activities in a traffic accident or domestic dispute
- determining whether traffic control or first aid procedures take priority and should be implemented first at a traffic accident on a busy street when a serious injury is involved

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

Example 1:

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

When responding to an incident involving a person needing medical assistance, law enforcement officers should follow these steps in the order given:

1. Render reasonable aid to the sick or injured person.
2. Request an ambulance or doctor, if necessary.
3. Notify the Radio Dispatcher if the person is wearing a Medic-Alert emblem, indicating that the person suffers from diabetes, heart disease, or other serious medical problems.
4. Wait to direct the ambulance to the scene, or instruct someone else at the scene to do so.
5. Make a second call in 20 minutes if the ambulance does not arrive.
6. Make an Activity Log entry, including the name of the person notified regarding the Medic-Alert emblem.

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

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

Correct Response and Explanation:

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

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

Example 2:

Law enforcement officers may discover firearms at crime scenes. The following steps should be used when discovering a firearm at a crime scene. (These steps are NOT listed in the correct order.)

1. Note the position of the hammer, and whether the safety latch is on or off.
2. Unload the firearm, if possible, to ensure safe transportation.
3. Place each recovered spent cartridge separately in an envelope or box.
4. Carefully transport the firearm, cartridges, and cartridge casings to the lab for analysis.
5. Photograph the firearm close up and sketch each cartridge case position.
6. Wrap recovered cartridges in tissue paper.

The most logical order for the above steps is:

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

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

If you're not sure which step should be first, you may find it easier to note which step should be last. This will help you considerably in eliminating obviously wrong choices. If you don't know which step should be first or last, then go by what you know for sure. In other words, even if you do not know the proper order of all of the steps, or which step should come first or last, you may know that one of the steps should come after another. If so, you may be able to choose the correct answer by using just those two steps to answer the question. ***The key thing to remember is that you practically never need to know the correct order of all of the steps to answer these types of questions.***

Correct Response and Explanation:

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

Sample Test Questions:

Sample Question 11:

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

When dusting objects at a crime scene for fingerprints, law enforcement officers should follow these steps in the order given:

1. Choose a powder color in contrast with the surface to be dusted.
 2. Dip a brush into the powder and work the powder into the fibers of the brush.
 3. Lift the brush out of the powder, checking to make sure there is not too much powder on the brush.
 4. Holding the brush lightly, shake a light dusting of powder onto the suspected area.
 5. If a light pattern shows up, brush more powder into the pattern lightly with the flow of the ridges.
 6. Lightly clean up the pattern by brushing excess powder out of the voids between the ridges to define the print.
 7. Photograph the impression and proceed to lift the impression with transparent tape.
11. An officer is dusting the top of a dresser for fingerprints and notices a pattern emerging. According to the preceding passage, the officer's next step should be to:
- A. follow along the pattern with additional powder on the brush.
 - B. shake a light dusting of powder over the entire area.
 - C. shake the brush lightly to make sure there is no excess powder on it.
 - D. photograph the impression and lift the impression with transparent tape.

Sample Question 12:

12. Law enforcement officers are required to search all prisoners who have been taken into custody prior to placing them in a station holding cell. The following steps should be used when searching a prisoner. (These steps are NOT listed in the correct order.)
1. Lower both of your hands to the base of the prisoner's neck and proceed with the search by covering the chest, stomach, and back.
 2. Have the prisoner empty all pockets in pants, shirt, coat, and jacket.
 3. Be sure no other prisoners are in the room when the search takes place.
 4. From the waistline, proceed down the legs, using both hands on one leg and then the other.
 5. Have the prisoner stand facing a wall, back to you, legs spread and arms extended straight out.
 6. From behind, using both hands, start at the forehead and run your fingers or a comb through the prisoner's hair.

The most logical order for the above steps is:

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

B. SAMPLE TEST QUESTIONS: ANSWERS AND EXPLANATIONS

The answers to the sample test questions for the six ability areas are listed below. Explanations of the answers follow this list.

- | | | |
|------|------|-------|
| 1. B | 5. B | 9. D |
| 2. B | 6. A | 10. A |
| 3. C | 7. C | 11. A |
| 4. A | 8. A | 12. B |

Written Expression questions - 1 and 2.

1. B is the correct answer. It correctly reflects the role of law enforcement in responding to domestic conflicts in the question-- 1) handling a conflict that disturbs the neighbors AND 2) stopping crime before it starts.

Although alternatives A, C, and D do relate (in varying degrees) to other aspects of law enforcement involvement in domestic conflicts, none of these aspects are directly mentioned as information in the question.
2. The correct answer is B. To identify the correct order, the sentences to be included in the report need to be ordered into the proper time sequence. The clearest clues involve sentences 4 and 2.

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

Written Comprehension questions - 3 and 4.

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

Although the information in the passage does not indicate the exact number and type of items taken from the Corneal home, Officers Lucas and Gentry did determine that the suspects concentrated their efforts on the exotic gun collection, the antique jewelry collection, and the areas of the house that typically contain money.

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

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

D- is incorrect, because it states specific numbers of items stolen which were not stated in the passage.
4. A is the correct answer. Officer Reigner was the officer who "requested the names of the companies and the services they performed."

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

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

D- is incorrect, the suspects fled the scene in a dark blue sedan, not a dark blue van.

Problem Sensitivity questions - 5 and 6.

5. B is the correct answer. The driver submitted to the blood alcohol test and scored below the legal limit. According to guideline 3, "the driver's license SHALL NOT be confiscated." Officer Kelley did take the license and that was problematic.
- A- is incorrect, given the fact there was a problem with the license (response B).
- C- is incorrect, because the original guidelines did not mention that it was necessary to have someone witness the field tests.
- D- is incorrect, because (according to guideline 4) even if a driver passes the blood alcohol test, "the driver can still be charged with driving under the influence, if the officer can justify the charge through the use of field tests." Officer Kelley did base the charge on the results of the field tests.
6. A is the correct answer, because the only inconsistency between the various descriptions was provided by witness 1. Specifically, witnesses 2, 3, and 4 stated that the second robber's face was hidden by a ski mask/stocking cap. Witness 1 not only failed to mention the mask, but also was the only witness who claimed that this suspect had blonde hair. All other details were confirmed by at least two of the four witnesses.

Deductive Reasoning questions - 7 and 8.

7. C is the correct answer. According to the fourth example listed under offenses, any situation involving hostages would require backup.
- A- does not require backup because the crime was not reported within 30 minutes as indicated by the second example listed under offenses.
- B- does not require backup because the motorist traveled 30 mph under the speed limit. Backup would be required if the motorist traveled 30 mph over the speed limit as indicated by the first example listed under offenses.
- D- does not require backup because the accident was not fatal as indicated by the third example listed under offenses.
8. A is the correct answer. Based on the six guidelines, the Captain's work assignment, the date and temperature, Captain Cross may wear either the Eisenhower Jacket or the Double Breasted Blouse, a white, long sleeve shirt, and regulation trousers with either the black trouser braid or stripe.
- B- is incorrect, because according to guideline 3, a Captain "will substitute a white shirt" for the navy blue, long sleeve shirt and, according to the guideline 6, the black trouser braid or stripe shall be worn by individuals at the rank of Lieutenant and above.
- C- is incorrect, because according to guideline 1, it is too early in the year (September) and too warm (60 degrees) to wear the Antron Jacket.
- D- is incorrect, because according to guidelines 4 and 5, the Captain cannot wear the short sleeve shirt because the temperature is too cold (60 degrees) and the Captain is serving outside duty.

Inductive Reasoning questions - 9 and 10.

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

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

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

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

10. A is the correct answer. To answer this question it is helpful to compare the physical characteristics of the suspects in incidents 1, 2, 3, and 5 (4 is not one of the alternatives provided) and for the suspect in incident 6. Using this method, the other three answers can be eliminated.

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

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

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

Information Ordering questions - 11 and 12.

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

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

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

FINAL WORDS

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