

Study Guide for Darany Entry Level Police Officer Examination

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About this Study Guide

Employment examinations are given to ensure selection of the most qualified people while providing all candidates the opportunity to compete fairly. This guide is provided to assist candidates in doing their best on the Darany Entry Level Police Officer Examination, the DELPOE. The guide contains test-taking advice for preparing to take the examination. It also includes detailed descriptions of the test content, sample questions, and strategies for improving performance in each of the four parts of the examination.

Knowing the topics and kinds of questions that will be in the test can improve your chances of demonstrating your true job potential. You will not be surprised by the content of the test or the manner in which it is administered. In addition, this knowledge allows you to prepare for the examination by practicing the skills that will be covered by the test.

The DELPOE has four components that assess:

- how well you observe things and how well you remember what you have observed
- your written communication skills
- your ability to read with understanding
- information about you and your background

At the end of this study guide, there is a Sample Examination. It contains the same instructions and layout as the DELPOE. While much of the information contained in this guide may be applied to other written tests, it was specifically created to provide guidance for this particular examination.

General Preparation Strategies

Before the Day of the Examination

In the days and weeks before the examination, taking the following actions will be helpful.

1. Make sure you understand every step in the process and do your best at each stage.
2. Make sure that you accurately complete any forms or requirements prior to the examination.
3. Try to take some time every day to improve your observation, memory, written communication, and reading skills. These skills are important for effective performance in law enforcement and will be assessed by the examination. Follow the specific advice for improving these skills that is included in later sections of this guide.
4. Try to get some practice taking other tests. Answer the questions in any text books that you use to prepare for this examination. Obtain books on how to take civil service tests. These kinds of publications often contain sample tests that you can use to practice basic test taking skills. This can reduce testing anxiety and improve your test taking strategies.

5. Ensure that you know the exact location of the examination site and the best way to get there. A "dry run" is recommended. Do this on the same day of the week as the exam and approximately the same time of day. Then you will have a good estimate of how long it takes to get there and can check out parking if you will be driving.

Getting Ready the Day of the Examination

1. Stick to your normal routine, as much as possible. While some of the following suggestions may not be in your normal routine, they usually allow most persons to perform at their best.
2. Get adequate sleep. Most adults do best with 7 to 8 hours. Try to adopt this pattern at least several days before the examination.
3. Begin preparation early enough to have plenty of time to get ready and get to the examination. Hurrying creates anxiety, so don't put yourself in the position of having to hurry.
4. Include a light, balanced breakfast, or other appropriate meal, in your preparation schedule.
5. Travel to the examination site early enough to allow for unexpected traffic, weather, or parking issues.

Taking the Examination Effectively

1. Listen to instructions and directions from the test administrator. Make sure that you understand the instructions. Ask questions at the designated time before the test begins if you are unsure of any aspect of what you should do during the examination.
2. Use your time carefully. The first part of the examination has special timing that is totally controlled by the test administrator. After that part has been completed, you will have two hours to finish the rest of the test. This time limit provides more than enough time for you to finish the examination if you move through it steadily and do not spend too much time on any one question.
3. Read the questions and answer choices carefully. Read all of the answer choices before you select an answer. In later parts of this Guide, you will find recommended approaches for reading some of the specific kinds of questions in the examination.
4. Answer every question. It is to your advantage to use your best judgment and make a choice among the answer choices provided.
5. As a general rule, skip over questions that give you difficulties. Come back to them when you have attempted all of the other questions. However, there is an exception. Later in this guide you will see that candidates are not allowed to go back to the questions in the first section of the examination. So answer the questions in the first examination section to the best of your ability when you come to them.
6. Don't worry about trick questions. None of the questions in the examination is designed to be a trick question. Each of the test sections is focused on allowing you to perform your best on the skills that it is measuring. Avoid reading too much into a question.
7. Take care of your answer sheet. Follow the test administrator's instructions on filling in identifying information. Make sure that you completely fill in the bubbles and do not make your marks too light or too small. Don't make marks that go outside of the bubbles. Make

sure that the number of the space on the answer sheet you mark is the same as the number of the question you are answering. Do not make stray marks or smudges on the answer sheet. If you change an answer, make sure that you completely erase your first choice before you mark your new choice.

Section 1: Recall of Visual Details

The first section of the DELPOE is designed to assess your observation and memory skills. These skills are very important for a police officer. Law enforcement tasks and responsibilities require attending to and remembering details in the environment and the actions of individuals, detecting something different or “wrong” in a situation, and maintaining attention to details in surroundings while performing routine tasks.

This component of the examination is designed to determine how well you can quickly look at visual material, see the details, and recall those details after the visual material is removed from view. The DELPOE test booklet contains a full-page drawing. When instructed to turn to that page, you will have two (2) minutes to study it. Note taking is not allowed during the study period. When time is called, you will be directed to turn to the questions for this part of the examination. You will not be allowed to look at the drawing again during the remainder of the examination. The forty (40) questions that are based on the drawing ask about specific details that are contained in the drawing.

The Sample Examination at the end of this study guide has a sample "Recall of Visual Details" section. Layout and sequencing play important roles in demonstrating the nature and feel of this examination component. Therefore, when you take the Sample Examination, be sure that you follow the instructions and carefully time your study period.

Strategies for Recall of Visual Details

During the time provided for you to study a drawing, your objective should be to create a mental image of the drawing and make mental notes about the details. There are specific strategies that can improve the clarity of your mental images and notes.

Develop and practice a systematic method for studying visual material

- Start by looking at it as a whole. Obtain a general sense of what is being shown or what is happening.
- Then scan for details using a methodical approach. For example, start in the upper left-hand corner and move across the page to the right, taking in several vertical inches of detail. At the right margin, lower your line of vision to the next several inches and scan back to the left. Continue this zig-zag pattern until you have traversed the entire drawing. In this scan, identify and name, in your mind, each item that you see. Keep a mental count if there is more than one of a significant item.
- Repeat the zig-zag scan, this time with a focus on all readable items, for example, addresses, street signs, or billboards.

- Finally, look again at the visual material as a whole and concentrate on seeing how it all fits together. The details that you have mentally noted will now add considerable clarity to your mental image of the pictorial material.

Categorize Observations

Based on the nature or content of a drawing or picture, categorize the items or details that you observe. Then mentally ask and answer questions that are specific to each category. In fact, some time spent ahead of time to list potential categories and generate related questions is time well spent. Several of these categories are useful for a variety of kinds of visual materials.

Let's look at an example. The drawing that appears in the sample "Recall of Visual Details" section in the Sample Examination shows a city street scene. Upon initially looking at the drawing as a whole, the following categories below are evident. Examples of the kinds of mental questions that one might ask and answer are shown.

- People. Can they be categorized further (pedestrians, children, victims, police officers)? What are they doing? What interactions are depicted? Where are they located with respect to other details in the scene? Are there distinguishing characteristics (in a wheelchair, wearing a hat, carrying something)?
- Structures. Can they be categorized further (retail, business offices, government/public buildings)? What kinds of businesses are visible? Do the businesses have names? Where is each establishment located with respect to other details (street names, adjacent to what other features/landmarks)?
- Vehicles. What kinds? Are there cars, delivery trucks, or emergency vehicles? Is there any identifying information (cab number, company name, license plate numbers)?
- Special details. Is it an emergency scene? What seems to have happened? What's happening now?

Actually, these example categories are likely to be relevant for a variety of kinds of visual materials, not just street scenes. For example, some of them work for a scene in a park or in a residential neighborhood. In order to use this strategy effectively, you need to practice using these categories and others like them. Other kinds of visual materials may call for additional or different categories. For example, the categories of "landscape features" and "playground equipment" may come to mind when scanning a park scene.

Imagery and Association

Memory of signs and other readable items, such as street or business names, can be improved by the use of imagery and association. Let's take the example of a picture that depicts a bus with its destination display indicating "Clifton Heights". If you were to quickly create a mental image of a bus arriving in a town that is at the top of a high cliff (cliff-town-high), you would be using imagery and association. And you would probably know the answer if you were asked later where the bus in the picture was going. A vehicle's license plate with the number EBD-120 might be recalled later by creating an image of a car on the showroom floor, covered with mud, and having a large price tag with \$120,000 written on it: Expensive But Dirty-120 thousand. These techniques work best when the images you create are personal, extreme, unusual, or even bizarre.

The effective use of this strategy requires that you develop the ability to create mental images and associations quickly. This can be achieved only by practicing. With practice, it can become a habit or an automatic response to the need to remember names for later recall. However, during the examination, where time is critical, if you draw a blank you should not work at it too long.

Improving Your Recall of Visual Details Skills

Observation and memory skills can be improved with practice. Create observation and recall exercises for yourself. Use pictures or photographs in books, magazines, and newspapers to practice the observation and recall strategies described above. News photographs are often best because they are more likely to be action-oriented, have more than one person in them, and include detailed backdrops.

In a quiet place where you will not be distracted, allow yourself no more than two minutes to study the picture. When your study time is over and with the picture out of sight, write down all of the details that you observed and can remember from the picture. When you are finished, look back at the picture and see how well you did. Practice all of the techniques described. At first, use them one at a time while you become familiar with them. Then practice them together. Some of the strategies and certain combinations may work better for you than others.

Section 2: Written Communication Skills

The second section of the DELPOE is designed to assess your ability to communicate in writing. The focus of this measure of written communication is knowledge of correct sentence structure, grammar, and word usage. This knowledge is essential for police officers to write effective reports to describe and document events, investigations, and enforcement actions. Such reports are often submitted to the courts and correct language usage is critical to the clarity and credibility of these reports.

This part of the DELPOE presents written material and directs candidates to determine whether there are errors in sentence structure, grammar, and word usage. Both correct and flawed sentences are included and candidates use a multiple-choice key to indicate their answers. This "error recognition" task in multiple-choice format has been demonstrated to provide assessment results that are equivalent to those obtained from ratings of candidates' written essays by trained raters. This section has forty (40) questions.

Strategies for Written Communication Skills

Your approach to the sentences presented for your consideration and judgment of correctness must begin with careful reading. Assume the role of a proofreader and concentrate on reading each sentence slowly. Think about the message that the sentence is expressing. Is the message clear? Is something missing? Pay attention to all of the words and be sure that they are all the correct words for what the sentence means to communicate. Depending on your knowledge of basic grammar and your vocabulary, your eye for what "looks right" may serve you well. Better yet, read the sentence aloud in your mind to hear how it sounds. If you have reasonable language skills, this practice may allow you to determine whether or not a sentence "sounds right".

It is critical as you read the examination sentences that you attend to the aspects of written communication upon which this examination component is focused. In this study guide, the initial description of the section specifies that the focus is on correct sentence structure, grammar, and word usage. Avoid being distracted by suspected errors of other kinds. The examination instructions and the sample examination instructions specifically note that there are no intentional errors in spelling, punctuation, or capitalization.

If you think that you see an error in spelling, punctuation, or capitalization, do not consider it in your decision-making about the sentence. Even if you were to find one of these types of accidental errors, you should not use it as the basis for designating a sentence as grammatically incorrect. At the same time, however, you must be alert for the use of the incorrect form of a word that has more than one form and spelling. The English language has numerous words that are pronounced alike, but have different meanings and different spellings. Use of the wrong form of a word may look like a spelling error at first. Consider, for example, the use of "brake" when the meaning of the sentence requires "break", or "made" and "maid", or "sight" and "site". When the wrong form of one of these words is found, this is a word usage error and it makes a sentence grammatically incorrect.

Let's look at a sample of the Written Communication Skills section.

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

KEY

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

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

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

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

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

The answer to this sample question is "B" because it is not a complete sentence. It is just a "sentence fragment". There is a subject consisting of the pedestrian. The clause "who was hit in the crosswalk by the pizza delivery van" indicates which pedestrian the sentence is to be about. However, there is no verb to indicate an action by or a description of this pedestrian. Completion of the fragment could be as simple as adding the word "died" to produce a complete sentence: "The pedestrian who was hit in the crosswalk by the pizza delivery van died." Similarly, the verb "was" could have been added, such as "The pedestrian who was hit in the crosswalk by the pizza delivery van was homeless."

3. *Both of the rookie officers performed good at the firing range.*

The answer to this sample question is "B" because the use of the word "good" is improper. This is a frequently occurring word usage error. The word "good" is an adjective which should be used to modify or describe a noun: a good book; have a good vacation. Here it is being used incorrectly to try to modify a verb, "performed". The correct word in this context is "well", which is, in this context, an adverb that would modify the verb. The sentence becomes "Both of the rookie officers performed well at the firing range." It should be noted that, the word "well" has limited correct use as an adjective, but this is only when used to mean "in good health", as in "She has felt well since returning home."

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

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

The Sample Examination at the end of this study guide contains additional sample questions and the correct answers are provided following the Sample Examination.

Improving Your Written Communication Skills

There are numerous aspects to effective writing, including organization, focus, logical flow, simplicity, and reader-appropriateness. However, knowledge and application of the conventions of writing are the foundation for good written communication. Primary among these conventions are proper sentence structure, good grammar skills, and accurate word usage. The sample questions in the previous segment reflect the written communication skill level of this section of the DELPOE. Your comfort level with those samples should allow you to assess your own written communication competencies.

For those who wish to improve their written communication skills, some recognized approaches follow.

Spend Time Reading

Make reading a habit, be it reading magazines, newspapers, fiction, nonfiction, etc. Reading leads to improvement in all parts of language usage, including vocabulary, spelling, grammar, and writing. This is because reading provides exposure to correct written expression. This improves the ability to distinguish between correct and incorrect language usage. The mind imitates correct expressions and a kind of language intuition develops. The result is that the brain internalizes these correct forms and expects correct language usage. Language mistakes stand out as not looking or sounding right. Reading improves the ability to detect incorrect expressions without consciously reasoning about applicable grammar labels or rules.

Consult Some References

Since the foundational conventions of writing represent an important body of knowledge, there is an abundance of references. Textbooks clearly offer some very desirable features, including their structured approach to introducing content and the typical inclusion of exercises, quizzes, and other tools for practicing the concepts. However, a comprehensive, all encompassing grammar text or unabridged manual of writing style is not recommended. The level of detail in such publications exceeds the writing demands of the vast majority of those in law enforcement. In addition, their sheer volume discourages many readers. A text intended for the latter years of high school would generally be appropriate.

The online resources for learning, brushing up, and practicing grammar and word usage skills are abundant. These offer the advantage of being widely available and usually free, although you may have to tolerate ads, register at the site, or provide your email address. In addition to looking up grammar rules, useful online searches should include problems words, common errors, or frequent mistakes in English language usage. Also seek out sites that provide opportunities to practice what you've learned.

Section 3: Reading with Understanding

The third section of the DELPOE is designed to assess your reading abilities. The measure of reading ability that is emphasized in this examination component is how well a reader understands what is read. This ability is critical to success in law enforcement. Police officers must be able to read, understand, and apply information contained in written materials, including laws, legal documents, department regulations, general orders/directives, and procedures.

This part of the DELPOE consists of several reading passages on law enforcement topics. Each brief article is followed by questions that ask about the information that it contains. There are thirty-five (35) questions in all. They ask about specific ideas, details, or facts that are stated in the reading passages. You may have to mentally rephrase what is written or separate important information from less important information. However, in every case, the answers are in the reading passages.

Let's look at a brief example.

Evidence and Recovered Property Policy

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

The Officer who takes into his/her possession recovered property will also be responsible for tagging the property. All evidentiary items will be tagged with a yellow tag. All other recovered

property items will be tagged with a blue tag, unless they are contraband (items that cannot be lawfully in the possession of a citizen). The recovering Officer will affix a red tag to contraband items and immediately have them taken to the nearest District Secured Property Room.

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

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

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

The answer to this sample question is "D". This sample question shows how important it is to carefully read a passage, focus on the content, and think about what both the passage and the question mean. In the reading passage, the Officer's responsibility for placement of various colored tags on recovered property is described. It is quite obvious why Choice "A" is incorrect. This is because the last line of the reading passage says that contraband items receive a red tag. Choice "B" requires more careful thought. It is incorrect because the category of all items that are not evidentiary items would include contraband items and it has just been noted that contraband items receive a red tag, not a blue tag. Choice "C" is similarly incorrect because the category of all items that are not contraband items would include evidentiary items. At the beginning of the discussion of tags of different colors, the reading passage indicates that evidentiary items will be tagged with a yellow tag. Choice "D" is the correct answer and might also have been expressed as "All items that do not receive a yellow or red tag."

The Sample Examination at the end of this study guide contains a sample "Reading with Understanding" section. It has another reading passage and additional example questions.

Strategies for Reading with Understanding

- Answer reading-based questions solely on the basis of the information provided in the reading passage. You may happen to have some knowledge about a particular topic, but do not apply any of that knowledge in answering "Reading with Understanding" questions. The purpose of this test component is to measure your reading ability and determine how well you understand what you have read.
- Remember that this examination component is **not** a memory or recall test. You are allowed to read the passage more than once and you may refer back to it as you read the questions and consider the answer choices.
- Develop and practice a systematic approach to reading-based questions.

One strategy starts the task by first reading the "stem" of each of the questions. This is the part before the answer choices. The stem is often a direct, complete question. Other times the stem is an incomplete sentence and the answer choices are different ways to finish the sentence, where only the correct answer makes it a true statement.

Reading the questions' stems before you read the passage alerts you to the type of information that you will need in order to answer the questions. Then carefully read the entire passage, noting the information foreshadowed by your reading of the questions' stems. When you have finished reading the passage, carefully read and answer each of the questions.

Another version of this strategy involves scanning the reading passage first and then doing the other steps already described. The purpose is to first get a basic idea of what the passage is about. This kind of scanning does not mean to "speed read" the entire passage. In this approach, a useful initial scan would involve reading the first sentence of each paragraph and then the entire last paragraph.

- Create mental images of what you are reading. Your understanding of certain kinds of reading passages can be made easier by creating a mental picture of what is being described. This strategy may not work for all kinds of topics. It works best with reading passages dealing with procedural, physical, or factual topics, for example, descriptions of actions to be taken, components of equipment, features of a structure, and similar content.

Improving Your Reading with Understanding

Reading ability can be improved with systematic practice. You can improve your ability to concentrate and understand the content of what you read with as little as 15 minutes of practice a day. Select a time and place that are free of distractions. Set aside this time each day to work on reading exercises that you create for yourself. Select reading materials from magazines and newspapers. Start with short, easy-to-read articles and read with a pencil in your hand. Concentrate on what you are reading. Underline main ideas and facts that seem critical to the message or purpose of the article. Look for and strive to understand the important concepts of the content, for example, reasons, causes, consequences, and relationships.

When you have finished the article, summarize it for yourself in writing, or explain it to another person. Then read the article again and compare your summary to its content.

As you progress, increase the length and the complexity of the articles that you use. Remember, the skills that you are developing call for short periods of focused concentration. Read every word. Think about what you are reading.

Section 4: Biodata

The fourth section of the DELPOE is a Biographical Inventory, also called Biodata. The DELPOE Biodata has fifty-four (54) questions that ask you about yourself and your background. These kinds of questions are often asked during an employment interview. For years, employers have been trying to use interviews to relate personal history, preferences, and attitudes to job success. This Biodata has been shown to do this much more effectively by using information about the answers successful police officers give to these questions.

An interview often fails because the wrong questions are asked, or different questions are asked of each candidate. All candidates answer the same Biodata questions and the Biodata Section contains questions that have been shown to be related to job success. It has been found that successful police officers tend to select some answer choices more often than others. At the same time, less successful officers tend to select different answer choices.

Biodata Information and Strategies

- The usual employment test component includes questions that have one "correct" or "best" answer and credit is only given for that answer choice. In the scoring of the Biodata questions, some credit is given for every answer choice. Therefore, it is especially important that you answer every question. No credit is given for questions that you do not answer. Also, no credit is given if you mark more than one answer choice for a question.
- You should answer the Biodata questions using the instructions for multiple choice questions that appear in the DELPOE test booklet. These instructions are also in the DELPOE Sample Examination at the end of this guide.
- When answering Biodata questions, sometimes it is possible that none of the answers applies very well to you. However, one of the answers will surely be more true (or less inaccurate) for you than the others. In such a case, mark that answer choice, rather than leaving the answer space for that question blank.
- Answer each question honestly. The credit that is assigned the answer choices is based on how successful police officers describe themselves when honestly answering these questions.

Sample Test

Darany Entry Level Police Officer Examination

This booklet must be returned to the test administrator at the end of the examination. The test administrator will announce when you are to start and when you are to stop working on the examination.

Work on each examination part according to the instructions provided. Do not answer any question until you have read it carefully. To receive credit, you must mark your answers on the Answer Sheet. **Do not make any marks in this booklet.**

Any candidate who talks with or attempts to talk with another or who copies or aids another in copying during the examination will be disqualified.

Content of the Examination

	<u>Sample Test</u>	<u>Police Officer Examination</u>
Recall of Visual Details	8 questions	40 questions
Written Communications Skills	5 questions	40 questions
Reading with Understanding	3 questions	35 questions
Biodata	5 questions	54 questions
Total:	21 questions	169 questions

Do not turn this page until told to do so.

Booklet Number _____

General Instructions

The following instructions are to be followed in answering the questions in this examination.

To mark your answers on the answer sheet, you are to blacken the space for one, and only one, of the letters to indicate your answer to each question. Before you answer each question, be sure that the number of the answer space you mark is the same as the number of the question you are answering.

If you mark an answer and then wish to change it, **be sure you completely erase your first choice** before you mark your new choice. Use only a soft lead pencil to record your answers.

Multiple-choice Instructions: When you are asked a multiple-choice question, select the ONE BEST ANSWER of the choices given. Then blacken the space for the correct letter on the answer sheet.

Note how the answer to the multiple-choice example is marked on the sample answer sheet.

Multiple-choice Example:

1. The capital of the United States is:

- A. Washington, D.C.
- C. New York City.
- B. Los Angeles.
- D. Chicago.
- E. Denver.

Sample Answer Sheet

	T	F			
1	<input checked="" type="radio"/>	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)

Scoring Formula

All questions in this booklet will be scored on the basis of the number of correct answers, except for the Biodata Section. In scoring the Biodata questions, some credit is given for every answer choice. It is to your advantage to use your best judgment and answer all of the questions in this test booklet.

Do not turn the page until told to do so.

Recall of Visual Details

(40 questions)

Instructions

This part of the examination consists of a drawing and forty (40) questions to test your observation and memory abilities. When the test administrator tells you to begin, you will turn the page and have TWO (2) minutes to study the drawing. **You are not allowed to take notes.**

When time is called, you must turn the page and stop studying the drawing.

When the two-minute study period is over, you will answer questions that refer to the drawing..

You are not to look at the questions until after the two-minute study period is over.

After the study period is over, you are not to look at the drawing again at any time during the remainder of the test.

Time Limit

When the two-minute study period is over, you will have two (2) hours to complete the remainder of this examination. If you use your time effectively, you should be able to answer all of the questions.

Do not turn the page until told to do so.



Recall of Visual Details

(40 questions)

Read each of the following statements about the drawing carefully and decide whether it is true or false. Then use the key below to record your answer on the answer sheet.

Key

A = The statement is **true**.

B = The statement is **false**.

1. The time of the accident is approximately 10:00 o'clock.
2. There is a stop sign on the corner nearest the accident.
3. There are passengers on the bus.
4. Both the bus driver and the victim have moustaches.
- .
- .
- .

Use the following special instructions to answer questions 26 through 40. Each of these questions is an object or person that may or may not have been shown in the drawing that you just studied. Use the key below to indicate whether or not the numbered item was in the drawing. If only part of the object was shown, you are to consider it as being present in the drawing.

Key

A = **Yes**, it was in the drawing.

B = **No**, it was not in the drawing.

26. Doctor's office
27. Fire hydrant
28. Drug store
29. Telephone booth
- .
- .
- .

Written Communication Skills

(40 questions)

Instructions

This part of the test consists of written sentences. Some of these sentences are grammatically correct and others are incorrect. You are to read each sentence and decide whether it is correct or incorrect. Then use the answer key below to record your answer on the answer sheet.

Key

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

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

The kinds of errors that you will find include incomplete sentences, incorrect word usage, and subject/verb disagreements. There are no intentional errors in spelling, punctuation, or capitalization. However, word usage errors that you should be alert to may include the use of the incorrect form of a word that has more than one form or spelling. For example, a sentence may include the word "to" when the word should have been "two".

Look at the sample sentences below to see some of the kinds of errors that you should be looking for and note how the response to each numbered sentence is marked on the Sample Answer Sheet.

Sample Sentences

1. The owner was supposed to be hear to claim the abandoned vehicle.
2. Is a favorite spot for homeless persons to spend the night.
3. Some officers on the second shift was asked to work overtime.
4. A training session for all of the new officers is scheduled to Wednesday.

Sample Answer Sheet

	T	F			
1	(A)	<input checked="" type="radio"/>	(C)	(D)	(E)
2	(A)	<input checked="" type="radio"/>	(C)	(D)	(E)
3	(A)	<input checked="" type="radio"/>	(C)	(D)	(E)
4	<input checked="" type="radio"/>	(B)	(C)	(D)	(E)
5	(A)	(B)	(C)	(D)	(E)

The first sample sentence is incorrect because it has the word "hear" where the word "here" should have been used. Therefore, the letter "B" has been marked on the Sample Answer Sheet for question number 1 to indicate that sentence number 1 is grammatically incorrect.

The second sample sentence is incorrect because it is an incomplete sentence. It does not tell us what is a favorite spot for homeless people. Therefore, the letter "B" has been marked on the Sample Answer Sheet to indicate that sentence number 2 is grammatically incorrect.

The third sample sentence is incorrect because it has a subject/verb disagreement. The plural subject, "some officers", should be used with the plural verb "were asked", not the singular verb "was asked". Therefore, the letter "B" has been marked on the Sample Answer Sheet to indicate that sentence number 3 is grammatically incorrect.

The fourth sample sentence is correct. Therefore, the letter "A" has been marked on the Sample Answer Sheet for question number 4 to indicate that sentence number 4 is grammatically correct.

Keep these examples in mind as you read the following sentences and decide whether they are grammatically correct or incorrect.

Key

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

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

- 41. The problem started when the man in the blue hat through a beer can at a man in the crosswalk.
- 42. The first officer on the scene found the store clerk on the floor behind the counter.
- 43. The frightened child runned to the corner store to get help.
- 44. Since it was a holiday weekend and the traffic was congested.
- 45. The dead trees that fell during the storm was a serious hazard.
- .
- .
- .

Turn the page and continue working.

Reading with Understanding

(35 questions)

Instructions

This part of the test contains a set of policies or procedures labeled General Orders. You are to read each General Order and answer the questions that follow. This is not a memory test. **You may refer back to the written information as often as you wish.** You should not assume anything that is not stated in the text and you should not apply any knowledge you may have of law enforcement policies and procedures.

Any City Police Department: General Order #106 Special Event Crowd Control

Policy

This policy is intended to ensure the safe operation of the recreational facilities contained within the City during special events where large numbers of people are involved.

Procedure

A. The closing of City facilities will be determined prior to the event by city officials and event coordinators. When an officer is preparing to close a park facility, he/she will announce the following script on the public address system of the squad car:

1. "The City Park is now closed. Please leave the area."

- a. The above script will be the only words used on the public address system when officers go through an area on the first and second sweeps, announcing that the area is closed.

Special Circumstances

A. When the safe flow of traffic is prevented by overcrowding in a park facility, these recommendations should be followed:

- 1. Closure of an area at 15 minute intervals to allow patrons to leave an area prior to allowing additional patrons into the area.
 - a. The time intervals are at the discretion of the supervisor on the scene.
 - b. In these situations officers are reminded that the public is entitled to know why the area is closed and approximately when they will be allowed into the area.
 - c. The safety of the public shall be the primary concern.
 - d. Officers involved in the control of traffic in these situations will wear their traffic vests and pay close attention to ensure the safety of everyone involved.
 - e. When vehicles are used to assist in the control of traffic, they will be strategically placed where they do not impede the flow of other traffic. The emergency lights of the vehicles should be turned on for safety purposes and to reduce confusion for the public.

This order supersedes all written and unwritten policies and directives of the City Police Department on this subject.

81. According to General Order #106, when an officer is preparing to close a park facility, the second sweep through the area is used to:
- A. inspect for unsafe or hazardous situations.
 - B. identify areas for attention by the custodial crew.
 - C. observe patrons who are not preparing to leave the park facility.
 - D. use the public address system to repeat the closure announcement.
82. According to General Order #106, when overcrowding occurs in a park facility, the officer's first consideration should be:
- A. safe flow of traffic.
 - B. the safety of the public.
 - C. allowing patrons to leave an area prior to allowing additional patrons to enter.
 - D. keeping the public informed of approximately when they will be allowed into the area.
83. When officers are controlling traffic they will:
- A. wear their traffic vests.
 - B. complete a case report.
 - C. use the public address system of the squad car.
 - D. notify Headquarters desk personnel via telephone.
- .
- .
- .

Turn the page and continue working.

Biodata

(54 questions)

General Information

The questions included in this Biodata Section ask for information about you and your background. These kinds of questions are often asked during interviews. For years, employers have been trying to use interviews to relate personal history, preferences, and attitudes to job success. Biodata has been shown to do this much more accurately by using information about current employees' answers to these questions.

An interview often fails because the wrong questions are asked or different questions are asked of each candidate. The Biodata Section includes questions that have been shown to be related to job success. It has been found that successful employees tend to select some answers more often than other answers, while less successful employees tend to select different answers.

The usual employment test includes questions that have one "correct" or "best" answer and credit is only given for that answer choice. In the scoring of the questions in the Biodata Section, some credit is given for every answer choice. Therefore it is important that you answer every question, because no credit is given for questions that you do not answer. Also, no credit is given if you mark more than one answer to a question.

You should answer the following questions using the instructions for multiple-choice questions provided previously. You may only mark **one** answer for each question. It is possible that none of the answers applies well to you. However, one of the answers will surely be more true (or less inaccurate) for you than the others. In such a case, mark that answer.

Answer each question honestly. The credit that is assigned to each answer choice is based on how successful employees describe themselves when honestly answering these questions.

116. When you were a student, how would you compare yourself with others if you had done the very best you could?
- A. I would have been at the top of the class.
 - B. I would have been in the top 10 percent of the class.
 - C. I would have been above average.
 - D. I would have been average.
 - E. I would have been below average.

117. How often do you like to be told how well you are doing in your job?
- A. About once a week.
 - B. About once a month.
 - C. About once a quarter.
 - D. Only during standard performance periods.
 - E. Only when a major project has been completed.
118. Do you feel that the grades you received in high school were as good as your capabilities?
- A. Yes, they were about as good as I could do.
 - B. No, they were poorer than what I could do.
119. In what area did you have your most outstanding negative experience on your first job?
- A. Relationships with management or supervisors.
 - B. Relationships with my fellow workers.
 - C. Relationships with clients or the public.
 - D. Lack of enjoyment of the work itself.
 - E. None of the above.
120. What do you feel has been your major accomplishment outside of work?
- A. Family activities.
 - B. Development of self.
 - C. Community activities.
 - D. Development of social activities.
 - E. Something else.

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This is the end of the examination.

If you finish before time is called, you may review your work
on questions numbered **41 through 169 only**.

Sample Police Officer Examination

Answers to the Sample Questions

Recall of Visual Details

1. A
2. B
3. A
4. B
- .
- .
- .
26. B
27. A
28. A
29. B

Written Communication Skills

41. B
42. A
43. B
44. B
45. B

Reading with Understanding

81. D
82. B
83. A

Biodata

Questions 116 through 120 are sample biodata questions. No research-based scoring key has been developed for these illustrative questions. They are representative of the kinds of questions that are in the DELPOE.

For the actual biodata questions In DELPOE, the research-based scoring key gives some credit for every answer choice.