



Law and Public Safety

Study Guide



Assessment:

**500 I Law, Public Safety, Security
& Corrections Core**

5002 Law Enforcement I



Overview

This study guide is designed to help students prepare for assessments related to Law and Public Safety. It not only includes information about each assessment, but also the skills standards upon which each assessment is based, resources that can be used to prepare for the assessments and test taking strategies.

Each of the four sections in this guide provides useful information for students preparing for the Law, Public Safety, Security and Corrections Core assessment and Law Enforcement I assessment.

- CareerTech and Competency-Based Education: A Winning Combination
- Law and Public Safety Assessments
 - ▶ Assessment Information
 - ▶ Standards and Test Content
 - ▶ Sample Questions
- Strategies for Test Taking Success
- Notes

These assessments were developed in partnership with the National Partnership for Careers in Law, Public Safety, Security and Corrections, an organization dedicated to building partnerships to create, improve and sustain law enforcement, fire and emergency services, corrections, security and law career programs and systems. It measures a student's ability to apply knowledge of the skills necessary for success in all careers in the law enforcement and criminal justice sector.

The Law Enforcement I assessment is directly aligned with the Law Enforcement I curriculum available through the Curriculum and Instructional Materials Center (CIMC), a division of Oklahoma CareerTech. To order Law Enforcement I curriculum, please go to www.okcimc.com.

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CareerTech and Competency-Based Education: A Winning Combination

Competency-based education uses learning outcomes that emphasize both the application and creation of knowledge and the mastery of skills critical for success. In a competency-based education system, students advance upon mastery of competencies, which are measurable, transferable outcomes that empower students.

Career and technology education uses industry professionals and certification standards to identify the knowledge and skills needed to master an occupation. This input provides the foundation for development of curriculum, assessments and other instructional materials needed to prepare students for wealth-generating occupations and produce comprehensively trained, highly skilled employees demanded by the work force.

Tools for Success

CareerTech education relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction and outline the knowledge and skills that must be mastered in order to perform related jobs within an industry. Skills standards are aligned with national skills standards and/or industry certification requirements; therefore, a student trained to the skills standards is equally employable in local, state and national job markets.

Curriculum materials and textbooks contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources include supplemental activities that enhance learning by providing opportunities to apply knowledge and demonstrate skills.

Certification Assessments test the student over material outlined in the skills standards and taught using the curriculum materials and textbooks. When used with classroom performance evaluations, certification assessments provide a means of measuring occupational readiness.

Each of these components satisfies a unique purpose in competency-based education and reinforces the knowledge and skills students need to gain employment and succeed on the job.

Measuring Success

Evaluation is an important component of competency-based education. Pre-training assessments measure the student's existing knowledge prior to receiving instruction and ensure the student's training builds upon this knowledge base. Formative assessments administered throughout the training process provide a means of continuously monitoring the student's progress towards mastery.

Certification assessments provide a means of evaluating the student's mastery of knowledge and skills. Coaching reports communicate assessment scores to students and provide a breakdown of assessment results by standard area. The coaching report also shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Assessment Information

What is the Law, Public Safety, Security, and Corrections Core assessment and the Law Enforcement I assessment?

The Law, Public Safety, Security & Corrections Core assessment and Law Enforcement I assessment are end-of-program assessments for students in law enforcement, criminal justice, security and or corrections programs. The assessments provide an indication of student mastery of basic knowledge and concepts necessary for success in careers in these areas.

How was the assessment developed?

The assessments were developed by the CareerTech Testing Center in partnership with the National Partnership for Careers in Law, Public Safety, Corrections & Security. Items for the core assessments were developed and reviewed by a committee of subject matter experts from several states, including Michigan, North Carolina, Alaska, Ohio, Oklahoma, and Texas. In addition, students from across the United States assisted with beta-testing the assessment.

Items for the Law Enforcement I assessment were also reviewed by a panel of subject matter experts with many years experience in both law enforcement and education.

What does the assessment cover?

The core assessment is aligned to the Knowledge and Skills Statements for the Law, Public Safety, Security and Corrections cluster that were developed by the States' Career Clusters Initiative. Specifically, the test includes 75 multiple-choice questions over the following areas:

Law, Public Safety, Security and Corrections Core

Academic Foundations	10%	Communications	21%
Problem Solving & Critical Thinking	8%	Information Technology Applications	3%
Systems	4%	Safety, Health, & Environmental	13%
Leadership & Teamwork	18%	Ethics & Legal Responsibilities	11%
Employability & Career Dev.	10%	Technical Skills	3%

Law Enforcement I

The Law Enforcement I curriculum is aligned to the Law Enforcement I curriculum available through the CIMC (www.okcimc.com). The test includes 75 multiple-choice questions over the following areas:

Explore Careers in Law Enforcement	5%	Demonstrate Knowledge of Citizens' Rights and Civil Law	6%
Demonstrate Basic Knowledge of Law Enforcement and Victim Assistance	5%	Demonstrate Knowledge of Criminal Law	4%
Demonstrate Knowledge of Ethics in Law Enforcement	3%	Demonstrate Knowledge of Investigations	5%
Demonstrate Career Readiness	13%	Demonstrate Knowledge of Arrests and Arrest Procedures	6%
Demonstrate Knowledge of the Criminal Justice System	4%	Demonstrate an Understanding of the Juvenile Justice System	5%
Understand the Models of Policing	6%	Demonstrate an Understanding of Search and Seizure	5%
Understand Day-to-Day Operations	4%	Understand Traffic Codes and Enforcement	8%
Demonstrate Knowledge of the U.S. Judicial System	7%	Demonstrate an Understanding of Trials, Sentencing, and Corrections	9%

What are the benefits of using these assessments?

Students receive a certificate for each assessment that he/she passes. This certificate may be included in his/her portfolio and used to communicate the student's mastery of the subject matter to potential employers.

The Law Enforcement I assessment measures how well the student understands foundational knowledge for those pursuing a career in law enforcement.

When should assessments be taken?

The CareerTech Testing Center recommends that students take the appropriate assessment as soon as possible after receiving all standards-related instruction, rather than waiting until the end of the school year.

Are the assessments timed?

No. Although students may take as long as they need, most finish the assessment within one hour.

What resources can students use on these assessments?

Students are allowed to use calculators and scratch paper on CTTC assessments; however, these items must be provided by the testing proctor and returned to the proctor before the student's exam is submitted for scoring. Calculator apps on cell phones and other devices may not be used on these assessments.

What accommodations can be made for students with Individualized Education Plans (IEPs)?

Accommodations are allowed for students with an Individualized Education Plan. Examples of allowable accommodations include:

- Extended time — For assistance with meeting this accommodation, please contact the CareerTech Testing Center at (405) 743-5412. Each assessment must be completed in one testing session.
- Readers — A reader may be used to read an assessment to a student who has been identified as needing this accommodation.
- Enlarged text — Students needing this accommodation can activate this feature by clicking the **AA** icon in the upper right corner of the screen.

What can students expect on Test Day?

All CTTC assessments are web-based and delivered exclusively by a proctor in the school's assessment center. The proctor **cannot** be an instructor or anyone who was involved with the student during instruction.

Assessments are delivered in a question-by-question format. When a question is presented, the student can select a response or leave the question unanswered and advance to the next question. Students may also flag questions to revisit before the test is scored. All questions must be answered before the test can be submitted for scoring.

Can students retake the test?

Students may retake the test unless their school or state testing policies prohibit retesting. Students who can retest must wait at least three days between test attempts.



Law, Public Safety, Security, and Corrections Core Standards and Test Content

75 Questions — No time limit

A. Academic Foundations (10 questions)

1. Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division.
2. Apply data and measurements to solve a problem.
3. Analyze diagrams, charts, graphs and tables to interpret results.
4. Record time using a 24-hour clock.
5. Understand basic terminology used by workers in law and public safety occupations.

B. Communications (20 questions)

1. Interpret verbal and nonverbal communication.
2. Recognize barriers to communication.
3. Report subjective and objective information.
4. Recognize elements of communication using a sender-receiver model.
5. Apply speaking and active listening skills.
6. Recognize elements of written and electronic communication (spelling, grammar, formatting).
7. Interpret verbal and nonverbal cues/behaviors.
8. Communicate effectively with diverse individuals.



C. Problem-Solving & Critical Thinking (9 questions)

1. Identify common tasks that require the use of problem-solving skills.
2. Guide others through the process of recognizing concerns and making informed decisions.
3. Analyze situations and behaviors that affect conflict management.
4. Implement stress management techniques.
5. Identify with others' feelings, needs and concerns.
6. Resolve conflicts using conflict resolution skills.

D. Information Technology Applications (3 questions)

1. Identify methods and types of data collected in law, public safety, security and corrections.
2. Employ techniques to ensure documentation is timely, complete and accurate.
3. Apply the fundamentals of privacy and confidentiality with regard to personal information.

4. Identify legal and regulatory requirements related to the use of personal information.
5. Identify and apply policies and procedures for access and disclosure of personal information.
6. Describe the consequences in terms of disciplinary action of inappropriate use of personal information.
7. Apply basic computer concepts and terminology in order to use computers and other mobile devices.
8. Demonstrate basic computer operating procedures.
9. Demonstrate the use of file organization and information storage.
10. Use basic word processing, spreadsheet and database applications.
11. Evaluate the validity of web-based resources.
12. Demonstrate appropriate email and social media usage.

E. Systems (4 questions)

1. Describe the types and functions of organizations in law, public safety, security and corrections.
2. Explain the functions and interactions between various local, county, state and federal organizations in law, public safety, security and corrections.



F. Safety, Health & Environmental (13 questions)

1. Assess workplace conditions with regard to safety and health.
2. Identify safety hazards common to workplaces.
3. Apply principles of body mechanics.
4. Comply with safety signs, symbols and labels.
5. Understand implications of hazard materials.
6. Understand principles of infection control.
7. Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
8. Use knowledge of first aid procedures.
9. Use knowledge of CPR procedures.
10. Use safety equipment correctly.
11. Apply principles of basic emergency response in natural disasters and other emergency situations.

G. Leadership & Teamwork (18 questions)

1. Understand roles and responsibilities of team members.
2. Recognize characteristics of effective teams.
3. Recognize methods for building positive team relationships.
4. Analyze attributes and attitudes of an effective leader.
5. Apply effective techniques for managing team conflict.



Law, Public Safety, Security, and Corrections Core Sample Questions

- _____ 1. A parade is scheduled to run 1.5 miles through the city. If there are 12 blocks in a mile and an officer is to be stationed every three blocks, how many officers will be needed?
- a. three
 - b. four
 - c. six
 - d. eight
- _____ 2. The witness corroborated the victim's story. What does the underlined term mean?
- a. questioned
 - b. added to
 - c. verified
 - d. contradicted
- _____ 3. A respirator should be used when which of the following diseases is suspected?
- a. hepatitis
 - b. tuberculosis
 - c. AIDS
 - d. HIV
- _____ 4. Private security officers differ from police officers in that they:
- a. enforce public laws and keep the peace.
 - b. secure property that belongs to individuals.
 - c. have public jurisdiction.
 - d. can arrest individuals without probable cause.

Law, Public Safety, Security, and Corrections Core Sample Questions — Key

1. A parade is scheduled to run 1.5 miles through the city. If there are 12 blocks in a mile and an officer is to be stationed every three blocks, how many officers will be needed?
- a. three **Wrong, but plausible.**
 - b. four **Wrong, but plausible** $12 \text{ blocks}/3 \text{ blocks per officer} = 4$
 - c. six **Correct** $12 \text{ blocks}/\text{mi} \times 1.5 \text{ miles} = 18 \text{ blocks}/3 \text{ blocks per officer} = 6$
 - d. eight **Wrong, but plausible** $12 \text{ blocks}/2.0 \text{ miles (rounding)}/3 \text{ blocks per officer} = 8$
2. The witness corroborated the victim's story. What does the underlined term mean?
- a. questioned **Incorrect by definition**
 - b. added to **Incorrect by definition**
 - c. verified **Correct by definition**
 - d. contradicted **Incorrect by definition**
3. A respirator should be used when which of the following diseases is suspected?
- a. Hepatitis **Incorrect — blood borne illness**
 - b. Tuberculosis **Correct — airborne illness**
 - c. AIDS **Incorrect — blood borne illness**
 - d. HIV **Incorrect — blood borne illness**
4. Private security officers differ from police officers in that they:
- a. enforce public laws and keep the peace.
 - b. secure property that belongs to individuals.
 - c. have public jurisdiction.
 - d. can arrest individuals without probable cause.

Option A is incorrect — Police officers are charged with enforcing laws and keeping the peace.

Option B is correct — Private security officers, not peace officers secure privately held property.

Option C is incorrect — Private security officers have no public jurisdiction.

Option D is incorrect — Neither private security officers nor police officers make arrests without probable cause.

Law Enforcement I

Standards and Test Content

75 Questions — No time limit

A. Explore Careers in Law Enforcement (4 questions)

1. Describe steps in identifying possible careers
2. Explore personal values and goals
3. Explain ways to prepare for a career in law enforcement
4. Identify requirements for careers in law enforcement and public safety
5. List factors that could prevent you from pursuing a career in law enforcement
6. Create a plan for personal fitness



B. Demonstrate Basic Knowledge of Law Enforcement and Victim Assistance (4 questions)

1. Explain statistical information about crime and crime victims
2. Identify types of crimes
3. Describe the effect of crimes on victims
4. List types of assistance available to crime victims
5. Explain the role of law enforcement in assisting victims of emergencies and disasters
6. List common rights of crime victims and witnesses

C. Demonstrate Knowledge of Ethics in Law Enforcement (3 questions)

1. Define ethics
2. Describe common ethical challenges in law enforcement
3. Identify potential consequences of unethical and illegal actions

D. Demonstrate Career Readiness (10 questions)

1. Describe the communication process
2. Identify causes of communication problems
3. Demonstrate effective communication techniques (i.e. listening, clarifying/confirming, questioning)
4. List the purposes of field notes
5. Provide accurate and complete descriptions of people, vehicles, and events
6. Complete an incident report

7. Discuss techniques used to manage conflict and anger
8. Identify sources and common responses to conflict
9. Distinguish between passive, aggressive, and assertive behavior
10. Interpret expressions and gestures observed in both verbal and non-verbal communication
11. Demonstrate strategies for communicating with each category of difficult people
12. Use critical thinking skills to formulate solutions to problems
13. Model effective conflict management skills
14. Discuss cultural awareness and sensitivity

E. Demonstrate Knowledge of the Criminal Justice System (3 questions)

1. Discuss the development of law enforcement in the United States
2. Discuss the U.S. federal legal system
3. Describe the purposes of the law enforcement agencies within the executive branch of the federal government
4. Describe the roles and responsibilities of local, county, state, and federal law enforcement agencies
5. Compare private security agencies and law enforcement agencies



F. Understand the Models of Policing (5 questions)

1. List the four general responsibilities of police departments
2. Compare and contrast the different models of patrol
3. Discuss the role of alternative models of policing
4. Describe the main elements of community policing
5. Describe the steps in the SARA problem-solving model
6. Discuss issues related to community policing
7. Explain the concepts of crime displacement and diffusion

G. Understand Day-to-Day Operations (3 questions)

1. Discuss core operational strategies of police departments
2. Discuss event management and crisis emergency protocols
3. Discuss police management and accountability
4. Compare police rank structure to military rank structure
5. Discuss police department responsibilities at public events

H. Demonstrate Knowledge of the U.S. Judicial System (5 questions)

1. Explain the dual court system
2. Describe the federal and state court systems
3. Explain how cases pass through the state and federal courts to the U.S. Supreme Court
5. Distinguish between civil and criminal law
6. Discuss intentional torts
7. Distinguish between the types of orders issued by the courts
8. Explain the role of police and traffic courts



I. Demonstrate Knowledge of Citizens' Rights and Civil Law (5 questions)

1. Discuss constitutional amendments and important cases that clarify, expand, or restrict constitutional rights
2. Discuss the criminal and civil consequences of violating citizens' constitutional rights
3. Analyze case studies involving violations of citizens' rights
4. State the requirements for making an arrest without a warrant
5. Explain the steps in obtaining an arrest warrant
6. Outline the trial process in a civil lawsuit
7. Explain the statute of limitations for civil law cases

J. Demonstrate Knowledge of Criminal Law (3 questions)

1. Explain the sources of criminal law
2. Explain the classifications of crimes
3. Discuss the theories of punishment
4. Describe the elements of a crime
5. Distinguish among the classifications of evidence

K. Demonstrate Knowledge of Investigations (4 questions)

1. Describe the legal implications of police reports
2. Distinguish between interviews and interrogations
3. Discuss interrogation procedures for U.S. citizens and non-citizens
4. Distinguish between confessions and admissions
5. List statutes that protect non-citizens
6. Discuss the Miranda warning

L. Demonstrate Knowledge of Arrests and Arrest Procedures (5 questions)

1. Discuss the authority of police officers and private citizens to make arrests
2. Distinguish between reasonable suspicion and probable cause
3. Describe the levels of force used to make arrests
4. Evaluate situations that require the use of force
5. Identify the parts of a handcuff
6. Demonstrate proper handcuffing procedure
7. Distinguish between performing a search and a frisk



M. Demonstrate an Understanding of the Juvenile Justice System (4 questions)

1. Discuss the history of juvenile law
2. Explain the concept of Parens Patriae
3. Define terms associated with juvenile court proceedings
4. Discuss the constitutional rights of juveniles
5. Describe protocols used with juvenile victims and offenders
6. Contrast rules for juvenile offenders to those for adult offenders

N. Demonstrate an Understanding of Search and Seizure (4 questions)

1. Explain the Exclusionary Rule
2. Discuss the process for obtaining a search warrant
3. Explain the consequences of an illegal search
4. Describe how information is used to establish probable cause
5. Explain the role of probable cause in searching with or without a warrant
6. Describe how to conduct a search at a crime scene

O. Understand Traffic Codes and Enforcement (6 questions)

1. Describe the functions of traffic patrol units
2. Explain the risks associated with traffic stops
3. Describe how vehicle alignment improves officer safety
4. Discuss state and local DWI/DUI laws
5. Administer the Standardized Field Sobriety Test Battery
6. Discuss crash scene investigation
7. Perform mathematical calculations used in crash scene investigation
8. Complete a traffic collision report
9. Discuss basic techniques for controlling traffic

P. Demonstrate an Understanding of Trials, Sentencing, and Corrections (7 questions)

1. Identify the general factors that influence a judge's sentencing decision
2. Describe the basic types of prison sentences
3. Explain the purpose of pre-sentence investigation reports
4. Identify the purpose of cross-examination
5. Discuss allowable testimony on the witness stand
6. Discuss prisoner's rights
7. Discuss the different types of inmate release
8. Define recidivism
9. Compare local, state, and federal methods of incarceration
10. Discuss alternatives to incarceration



Law Enforcement I Sample Questions

- _____ 1. According to crime statistics, which of these crimes occurs most frequently?
- a. murder
 - b. rape
 - c. robbery
 - d. kidnapping
- _____ 2. The concept of valuing obedience over independence is a characteristic of police:
- a. subculture
 - b. brutality
 - c. trustworthiness
 - d. integration
- _____ 3. Which state has the most sworn peace officers?
- a. Texas
 - b. Oklahoma
 - c. Florida
 - d. California
- _____ 4. Which of the following is a core operational strategy for a police department?
- a. counter-terrorism
 - b. emergency response
 - c. community surveillance
 - d. criminal prosecution
- _____ 5. A civil claim where the defendant purposefully or knowingly causes harm is known as a(n):
- a. intentional tort
 - b. accidental tort
 - c. violent crime
 - d. accidental crime

- _____ 6. A person convicted of a felony will not be able to:
- a. obtain a driver's license.
 - b. hold public office.
 - c. own a home.
 - d. receive public assistance.
- _____ 7. *Mens Rea* does not have to be proved in crimes that involve:
- a. premeditation.
 - b. personal property.
 - c. strict liability.
 - d. intellectual property.
- _____ 8. During a routine traffic stop, the ideal place for an officer to stand when interacting with the driver is:
- a. at the threshold of the driver's door and away from the vehicle.
 - b. directly in front of the vehicle.
 - c. directly behind the vehicle.
 - d. beside the driver and as close to the vehicle as possible.

Law Enforcement I

Sample Questions — Key

1. According to crime statistics, which of these crimes occurs most frequently?
 - a. murder Incorrect
 - b. rape Incorrect
 - c. robbery Correct
 - d. kidnapping Incorrect

2. The concept of valuing obedience over independence is a characteristic of police:
 - a. subculture Correct
 - b. brutality Incorrect
 - c. trustworthiness Incorrect
 - d. integration Incorrect

3. Which state has the most sworn peace officers?
 - a. Texas Incorrect
 - b. Oklahoma Incorrect
 - c. Florida Incorrect
 - d. California Correct

4. Which of the following is a core operational strategy for a police department?
 - a. counter-terrorism Incorrect
 - b. emergency response Correct
 - c. community surveillance Incorrect
 - d. criminal prosecution Incorrect

5. A civil claim where the defendant purposefully or knowingly causes harm is known as a(n):
 - a. intentional tort Correct
 - b. accidental tort Incorrect
 - c. violent crime Incorrect
 - d. accidental crime Incorrect

6. A person convicted of a felony will not be able to:

- a. obtain a driver's license. Incorrect
- b. hold public office. Correct
- c. own a home. Incorrect
- d. receive public assistance. Incorrect

7. *Mens Rea* does not have to be proved in crimes that involve:

- a. premeditation. Incorrect
- b. personal property. Incorrect
- c. strict liability. Correct
- d. intellectual property. Incorrect

8. During a routine traffic stop, the ideal place for an officer to stand when interacting with the driver is:

- a. at the threshold of the driver's door and away from the vehicle. Correct
- b. directly in front of the vehicle. Incorrect
- c. directly behind the vehicle. Incorrect
- d. beside the driver and as close to the vehicle as possible. Incorrect

Test Taking Strategies

This section of the study guide contains valuable information for testing success and provides a common-sense approach for preparing for and performing well on any test.

General Testing Advice

1. Get a good night's rest the night before the test — eight hours of sleep is recommended.
2. Avoid junk food and “eat right” several days before the test.
3. Do not drink a lot or eat a large meal prior to testing.
4. Be confident in your knowledge and skills!
5. Relax and try to ignore distractions during the test.
6. Focus on the task at hand — taking the test and doing your best!
7. Listen carefully to the instructions provided by the exam proctor. If the instructions are not clear, ask for clarification.

Testing Tips

1. Read the entire question before attempting to answer it.
2. Try to answer the question before reading the choices. Then, read the choices to determine if one matches, or is similar, to your answer.
3. Do not change your answer unless you misread the question or are certain that your first answer is incorrect.
4. Answer questions you know first so you can spend additional time on the more difficult questions.
5. Check to make sure you have answered every question before you submit the assessment for scoring — unanswered questions are marked incorrect.



