

Seattle Police Department

Mission Statement:

The Mission of the Seattle Police Department is to prevent crime, enforce the law and support quality public safety by delivering respectful, professional and dependable police services.

Preparation Workshop Packet

- 1) General Preparation Tips
- 2) Sections of the Exam
- 3) Department Information Handouts
- 4) Physical Ability Events and Scoring Matrix

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Sections of the Written Exam

- 1) Learn Technical Information**
- 2) Observe and Report Events Accurately**
- 3) Remember Identifying Information**
- 4) Write Reports and Complete Forms**
- 5) Learn and Apply Knowledge**
- 6) Remember Shapes and Spatial Relationships**
- 7) Communicate in Writing**

GENERAL PREPARATION TIPS

1. ON THE DAY OF THE EXAMINATION

- A. Wear comfortable clothing
- B. Arrive early
- C. Get a good rest the night before
- D. Eat a good meal before you arrive

2. LEARNING THE STUDY GUIDE

- A. You must put in a lot of study time - simply reading through the study guide once is not enough to fully comprehend the materials
- B. Read and memorize all of the material in the Study Guide
- C. Pay particular attention to general instructions
- D. Write an outline - you cannot use your notes during the exam but writing an outline will help you to memorize and organize the material
- E. Test yourself on the material - think of the types of questions which will be asked on the exam (reading it through is not enough to really learn it)

3. WHILE TAKING THE EXAM

- A. Take your time - there should be more than enough time to complete the exam
- B. Don't get stuck on any one question - if you don't know an answer then leave the question and come back to it later
- C. If you don't know an answer then guess - there is no additional penalty for guessing and guesses are usually correct
- D. Select the alternative which you feel is correct but also review the alternatives which you feel are incorrect just to make sure - don't jump to hasty conclusions

**Police Officer
Applicant Written Exam**

Lesson Guide

SECTION 1: VOCABULARY WORDS

THE ABILITY TO USE AND SPELL JOB RELATED TECHNICAL WORDS

1. *WHAT TO LEARN*

- A. This section presents a list of job related technical words. You must learn the meaning of each word so that you can use it in a sentence.
- B. The definitions of the words are provided for you. Each definition may also contain information that you must learn.
- C. Practice using each of the words in a sentence.

2. *WHAT WILL BE ON THE TEST*

The questions will ask you to use the vocabulary words in a sentence or they will ask you to identify the meanings of words. Be sure you know the meaning of each vocabulary word.

SAMPLE VOCABULARY WORDS

ACCESSORY	One who aids or conceals a criminal so that he/she may avoid arrest or punishment
COERCION	The threat or use of mental or physical means to obtain information
DURESS	Forcible restraint or restriction
JURISDICTION	Territorial range of authority
MANSLAUGHTER	The unlawful killing of a human being which is being done without malice
POLYGRAPH	An instrument that measures certain physiological changes of the body, triggered by emotional responses to specific verbal questions - commonly known as a lie detector
RECIDIVIST	A repeat offender who commits additional crimes after having been arrested for criminal activity in the past
TRAJECTORY	The flight path of a projectile, such as a bullet discharged from a firearm
VERBATIM	In the same words; word for word
WRIT OF HABEAS CORPUS	A legal document calling for the immediate judicial review of the circumstances pertaining to the continued confinement of an accused individual; designed to obtain the prompt release of one who is unlawfully detained

SAMPLE VOCABULARY QUESTIONS

1. The criminal is a recidivist. This means that the criminal:
 - a) Aids or conceals an offender so that he/she may avoid arrest or punishment
 - b) Is a repeat offender who commits additional crimes after having been arrested for criminal activity in the past
 - c) Lends money at illegally high interest rates
 - d) Is mentally ill or psychologically unstable

2. The jury found the defendant guilty of unlawfully killing a human being without malice. The defendant is guilty of:
 - a) Duress
 - b) Recidivism
 - c) Coercion
 - d) Manslaughter

SECTION 2: THE SCENES

ABILITY TO OBSERVE AND RECALL

1. *WHAT TO LEARN*

- A. Learn the details of the pictures and the stories which follow each of the pictures in the Study Guide.
- B. Be sure to remember the title for each picture since the pictures themselves won't be on the exam.
- C. Look at each picture more than once and write down what you see.
- D. Pay particular attention to numbers, dates, and details.

2. *WHAT WILL BE ON THE TEST*

- A. Each question is straightforward but they emphasize details.
- B. Questions will refer to the scene by its name and topic - you must know these cold.

INCIDENT: DRUG ARREST

An undercover police operation yielded information about an upcoming illegal drug sale. Based on information gained from an informant, officers kept watch on a local parking lot. On March 18, 1995 the officers observed several people transferring drugs for money. The scene presented below depicts the actions of the officers as they made the arrests of several suspects.



SAMPLE QUESTIONS: DRUG ARREST SCENE

1. How many people were lying on the ground?

- a) 1
- b) 2
- c) 3
- d) 4

2. What was the name of the building next to the parking lot?

- a) Ash Products
- b) Smith Paper Products
- c) Tom's Tavern
- d) Office Supply

3. On what date did this drug arrest occur?

- a) March 18, 1995
- b) March 10, 1995
- c) March 28, 1995
- d) March 15, 1995

SECTION 3: MUG SHOTS

THE ABILITY TO OBSERVE AND ACCURATELY REPORT INFORMATION

1. *WHAT TO LEARN*

- A. Memorize the faces and all of the information about each mug. This section of the exam is extremely difficult since it requires an excellent memory.
- B. You must be able to answer questions based on a knowledge of the written information and also on the basis of the mug shot

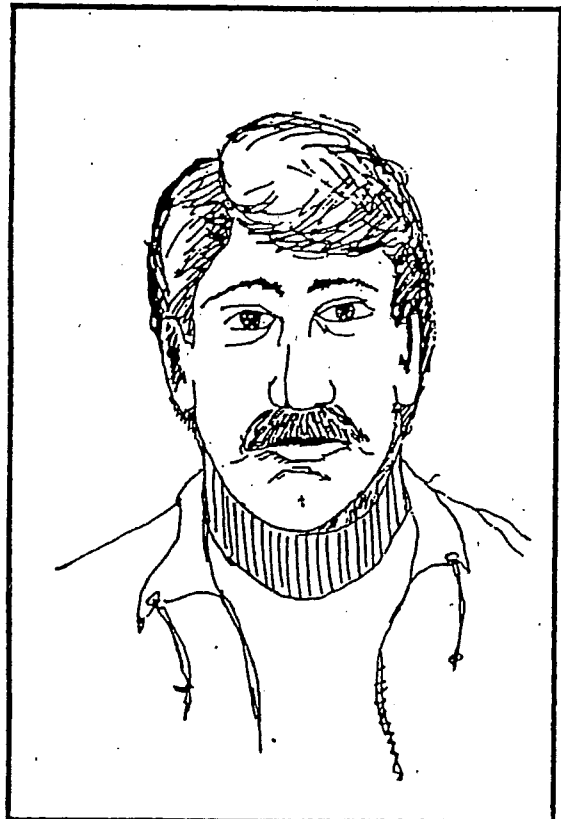
2. *WHAT WILL BE ON THE TEST*

- A. The questions are quite detailed about both the faces and the written information.
- B. The questions will tell you which picture or fact is under consideration and, therefore, you must be able to recall a face as soon as a name or fact is brought up

SAMPLE MUG SHOTS

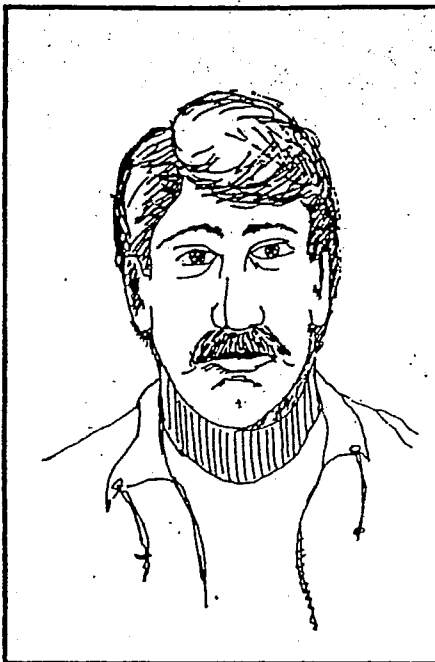


NAME Johnson Jr., Johnny
ALIAS J.J.
SEX Male
RACE Black
AGE 67
HEIGHT 5'8"
WEIGHT 161 lbs.
COMMENTS Sought for charges
of burglary



NAME Lawrence, Tyler L.
SEX Male
RACE White
AGE 31
HEIGHT 5'11"
WEIGHT 154 lbs.
IDENTIFYING
MARKS mustache
snake tatoo (left arm)
COMMENTS Sought for charges
of arson

SAMPLE MUG SHOT QUESTIONS



1. This man is wanted for:
 - a) Neglect
 - b) Murder
 - c) Shoplifting
 - d) Arson

2. Which of the following statements is true about this person?
 - a) He is 31 years old
 - b) He is 6'2" tall
 - c) He is sought for charges of murder
 - d) His alias is J.J.

3. What is this man's weight?
 - a) 154 pounds
 - b) 165 pounds
 - c) 187 pounds
 - d) 192 pounds

SECTION 4: FORMS

ABILITY TO WRITE REPORTS AND COMPLETE FORMS

1. *WHAT TO LEARN*

- A. The general instructions are most important since they cover all of the forms.
- B. Learn the purpose for each form - why is it being filled out.
- C. How is information to be presented - what is the order (last name first), how complete do things have to be (full telephone number including area code), what format should be used (e.g., military time only) etc.
- D. Don't get frightened or overwhelmed with all of the detail - there are general rules, and the forms will be presented on the exam. Also most of the information is self explanatory and is the same across the different forms

2. *WHAT WILL BE ON THE TEST*

- A. You will be asked to find the incorrect lines.
- B. You will be asked to find the correct lines.
- C. You will be asked to select the entry that should be made in the forms.
- D. You will need to read short stories and select the information to be entered from the story.

SAMPLE FORM INSTRUCTIONS

NOTE: In the Study Guide, general instructions will be provided before any of the specific form instructions. Be sure that you know the general instructions since they apply to all forms.

RULES FOR COMPLETING THE ACCIDENT LOCATION FORM

- Box 1: DATE OF ACCIDENT Enter the month, day, and year on which the accident occurred.
- Box 2: DAY OF WEEK Print the day of the week on which the accident occurred.
- Box 3: TIME Give the exact time that the accident occurred. Use military time (add 12 hours to all P.M. hours).
- Box 4: NUMBER OF MOTOR VEHICLES Enter the exact number of motor vehicles involved in the accident. Animal drawn vehicles, bicycles, etc. are not motor vehicles and should not be counted in this section.
- Box 5: NUMBER OF INJURED Enter the total number of injured persons in the accident. Do not include deaths in this space.
- Box 6: NUMBER OF DEATHS Enter the total number of dead persons in the accident.
- Box 7: COUNTY Print the complete name of the county in which the accident occurred.
- Box 8: TOWNSHIP Print the name of the township in which the accident occurred.
- Box 9: CITY/TOWN Print the name of the city or town in which the accident occurred, or the nearest town if it was a rural accident.
- Box 10: CORPORATE LIMITS If the accident took place within the corporate limit of the town, print "YES" in the space provided. If not, print "NO."
- Box 11: PROPERTY Any accident that occurs must take place on one of the following properties:
PRIVATE: any private property, driveways, parking lots, etc.
DNR: (Department of Natural Resources): State parks, etc.
OTHER: all other trafficways, mostly streets and roads
- Box 12: ROAD ACCIDENT OCCURRED Print name of street or highway on which the accident occurred. If the accident occurred within the bounds of an intersection, this box is not relevant

Box 13: INTERSECTION If the accident DID take place within the bounds of an intersection, print the name of that intersection

Box 14: FEET FROM INTERSECTION If the accident DID NOT take place within the bounds of an intersection, give the distance in feet from the nearest intersection.

Box 15: DIRECTION If the accident DID NOT take place within the bounds of an intersection, give the direction of the nearest intersection.

Box 16: NEAREST INTERSECTION If the accident DID NOT take place within the bounds of an intersection, give the name of the nearest intersection.

ACCIDENT LOCATION FORM

Date of Acc.		Day of Week	Local Time	No. Mot Veh	No. Inj/Dead	
1		2	3	4	5	6
County		Township	City (or nearest)		In Corp Lim?	
7		8	9	10		
Property? () Priv () DNR 11 () Other		Road Where Acc Occ 12	Intersec Where Accid Occured 13			
Ft From Int 14		Direction 15	Nearest Intersection 16			

SAMPLE COMPLETED FORM

INCIDENT

At approximately 11:55 p.m. on Monday, July 10, 1989, a black Fort Pinto was traveling north on First Street. The Pinto neglected to stop at a red light, veered to the right and collided head-on with a blue Honda Prelude. The Honda was traveling west-bound on Walnut Street and had not yet entered the intersection. At impact, the cars were on East Walnut Street approximately 30 feet east of the intersection with First Street. The accident occurred within the corporate limits of Keeler in Winchester County and River Township.

The driver of the Prelude, Mr. Richard P. Lynch was injured and he was taken to the hospital via ambulance. His passenger, Mrs. Julia Lynch, was declared dead by paramedics at 12:18 a.m. The driver of the Pinto was Mr. Larry R. Weiss, and he was declared injured.

The officer at the scene completed the following Accident Location Form:

Date of Acc. 1 7 10 89		Day of Week 2 Monday	Local Time 3 2355 hours	No. Mot Veh 4 2	No. Inj/Dead 5 2 6 0
County 7 Winchester		Township 8 River	City (or nearest) 9 Keeler		In Corp Lim? 10 Yes
Property? () Priv () DNR 11 <input checked="" type="checkbox"/> Other	Road Where Acc Occ 12		Intersec Where Accid Occured 13		
Ft From Int 14	Direction 15	Nearest Intersection 16			

SAMPLE QUESTIONS

1. What entry should be made into Box 12 of the Accident Location Form?
 - a) East Walnut Street
 - b) First Street
 - c) Hand Road
 - d) This entry should be left blank

2. Which of the boxes in the Accident Location Form contains an INCORRECT entry?
 - a) 1
 - b) 4
 - c) 5
 - d) 6

SECTION 5: READING MATERIALS

THE ABILITY TO USE LEARNED PRINCIPLES

1. *WHAT TO LEARN*

- A. Read each of the short essays carefully to learn all of the facts and principles which are presented.
- B. It is often helpful to take notes on important ideas and facts.
- C. Be sure to read all passages several times. You will learn more and retain it better each time you read the passage.
- D. Be an active learner - write out questions that you think may be on the exam.

2. *WHAT WILL BE ON THE TEST*

- A. Some questions will be straightforward and ask you specific facts.
- B. Some questions will ask for your understanding of the principles. These questions may ask you to apply the ideas to different situations.
- C. Remember, there is only one correct answer for each question. If you feel that there is more than one correct answer then choose the best answer.

SAMPLE READING MATERIAL

NOTE: The information contained within the reading material does not necessary conform to the department's rules and procedures.

TRAFFIC STOPS

The enforcement of traffic laws helps to control traffic and reduce risks for highway users. Enforcing these laws produces a great deal of contact between the police and the public. Enforcement can also cause friction. Citizens resent being stopped and ticketed for minor violations that do not greatly endanger public safety.

Depending on the department, traffic law enforcement varies. Tough policies are usually motivated by a conscious effort to increase public safety or a management strategy aimed at controlling street officers because they are under no supervision. Often, it is the officer's own decision to monitor traffic laws closely.

There is no "routine" traffic stop. Each stop must be handled very carefully. Police officers are injured or killed everyday making traffic stops. The violator running a stop sign could be a thief. The car with expired tags could be a drug dealer.

There are a variety of reasons to stop a vehicle but the primary violation is excessive speed. Radar systems are used to check speed, but there has been a great deal of controversy concerning the accuracy of radar. Early radars were stationary and sent a beam toward oncoming vehicles. Hand held devices can be turned on and off using a trigger which allows an officer to point the device at an automobile that is approaching and turn it on. Radar is so sophisticated now that it can calculate the speed of vehicles moving in the opposite direction. This machine, in a matter of seconds, measures the ground speed of the vehicle it is in. It then calculates the speed of the approaching vehicle. This can be triggered by an off-on switch to foil radar detectors.

A traffic stop can be made safely if certain guidelines are followed.

Police officers should attempt to be as unobtrusive as possible when trying to get a violator to stop. First, emergency lights should be used to signal the driver to pull over. If this does not work, the horn should be tapped. If this fails also, the siren should be used. If the violator continues to ignore efforts to get him to stop, it signals a problem and a request for a back-up should be made.

When making a traffic stop, an officer should try to pick the pull-over spot. Dangerous areas that should be avoided include the crest of a hill and around curves. Both vehicles should be pulled completely off the road.

Positioning the police vehicle to make the stop is very important. It is necessary to be close enough to observe the violator, but not close enough to be vulnerable to an attack. Ten to fifteen feet behind a violator's car is appropriate.

When approaching the violator, officers are vulnerable to attack. The violator should be watched constantly. Before exiting the car, the violator's license number should be written down. This provides a starting point for department officers in case of an emergency.

When approaching the violator's car an officer must be mentally ready for anything. The longer it takes to react the greater the chance of injury. The trunk should be checked to be sure it is latched. The back seat should also be checked for passengers and weapons by looking through the rear window. An officer should position himself just behind the driver's door with his/her weapon away from the driver to conduct the initial interview. This makes it difficult for the driver to initiate an assault. Officers should remain polite and courteous when asking the driver to put his hands on the steering wheel. When there are passengers in the back, an officer should stand just behind the driver's door positioned so that he/she can watch the passengers also. If there is a possibility of trouble from the passengers an officer should remove the driver and take him back to the police vehicle to conduct the interview. A driver should never be in a police vehicle to wait for the citation. An officer and the violator should remain outside the police vehicle on the curb.

The driver's license should be the first information requested from the violator. Being able to identify him puts control in the officer's hands. The process should be explained to the violator. An officer should never argue the violation.

To write the citation officers should sit in the driver's seat of the police vehicle or the right rear corner of the unit. The front seat allows radio access and good cover in case of an assault. The right rear provides good cover and enough distance between an officer and the violator to allow ample reaction time.

When the violator is given a citation his/her attitude may become quite hostile. Before there was always the chance of not receiving a citation, but now politeness may be replaced by anger. Instead of arguing the violation an officer should explain how the violation may be contested or resolved. Last, the license is returned and the violator is allowed to leave. A careful officer will watch the violator until he/she is back in traffic.

SAMPLE READING MATERIAL QUESTIONS

The questions below are based on the information from the TRAFFIC STOPS article and on the incident presented below.

Incident

Officer Smith stops a vehicle that is speeding. He pulls the vehicle over onto a straight stretch of the road shoulder and pulls up to about 25 feet behind the violator's car.

Smith immediately writes the license number down before approaching the violator's vehicle. As he approaches, he notices that the rear passengers are a middle aged couple and that the driver is a male in his early twenties with dark hair. The front passenger is female, in her early twenties.

1. **While conducting the initial interview, Officer Smith should position himself:**
 - a) **Behind the driver's door with weapons away from the driver**
 - b) **In front of the driver's door with weapons away from the driver**
 - c) **In front of the driver's door with the weapons next to the driver**
 - d) **Next to the passenger door**

2. **As he walked toward the violator's car, Officer Smith should have:**
 - a) **Checked the trunk to see if it was latched**
 - b) **Drawn his gun**
 - c) **Told everyone to get out**
 - d) **All of the above**

3. **When is a traffic violator most likely to become hostile?**
 - a) **When initially stopped**
 - b) **When asked for his/her driver's license**
 - c) **When given the citation**
 - d) **When his/her driver's license is returned**

SECTION 6: MAPS

REMEMBER SHAPES AND SPATIAL RELATIONSHIPS

1. *WHAT TO LEARN*

- A. This section presents various diagrams and maps. You must learn where different rooms and objects are located on each diagram.
- B. Be sure to remember the title for each diagram since the actual diagrams may not appear on the test.
- C. Take notes and draw each diagram on your notepaper to help you remember. Even though you cannot use your notepaper for the test, writing down details will help you to remember.
- D. Pay particular attention to the relationships of objects/rooms. (E.g., where is one room in relation to another?)

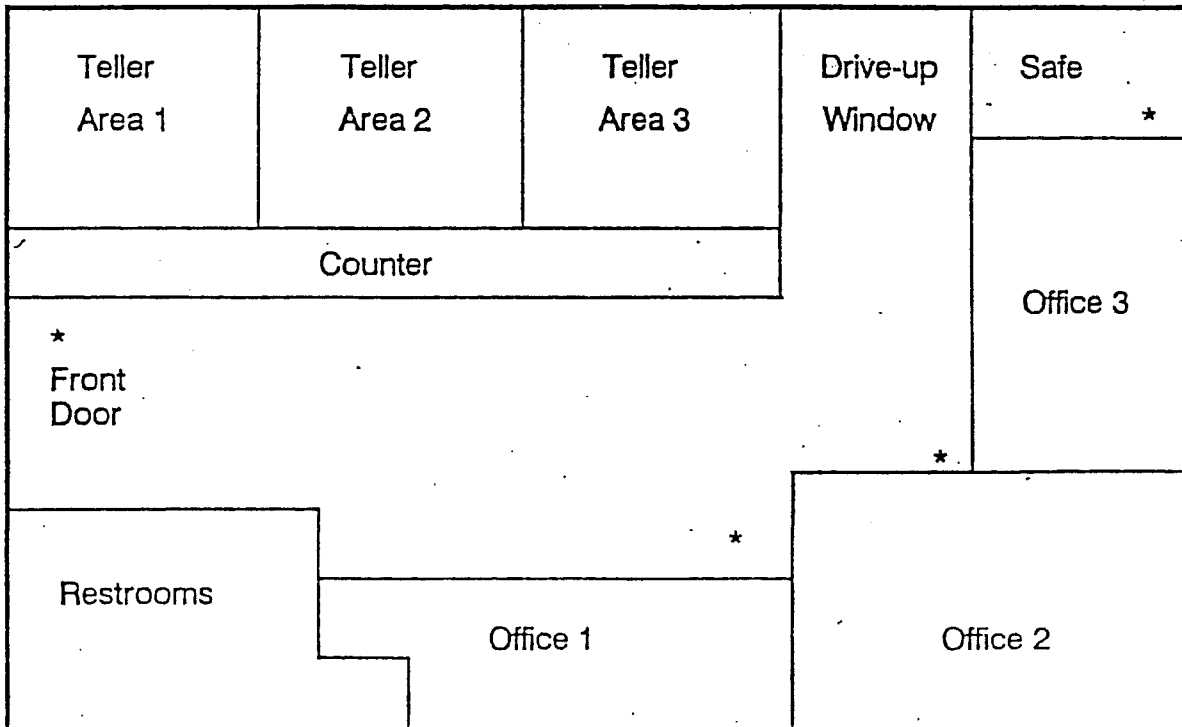
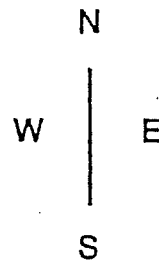
2. *WHAT WILL BE ON THE TEST*

- A. Each question is straightforward but they emphasize the location of objects/rooms.
- B. Some questions will refer to the diagram by name. Other questions may provide the outline of the map or diagram, and you will need to know the details.

SAMPLE MAP

Police receive a call that the First National Bank is currently being held-up. Study this diagram so that when you arrive on the scene, you will understand the layout of the bank. You will be asked to recall the information shown here without the use of this diagram.

FIRST NATIONAL BANK



Key:

* = observation camera

SAMPLE MAP QUESTIONS

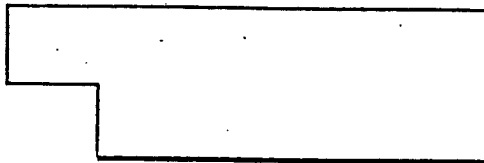
1. How many teller areas are in the bank?

- a) 2
- b) 3
- c) 4
- d) 5

2. The front door is located on which wall of the bank?

- a) North
- b) South
- c) East
- d) West

3. Which room was shaped like this picture?



- a) Teller area #3
- b) Office # 3
- c) Office # 1
- d) Safe

SECTION 7: GRAMMAR

THE ABILITY TO COMMUNICATE IN WRITING

1. *WHAT TO LEARN*

- A. The rules in the Study Guide do not need to be memorized - they are guides to help you.
- B. Read through the rules to ensure that you understand them.
- C. This is one part of the test in which the material you will be tested on is not in the Study Guide. However, the Study Guide does offer many examples of both correct and incorrect usage.
- D. Look at each of the rules in turn. They deal with: subject and verb; tense; double negatives; plural verbs; collective nouns; proper nouns; possessive nouns; capitol letters and punctuation; when to use a or an; spelling out numbers and quotation marks. It sounds like a lot, but most people already know these rules without thinking about them.
- E. If you are confused by any of the rules, then you should get a grammar book or consult with a teacher from your old high school (they probably will be happy to see you again.)

2. *WHAT WILL BE ON THE TEST*

- A. Questions which ask you to find the grammatically correct or the grammatically incorrect alternative sentence from among several alternatives. Be sure to read the question carefully so that you know which you are looking for.
- B. Sometimes the answer to a question is not immediately obvious. Give yourself time when answering these questions; they can be tricky. Don't give up - there will be one alternative which is either correct or incorrect.
- C. When you find the alternative which is the correct answer, mark it, but don't assume that you have answered this question until you have done two things:
 - a) check the other alternatives to make sure that they are wrong and
 - b) try to figure out why the correct one is correct, that is, what grammar rule is involved.

Grammar rules

1. A written sentence must convey a complete thought. Usually this means a sentence must contain a subject and a predicate (verb). A subject is a person, thing or idea about which an assertion is made. A predicate communicates action, state of being or condition.

For example:

Correct: I saw a dog.
The girl ran quickly.
The police officer drove his car to the scene of the accident.

Incorrect: The police car.
Going to the store.
Vandalized houses, factories and stores.

2. The verb must match the tense (time) of the rest of the sentence. If a sentence refers to the past, present or future, the verb must refer to a similar point in time.

For example:

Correct: I will clean the house tomorrow.
Incorrect: I cleaned the house tomorrow.

3. Avoid the use of a double negative in a sentence.

For example:

Correct: He will never change.
Incorrect: He will not never change.

4. A verb must agree in number (singular or plural) with its subject.

For example:

Correct: There are ten policemen.
Incorrect: There is ten policemen.

5. If subjects are joined by the word "and" there must be a plural verb.

For example:

Correct: David and Ann are going to dinner.

Incorrect: David and Ann is going to dinner.

6. Collective nouns, those nouns which name a class or group, may be singular or plural. This choice depends on the meaning of the noun. If the items are a group, the noun is singular. If the items are separate parts of a group, the verb must be plural.

For example:

Correct: The whole team was practicing.
The jury members come from the community.

Incorrect: The whole team were practicing.
The jury members comes from the community.

7. Nouns are either proper or common. Proper nouns name specific persons, groups, places or things. Common nouns name members of a group. Proper nouns begin with a capital letter.

For example:

Correct: Indiana, David Collins

Incorrect: indiana, david collins

8. The apostrophe is used to indicate possession.

For example:

Correct: If the hat belongs to Emily, it is Emily's hat.

Incorrect: If Emily owns the business, it is Emily's business.

9. Every sentence must begin with a capital letter and end with either a period, question mark or exclamation mark.

For example:

Correct: Where are you going?

I put it over there.

Incorrect: where are you going

I put it over there,

SAMPLE GRAMMAR QUESTIONS

1. Which of the following is grammatically CORRECT?

- a) I will visit her yesterday.
- b) She went to the store on Friday.
- c) The whole patrol division were training.
- d) He stopped at Freds house on his way home.

2. Which of the following is grammatically INCORRECT?

- a) Yesterday was a holiday.
- b) Today is Monday.
- c) He called while I was out.
- d) A large black cat with white ears.

3. Which of the following is grammatically CORRECT?

- a) Officer jones was late.
- b) Where is Tom
- c) We drove past the house.
- d) He will not never lose a game.