



**Information Guide to the Entry Level Assessment
for the position of
Police Recruit**



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INTRODUCTION

The purpose of this information guide is to outline what to expect on the Entry Level Assessment for the position of Police Recruit for the City of Dayton, and how candidates should prepare for the assessment. The information contained in this guide is intended to only **assist** you and in no way will guarantee your success on the assessment. You will not need the material contained herein at the time you actually take the assessment; therefore, you will not be allowed to bring this guide into the testing room. This guide contains information about the testing process, including:

- Preparing for the Entry Level Assessment
- Description of the Entry Level Assessment
- Sample Test Items
- Contact Information

Reasonable accommodation: It is the policy of the Civil Service Office to provide reasonable accommodation to ensure effective communication of information to individuals with disabilities. If you need an auxiliary aid or service to make this information available to you, please contact the Civil Service Office at (937) 333-2300. **The candidate is responsible for providing documentation which outlines the specific need for the special accommodation.**

Test Security & Confidentiality: All test materials are the property of Siena Consulting and licensed by the City of Dayton Civil Service Office. Candidates must not remove test material from the test site, reproduce, reconstruct from memory, or discuss the contents of the test with others. Any removal, reproduction, reconstruction, transcription, unauthorized possession, disclosure of the test material or other use of the testing material, including reconstruction or transcribing from memory (orally or in writing) during or after administration of the test, is unlawful.

Cheating: Cheating, the use of a prohibited device during the test, or failure to follow written and oral instructions may be grounds for disqualification. Test proctors will be present to monitor all aspects of the testing process. If it is determined that a candidate has in any way violated test rules or engaged in dishonest behavior, that individual may be removed from the testing process by test proctors and will be disqualified from further testing. Any behavior that demonstrates a deliberate violation of the test rules or deceitful behavior will result in disqualification.

PREPARING FOR THE ENTRY LEVEL ASSESSMENT

To improve your chances of obtaining the highest possible score on this examination, you should spend time preparing for the exam. In addition to your mental preparation, you should also consider your physical preparation.

- ⦿ Be well rested and get a good night's sleep.
- ⦿ On your test date, allow plenty of time to get to the test location.
- ⦿ Plan to arrive at least 15-20 minutes prior to the scheduled time for check-in. Due to the nature of the test and the number of candidates that must be processed, NO exceptions will be made to accommodate individuals arriving late.
- ⦿ Dress comfortably; there is no specific attire required for this component of the test. You will be there for multiple hours.

- ⦿ You **MUST BRING a PHOTO IDENTIFICATION** (i.e., Driver’s License, State Issued ID Card, Federal issued ID, US passport, Employee ID from Federal Government, State, County, Municipality, Board or other entity of the state, student or employee ID issued by a state or private institution of higher learning, Military ID, etc.). You will not be allowed to enter the test location nor take the test without your photo identification.
- ⦿ **Prohibited Devices:** The use of cellphones, headphones, and other electronic, communication and/or photographic devices (e.g., cell phone, smart watch, tablet, laptop, scanner, camera, etc.) is strictly prohibited. Any use of such devices during the administration of the test will result in your disqualification. If any device is seen, heard, or used during any part of the testing process it will be considered a violation of test security and you will be disqualified and dismissed from the testing facility.
- ⦿ **DO NOT** bring any study or reference materials to the test. This includes any notes, manuals, source documents, reference materials, or study materials that you have used or created to prepare for the test. You **may not** bring outside test-related materials into the test.
- ⦿ All the materials you need for the test will be provided to you at the test, including writing utensils.

DESCRIPTION OF ENTRY LEVEL ASSESSMENT

The Entry Level Assessment for Police Recruit is designed to collect information about your interests, abilities, skills, experiences, preferences, and tendencies in a police environment. This assessment includes the following four components:

- Personality Inventory
- Math Assessment
- Reasoning Assessment
- Reading Assessment

You will have two (2) hours to complete the assessment.

Upon arrival, you must check-in at registration. You will be escorted into the testing room and seated at a computerized testing station. The exam administrator will provide instructions for logging-in and completing the examination.

YOU MUST NOT begin typing or using the computer equipment until you have been instructed to do so. You will enter your answers on the computer. You may take notes on the provided scratch paper to work out a response to a question, however, your notes will not be evaluated. Only the responses submitted on the computer will be scored. Your notes and scratch paper will be collected when you finish the assessment. You are not permitted to use any materials other than what has been provided during the assessment. **NOTE: Test Proctors will not interpret test questions for you.**

Once you are finished with the assessment, you will turn in your scratch paper and pencils to the designated area. You may then quietly exit the area. **Your test results will be emailed sometime in September.**

Test questions: All the test questions included on the Entry-Level Assessment are multiple-choice questions. No specialized knowledge of law enforcement is required. This study guide provides at least one sample question for each subject area listed. The sample questions will be similar to what will be presented in the assessment. For each sample question, the correct answer and an explanation for the solution is presented. You should study these in order to understand how the correct or best answers were determined. See the *sample questions* provided in this guide for examples.

SAMPLE TEST ITEMS

Personality Inventory:

This section of the assessment will focus on your work preferences, experiences, and tendencies as well as personality characteristics. Some questions measure characteristics such as initiative, teamwork, ability to work independently, and leadership.

Example items

1. Which of the following work situations would you prefer?
 - (A) A situation where I decide how to complete my work
 - (B) A situation where I decide how to complete my work, but someone is available to provide advice if I want it
 - (C) A situation where I am given advice on how to complete my work and then I decide what to do
 - (D) A situation where someone else instructs me on what to do

2. In the recent past, which of the following best describes your approach to decision making?
 - (A) Prefer being responsible for all parts of a decision
 - (B) Prefer having someone identify two or three alternatives and letting me choose one
 - (C) Prefer having someone else make the decision for me
 - (D) None of the above

Explanation: For questions on the Personality Inventory section it is important to answer in a way that reflects who you truly are and how you would actually approach situations you encounter at work and outside of work. For example, in question 1, if you truly prefer to decide how you complete your work, you should select option A. If you prefer to decide how you complete your work, but can also seek out advice from someone else if you want it, then you should select option B. If you prefer to receive advice from someone else before deciding what to do, then you should select option C. If you prefer that others make decisions and tell you how to complete your work, then you should select option D. The most important thing with personality items is that you respond truthfully about yourself.

Math Assessment:

The math section focuses on your capability to understand and use numerical information.

Example items

1. You cite a motorist for speeding. The motorist was traveling 67 miles per hour in a zone where the speed limit is 25 miles per hour. You write a speeding ticket that requires the motorist to pay a fine of \$39.50 plus \$5 for every mile per hour the motorist was traveling over the speed limit. What is the total amount of the speeding ticket?

(A) \$164.50
(B) \$210.00
(C) \$249.50
(D) \$374.50
(E) \$499.50

Explanation: To solve this problem, there are several steps.

First, you must determine how many miles per hour the motorist was over the speed limit. To do so, you should take the motorist's speed (67 miles per hour) and subtract the speed limit in the zone (25 miles per hour). Therefore, the motorist was 42 miles per hour over the speed limit ($67 - 25 = 42$).

Next, you need to multiply the number of miles per hour over the speed limit by \$5.00. Here you multiply 42 miles per hour by \$5.00 which equals \$210.00 ($42 \times 5 = 210$).

The last step is to add the initial fine of \$39.50 and the additional fine of \$210.00 that you computed. The final answer is \$249.50 ($\$39.50 + \$210.00 = \249.50). **Correct Answer is: C - \$249.50**

2. You investigate an accident scene and determine that a 3,500 pound automobile left a 120 foot skid mark. Assume that for every 5 miles per hour that a vehicle of that weight is traveling, it will leave 6 feet of skid mark when the operator slams on the breaks. Based on this information, how fast was the vehicle traveling when the operator slammed on the breaks?

(A) 90 miles per hour
(B) 96 miles per hour
(C) 100 miles per hour
(D) 120 miles per hour
(E) 144 miles per hour

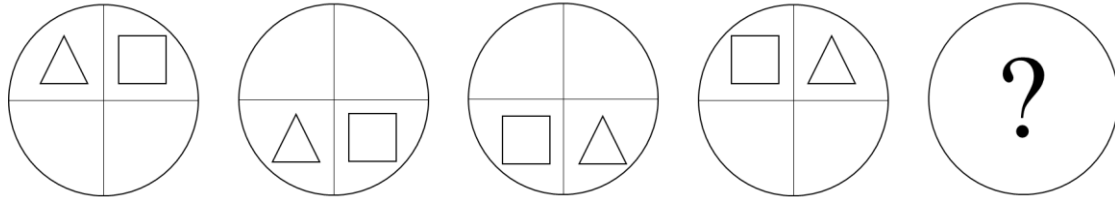
Explanation: To solve this problem, you first divide the 120-foot skid mark by 6 feet to determine how many 6-foot segments are in the 120-foot skid mark. Dividing 6 into 120 equals 20 ($120 \div 6 = 20$).

Since a vehicle of that weight travels 5 miles per hour for every 6-feet of skid mark, you can multiply 5 miles per hour by the 20 segments to determine the speed of the vehicle when the driver slammed on the breaks. In this case, the answer is 100 miles per hour ($5 \times 20 = 100$). **Correct Answer is: C - 100 miles per hour**

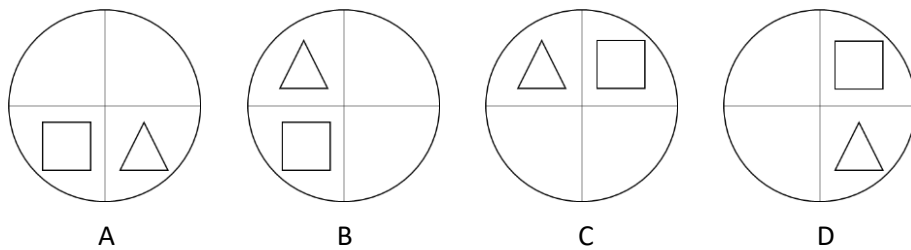
Reasoning Assessment:

The Reasoning section will focus on your capacity to process information, learn new information, work with unfamiliar ideas, solve problems, and reason.

Example items: Use the following information to answer the question below



1. Which figure replaces the question mark?

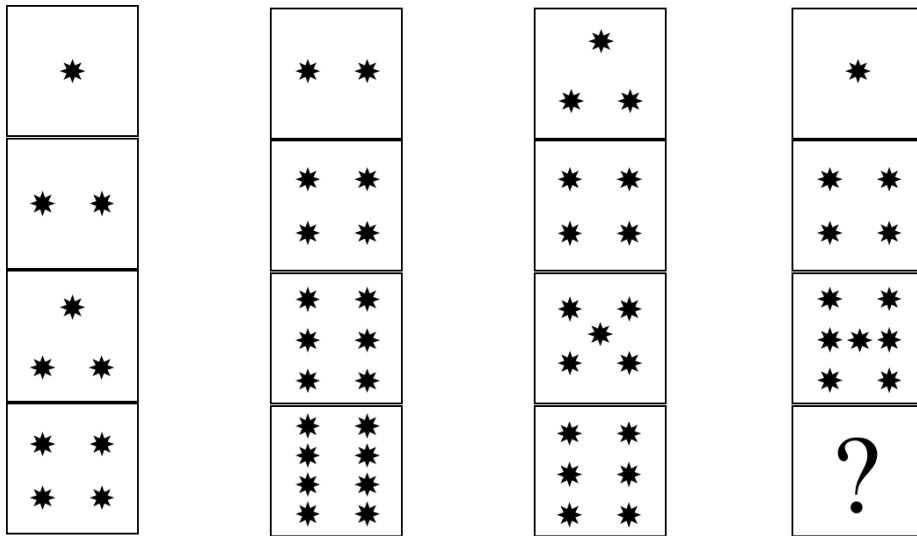


Explanation: To answer this question, you must determine which figure is next based on the pattern in the series of figures. The pattern in this series is as follows:

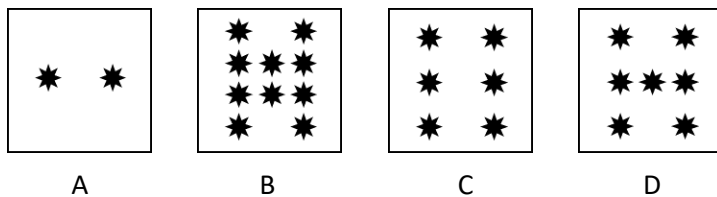
- 1) First, the square and the triangle move down.
- 2) Second, the square and the triangle switch positions.
- 3) Third, the square and the triangle move up.

Based on this pattern, the next figure will have the triangle and the square switch positions again. Therefore, the **Correct Answer is C.**

Use the following information to answer the question below.



2. Which figure replaces the question mark?



Explanation: To answer this question, you must determine which figure is next based on the pattern in the series of figures. Within each column, the number of stars increases by the same amount as you go from top to bottom. In the column with the question mark, the number of stars increases by three as you go from top to bottom. Therefore, the final box should have ten stars. **The correct answer is B.**

Reading Assessment:

The reading section will focus on your capacity to understand and use written information.

Example item

Police officers have access to a variety of weapons and related tactical devices intended to control violent persons and/or neutralize deadly and non-deadly threats. Among these weapons and devices is the TASER. A TASER is an electro-muscular disruption (EMD) weapon. An Electro-Muscular Disruption (EMD) is caused by an electrical signal emitted from the TASER, which overrides a person’s central nervous system and directly controls the skeletal muscles. The EMD effect causes an uncontrollable contraction of the muscle tissue, debilitating the target regardless of pain tolerance or mental focus. The output does not damage an implanted pacemaker nor will it cause loss of bladder or bowel control. The TASER utilizes compressed nitrogen to shoot two small probes up to 21 feet. These probes are connected to the weapon by high-voltage wire. When the probes make contact with the subject, they transmit an electrical pulse along the wires and into the body through up to two inches of clothing. The probes do not have to penetrate the flesh or cause bodily harm to be effective.

Qualified officers who are confronted by dangerous and/or violent persons are authorized to use the TASER in accordance with the provisions of this directive. However, this directive does not create a duty to use the TASER in lieu of other weapons or devices.

Further, the use of a TASER is considered a basic use of non-deadly force, and thus the general provisions of directive 978.05 also apply to TASER use. The TASER may be deployed in any of the following situations, including: 1) to control a dangerous or violent suspect when deadly physical force is not justified; or, 2) when attempts to subdue a suspect by other conventional tactics have been or will likely be ineffective; or, 3) when there is a reasonable expectation that it will be unsafe for officers to approach within contact range of a suspect.

Ideally, the deployment of a TASER should be a team effort involving several officers, including the following:

- a primary TASER officer, who fires his TASER at the suspect
- a secondary TASER officer, who stands by ready to fire a second TASER if the primary officer's attempt misses or appears ineffective
- an arrest team who will move in and secure the suspect after he has been immobilized
- a supervisor, where time permits

Deployment of a single TASER with, or without, an arrest team is authorized when insufficient time exists to assemble a full complement, or when site conditions make the use of a second TASER impractical. The following requirements and restrictions apply to all TASER incidents:

- Where practical, TASER officers shall precede their firing of the TASER with verbal commands, spark displays, and/or aiming of the TASER's laser sight in an attempt to gain compliance from the suspect
- Except in deadly force situations, officers shall not fire a TASER at any woman known or believed to be pregnant, or at any person known or believed to be suffering from a heart condition
- Except in deadly force situations, officers shall not aim a TASER at any person's head, neck, or groin
- Officers shall not use TASERS in conjunction with an alcohol-based OC spray
- Officers shall not use TASERS near flammable liquids or in the presence of flammable/explosive fumes

Only those officers who have been trained in a departmentally-approved TASER training course, and who hold current TASER certifications, may carry the device. Re-certification is required annually.

1. According to the above passage, the TASER may be deployed in which of the following situations:
 - (A) When attempts to subdue a suspect by other conventional tactics have been or will likely be effective
 - (B) To control a dangerous or violent suspect when deadly physical force is not justified
 - (C) When there is a reasonable expectation that it will be safe for officers to approach within contact range of a suspect
 - (D) When near flammable liquids or in the presence of flammable/explosive fumes

Explanation: In the third paragraph of the description, it states "a TASER may be deployed in any of the following situations, including: 1) to control a dangerous or violent suspect when deadly physical force is not justified; or, 2) when attempts to subdue a suspect by other conventional tactics have been or will likely be ineffective; or, 3) when there is a reasonable expectation that it will be unsafe for officers to approach within contact range of a suspect." Option B is the only situation where a TASER is allowed. **Correct Answer is: B - To control a dangerous or violent suspect when deadly physical force is not justified.**

2. According to the above passage, all of the following are true, except:

- (A) An officer who was last certified on use of the TASER 18 months ago would not be allowed to carry the device
- (B) A person who was able to concentrate and focus hard enough could overcome the TASER's EMD effect
- (C) Officers should not aim a TASER at a person's face except in deadly force situations
- (D) The TASER utilizes compressed nitrogen to shoot two small probes up to 21 feet

Explanation: In the first paragraph, the description indicates that a TASER causes an uncontrollable contraction of the muscle tissue, debilitating the target regardless of pain tolerance or mental focus. Options A, C, and D are true based on the description.

Correct Answer is: B - A person who was able to concentrate and focus hard enough could overcome the TASER's EMD effect.

TEST CONTACT INFORMATION

General Questions about the Assessment

If you have questions about the test administration, you may contact the Civil Service Office at (937) 333-2300. City of Dayton employees are not allowed to divulge and do not have access to specific information about the content of the assessment.