



STUDY GUIDE

MASSACHUSETTS STATE POLICE
CADET EXAMINATION



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INTRODUCTION

The purpose of this study guide is to enable you to efficiently and effectively prepare to participate in the administration of the Massachusetts State Police Cadet Examination, a state-of-the-art test to identify those individuals who will excel in careers with the Massachusetts State Police. The examination will be a critical hurdle in the pathway toward achieving an employment opportunity as a cadet with the Massachusetts State Police. This guide will provide you with critical information about the examination that will allow you to prepare for the test-taking experience, hone your cognitive skills, minimize test-related anxiety and ultimately perform at your peak level.

This guide was created specifically for the Massachusetts State Police Cadet Examination by the publisher of the examination. No other source of information will be as informative or accurate concerning the content and construction of the Massachusetts State Police Cadet Examination.

HOW TO USE THIS STUDY GUIDE

This study guide will give you basic information about how to take the Massachusetts State Police Cadet Examination. Read this information carefully so that you will know the instructions in advance. Thorough preparation for the Massachusetts State Police Cadet Examination will increase your self-confidence; self-confidence, in turn, will increase your chances of getting a high score.

This study guide will also discuss the different types of questions that will appear on the test. The skills and abilities measured by the test will be defined. You will also find sample questions along with an answer key. Read the definition of each skill or ability carefully and then try the sample questions. After you have answered the sample questions, check your answers with the corresponding answer key.

You will also be provided with several important test-taking strategies. By following these tips, you will be able to complete the Massachusetts State Police Cadet Examination more quickly and efficiently, and you will be able to improve your overall performance on the exam.

IMPORTANT NOTE

Do not memorize the sample questions and answers. Any question that has been released will not be used again. You may encounter questions that will be very similar, but you will not be tested with any of these exact questions. These questions will give you good practice, but they will not give you the answers to any of the questions on your exam.

RULES GOVERNING THE ADMINISTRATION OF THE EXAM

The testing process is governed by many rules. Please familiarize yourself with these rules and closely adhere to them so that you are not disqualified from the testing process. If at any time during the test administration you have a question about the rules of the test, you are strongly encouraged to raise your hand and ask that question. It is better to ask a question than to be disqualified for breaking a rule.

TEST SECURITY

The administration of the examination is a highly secure process. By participating in the testing process, you agree that you will maintain the security and confidentiality of the test content with which you come in contact. This means that you will not share information about the questions or answer options with anyone either during or after the testing process.

All written test materials for this examination are the property of IOS. Candidates must not remove test material from the test site or reproduce, reconstruct, or discuss the test content with others. Unauthorized possession or disclosure of the test material is prohibited by law. Candidates found to have violated test security may be disqualified from their examination(s) and may also be disqualified from taking a future civil service examination.

Other actions may also lead to disqualification. Failure to follow written and oral instructions may also be grounds for disqualification. Any use of a cell phone or communication device during the test may result in the candidate's disqualification.

Disqualification is based on state and local regulation and policy; specific circumstances are considered in reviewing each incident when a disqualification is considered.

PROHIBITED DEVICES

Do NOT bring cell phones, beepers, headphones, or any electronic or other communication devices to the test site. The use of such devices at the test site in the test room, hallways, restrooms, building, grounds, or other areas could result in your disqualification.

You will not be allowed access to photographic devices (e.g., cameras, video equipment, cellular phones, scanners, imaging devices, etc.), mobile phones, or any electronic device that is capable of capturing or removing images or content related to the examination. Additionally, the examination is designed to be taken without the assistance of any type of reference materials or electronic aids. Be sure to familiarize yourself with the following list of prohibited items and ensure that you do not bring any of them to the test administration site.

- ⊗ Cell phones
- ⊗ Pagers
- ⊗ Two-way radios
- ⊗ iPads/tablets
- ⊗ Laptops
- ⊗ Google Glass or other eyeglasses with electronics
- ⊗ Music devices
- ⊗ iPods
- ⊗ Smartwatches and other wearable devices
- ⊗ Headphones
- ⊗ Bluetooth Devices
- ⊗ Speakers
- ⊗ Handheld scanning devices
- ⊗ Cameras
- ⊗ Video recorders
- ⊗ Calculators
- ⊗ Spelling aids or dictionaries
- ⊗ Sunglasses, hats with visors, etc.

SECURITY REMINDERS

- Do **not** remove any test material from the test room and do not paraphrase, reconstruct, or reproduce the test material in any way, either orally or in writing.
- Do **not** discuss the test material with others. Not all candidates may take the test on the same day, and you may unknowingly pass along information to a candidate who has not yet taken the test.
- Be careful to follow instructions and observe test security requirements before, during, and after the test.

CHEATING

Test proctors will be present to instruct test takers and to monitor the security and fairness of the testing process. If any candidate is determined to have in any way violated test rules or engaged in dishonest behavior, that individual may be removed from the testing process by test proctors and may be disqualified. Any behavior that demonstrates a willful violation of the test rules or dishonest behavior (e.g., viewing another test-taker's answer sheet, answering questions after time expires, sharing answers with other parties) may result in disqualification. You should seek to avoid the appearance of any wrong-doing throughout the test-taking process. Keep your eyes on your testing materials and do not engage in conversation with other test-takers during the test.

TEST ETIQUETTE

It is important that you be respectful to other test takers seated around you. Do not make loud noises or engage in distracting behavior during the course of the test administration. If you use the washroom or exit the test facility, do so quietly and with as little distraction as possible.

EXAMINATION OVERVIEW

The Massachusetts State Police Cadet Examination will consist of 102 multiple-choice questions that will measure your cognitive abilities as well as your situational judgement skills and attitudes.

When you arrive at the testing center on the day of the test, you will need to follow the proper check-in procedures. Listen carefully to and follow all instructions. Instructions will be provided prior to the beginning of the exam. Make sure you understand these instructions prior to beginning the exam.

The entire examination will last three hours. The examination contains two sections: cognitive ability and situational judgement. These sections will be timed continuously with no break in-between. You will be given three hours total to complete the exam (i.e., three hours to complete both cognitive ability and the situational judgement sections). Be sure to pace yourself so that you can complete the entire exam. If you finish early, use the extra time to look over your work and check your answers. There is no bonus for finishing early, so we recommend that you use as much time as needed to perfect your exam.

WHAT DOES THE EXAMINATION MEASURE?

The Massachusetts State Police Cadet Examination was designed to measure numerous areas that are related to successful performance as a Massachusetts State Police Cadet. Specifically, the examination contains questions covering two broad areas: cognitive ability and situational judgement. It is important to note that the examination does not measure job knowledge or any specific skills that require specialized training. You will not need any specific law enforcement knowledge or skills to succeed on the examination.

COGNITIVE ABILITIES

The Massachusetts State Police Cadet Examination assesses seven narrow cognitive abilities. These seven cognitive ability areas have been demonstrated to be important for success in the Massachusetts State Police Cadet job based on job analytic research.

Construct	Dimension
Cognitive Abilities	Written Comprehension
	Deductive Reasoning
	Information Gathering
	Inductive Reasoning
	Selective Attention
	Written Expression
	Problem Sensitivity

SITUATIONAL JUDGEMENT

Situational Judgement is the way you approach and respond to situations encountered in the workplace or in your daily life. Law enforcement officers must use situational judgement in performing daily work activities including, but not limited to, interacting with colleagues and the public, responding to emergencies or dangerous situations, making arrests, and questioning suspects and witnesses.

The situational judgement section of the examination contains numerous scenarios related to an event or subject. Each scenario is followed by several response options regarding ways that you could interpret and/or respond to the particular situation. For this type of question, you should choose the response that is closest to how you would respond; the response may not be exactly what you would do or think. This section will also contain questions about how you feel or think about a specific topic, or ask you to describe yourself in some way. The best way for you to answer these questions is to think about your own experiences and skills, and answer the questions honestly and thoughtfully.

For each item, you will read each answer choice carefully and decide which one answer choice is the best response to the item. In many cases, you are asked to choose the most logical or best response. In other cases, you are asked what you have done in the past or what you would do in a similar situation. Choose the answer that comes closest to how you would handle the situation, even if it is not exactly what you would do.

There are no obviously “correct” or “incorrect” responses to this type of question. The goal of the situational judgement measure is to assess your responses to the scenarios and compare that profile to the responses of successful criminal justice officers. Through this comparison we are able to predict candidates’ likelihood of success on the job as criminal justice officers.

Construct	Dimension
Situational Judgement	Community Interaction
	Conscientiousness
	Critical Thinking
	Emotional Stability
	Employee Relations
	Professional Skills
	Social Engagement

These situational judgement areas have been demonstrated to be essential for success in the Massachusetts State Police cadet job based on job analytic research.

ANSWER SHEET OVERVIEW

This section describes the procedures used to fill in the answer sheet during the actual exam. All of the questions on the examination will be multiple-choice. You will mark your answers on the scannable answer sheet included with the examination, and detailed instructions on how to use it will be outlined for you at that time. A sample from the answer sheet has been provided below for your review.

Things to consider when marking the answer sheet:

- Make heavy black marks that fill the circles completely.
- Erase any answers you wish to change completely.
- Do not make any other marks on the answer sheet.
- Use a #2 pencil ONLY. Pencil is required to complete the answer sheet because a computer will be reading these marks. Do not use ink or ballpoint pens.
- Place all of your answers on the answer sheet. Only answers on the answer sheet will be scored. You may use your exam booklet as scratch paper, but be certain to record your answers on the answer sheet.
- Be sure that the number of the question you are working on corresponds with the number that you fill in on the answer sheet. For example, if you are working on question “37,” make sure that you fill in your answer in the space marked “37” on the answer sheet. Periodically, check yourself to make sure that your answers are in the correct spaces.
- There will be multiple alternatives (e.g., a, b, c, and d) listed on the answer sheet for each cognitive question. Please be sure that you mark your answer in the appropriate column. You may want to go back and check your answers periodically to be sure that you have placed your answer in the correct column.

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
4.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
5.	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

You will notice that on question 5 on the sample answer sheet above, the circle marked “A” has been filled in. This indicates that answer option “A” has been selected as the correct answer for question 5. This is the correct way to mark your answer sheet. The reason that we ask you to take such care in marking your answer sheet is that the computer is not able to recognize other marks such as checks, X’s, partially filled-in circles, etc. If the computer encounters poorly erased responses or incomplete or stray marks on your answer sheet, you may not receive credit for a correct answer.

COGNITIVE ABILITY MEASURE

Cognitive abilities are capabilities of our brains to perceive, reason, understand, manipulate and interact with stimuli in the world around us. Cognitive abilities are honed through education, training and practice. The Massachusetts State Police Cadet Examination assesses seven narrow cognitive abilities: Written Comprehension, Deductive Reasoning, Information Gathering, Inductive Reasoning, Selective Attention, Written Expression, and Problem Sensitivity. Understanding each cognitive ability, considering your personal strengths and weaknesses, and allocating time to practice cognitive abilities that you tend to be weak in is one of the best ways you can prepare for the examination.

In order to better familiarize you with the diversity of questions you will experience in the cognitive section of the examination, this study guide will describe each cognitive ability area and the manner in which it might be demonstrated on the job. These descriptions, along with sample questions, will help you prepare for the examination. Your performance on the cognitive section of the examination can be dramatically improved by reviewing these sample questions and the discussion section following each question regarding the proper methods of solving each type of question.

WRITTEN COMPREHENSION

Written Comprehension is the ability to read written words and sentences and understand what is being communicated.

Cadets are required to read and understand a vast amount of training materials and are confronted with on-going professional training throughout their careers that is presented in a written format. Cadets also have to read and understand policies, directives, and tactical plans.

The following question will allow you to assess your reading ability, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 1

Please use the following passage to answer Sample Question 1.

The Commonwealth of Massachusetts voted to implement a new program designed to increase public preparedness for active shooter events due to a rise in the number of these events per year. Due to a limited budget, the program was not designed to reach all members of the public; instead, existing data on active shooter events were analyzed to determine at-risk groups, and a target group was identified for training. A committee was formed to identify this ideal target group, create a curriculum, and oversee the implementation of the training program.

The committee first considered available research, which led to the discovery that over 40% of active shooter incidents throughout the last few years occurred in office buildings. The data also showed that 68.7% of active shooter incidents ended in five minutes or less, while police tended to respond to these incidents within 10 minutes, on average. Based on this data, the committee theorized that training office workers on how to respond to an active shooter event would have a large impact on public preparedness.

The committee surveyed members of the civilian workforce and state troopers in the Western Massachusetts region regarding their preparedness for active shooter events. State troopers reported high levels of preparedness for active shooter events, while the civilian workforce reported low levels of preparedness. Based on this survey and their review of available research, the committee asserted that office workers would be an ideal target group

for the training program. Several large companies were then contacted to establish interest and seek participation for a free on-site active shooter preparedness seminar.

Through a joint effort between the committee and the Massachusetts State Police, a curriculum was developed and launched with the goal of informing office workers of current active shooter research and teaching them what to do if an active shooter is present in the workplace. After its implementation, a follow-up survey showed a significant increase in the levels of preparedness among office workers. The Commonwealth of Massachusetts declared that the program was a success and voted to expand the program to target other types of employees.

1. **The main idea of the passage is that _____.**
 - a. the number of active shooter victims may be reduced by educating the civilian population on what to do if an active shooter is present in the workplace
 - b. active shooter events impact office workers more than they impact workers in other industries
 - c. a study revealed that state troopers were well trained on how to handle an active shooter scenario
 - d. a program to increase preparedness for active shooter events among office workers was deemed successful after its development and subsequent launch

Discussion

This question measures your ability to process and comprehend written language, or your ability to read a lengthy passage and synthesize the theme of that passage into a single summary statement. In order to do this, you have to identify what the author sought to communicate and select the answer option that best summarizes that thought.

The best strategy to use in responding to reading questions, or any question that requires you to read a lot of information, is to first review the question. Knowing what you are trying to answer will allow you to read the passage with a keen eye. After you review the question, carefully read through the passage and keep in mind the question that you are trying to answer. Take your time reading the passage. Rushing or skipping over sections will only make it more difficult to arrive at the correct answer. Worse, you will probably end up having to read the passage again. So, slow down and read for understanding the first time.

As you read each paragraph it is helpful to either underline key sentences that help summarize the paragraph or make short notes in the margins to summarize the theme of each paragraph. Following are sample notes you might keep to summarize each paragraph:

- Paragraph 1: The Commonwealth of Massachusetts formed a committee to identify a target group for a new program to increase public preparedness for active shooter events.
- Paragraph 2: The committee found existing research that showed a large percentage of active shooter incidents occurred in office buildings, most incidents ended in five minutes or less, and police respond to these incidents within 10 minutes.
- Paragraph 3: The committee found that civilian workers reported low levels of preparedness for active shooter events; combined with the existing research, they asserted that office workers would be an ideal target group for the new program.
- Paragraph 4: After its curriculum was developed, the program was launched and was declared a success after levels of preparedness among office workers increased.

The question asks you about the main idea of the passage. By reviewing your summary notes, you can synthesize the key information from the passage to arrive at a conclusion.

By combining the summary notes, we arrive at the following conclusion: a committee formed by the Commonwealth of Massachusetts (Paragraph 1) reviewed existing research and surveyed civilian workers before implementing an active shooter preparedness program for office workers (Paragraphs 2 and 3); the program was launched and declared a success (Paragraph 4). By knowing that these are the key points from the passage, you can systematically review the answer options to see which one best fits.

Option “a” is incorrect because, while it is implied by the passage, it is never actually discussed that the number of active shooter victims may be reduced by educating civilians. Additionally, this option is too specific and focuses on a single fact that is implied by the passage; it is important to consider the passage as a whole when determining the main idea.

Option “b” is incorrect because, like option “a,” it is never actually mentioned in the passage. While the passage does state that “over 40% of active shooter incidents throughout the last few years occurred in office buildings,” this does not mean that these events impact office workers more than they impact other workers. Also, like option “a,” this option is much too specific. The program’s focus on office workers is a key piece of information, but it does not tell the entire story of the passage.

Option “c,” “a study revealed that state troopers were well trained on how to handle an active shooter scenario,” is directly mentioned in the passage in Paragraph 3. However, like “a” and “b,” this option is too specific. It does not take into account the information presented throughout the entire passage and instead focuses on a single fact. Option “c” is therefore incorrect.

Option “d” fits the conclusion we produced from combining our summary notes about the passage. It mentions the key points from the passage and summarizes them into a general conclusion about the passage: “a program to increase preparedness for active shooter events among office workers was deemed successful after its development and subsequent launch.”

Based on this analysis, you should select “d” as the correct answer.

Correct answer: D

WRITTEN COMPREHENSION TIPS

For all written comprehension questions on the examination, you will be given a passage to read. You will then answer questions that ask you to recall details from the passage. In order to answer the questions correctly, you must understand the meaning of the preceding passage.

The most common error you are likely to make in responding to a question like this is to select an answer that sounds correct, because the information comes from the passage, but is not relevant or accurate based on the specific question that is asked. Your challenge is to carefully read and understand the passage and the question that is asked. When you are asked about a passage’s main idea, be careful not to focus too much on specific facts or pieces of information presented. Think about all of the important information presented and combine it to produce a statement summarizing the entire passage.

All reading questions on the examination will contain a focal passage and questions that are highly similar to the question you see here. To improve your reading and ultimately perform at your best on the Massachusetts State

Cadet Examination, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

DEDUCTIVE REASONING

Deductive reasoning is the ability to apply rules and principles to make decisions about what to expect from a specific situation. It involves applying general rules to specific problems to produce logical answers.

During training, cadets learn about criminal and traffic laws as well as the elements of crimes. They often have to apply this information to specific situations that occur in the field. Applying state statutes, state policies, procedures, and laws to specific situations in the field all involve deductive reasoning ability.

The following question will allow you to assess your deductive reasoning ability, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 2

Please use the information presented below to answer Sample Question 2.

Department Library Policies

Use of printed and audiovisual materials owned by the department:

- The library location shall be housed in the administrative sector of the police department. All materials are to be borrowed from and returned to this centralized area.
- At least one set of study materials for all applicable promotional ranks shall always be kept on file. These documents will be on “reserve” and shall not be removed or rented from the library. No exceptions.
- From time to time, the department may issue printed items or textbooks to individuals for their use while serving as members of the department.

Check out and return policy:

- An individual may borrow books from the department library for a period of no more than 14 days. The borrowed item must be returned to the library.
- For promotional processes, all materials may only be borrowed for a maximum of 7 days.
- An individual may check out a maximum of two books at one time.
- To check out a book, the individual shall record the name of the item being borrowed on the Library Book Checkout Log, along with the date and name of the borrower.
- Books may NOT be loaned to another individual while checked out under any circumstances.
- Audiovisual materials and equipment may also be checked out by a member of the department.
- When an item is returned to the library, the borrower shall record the return date on the appropriate form.

Responsibilities:

- The County Training Officer will be the custodian of the library. They will maintain the materials within the library and regulate the use of the available resources.
- Any individual who borrows or checks out materials from the department library shall be responsible for that material entrusted to him/her.

2. Tony borrowed a book on leadership from the department library. One day before the book is due, he hands the book over to Alex who expressed interest in reading it next. According to the information above, are Tony's actions a violation of departmental policy?
- a. No, since Tony will be handing the book off to Alex a day before it's due, he is not in violation of keeping the book longer than outlined in the policy.
 - b. No, since Alex is a member of the police department, he is eligible to directly take the book from Tony once he has finished reading it.
 - c. Yes, Tony must return the book to the library and record the return date on the appropriate form to indicate the book has been returned. Alex can then rent the book under his own name.
 - d. Yes, Tony must first check to ensure nobody else has placed a hold on the book before he can loan it to Alex.

Discussion

Before you read the information in the passage, read the question carefully. This question is asking you to identify whether Tony has violated departmental policy based on some specific facts described in the question. Knowing that you are trying to identify whether a violation occurred, you can read the information contained in the passage with this in mind. It may also be helpful to highlight key words and descriptions within the passage that are in line with the description presented in the question.

Based on the question, Tony borrowed a book from the library and then gave the book to Alex one day before it was due. With this in mind, we can begin skimming the passage to find the answer to the question. The first section, "Use of printed and audiovisual materials owned by the department," does not contain any relevant information.

The second section, "Check out and return policy," seems to contain relevant information. In fact, the fifth point states that "Books may NOT be loaned to another individual while checked out under any circumstances." This answers the question presented in the question stem, "are Tony's actions a violation of departmental policy?" The answer to this is "Yes." Based on this, we can immediately eliminate answer options "a" and "b," since they both state that "No," Tony's actions were NOT a violation of departmental policy.

Having narrowed down our options to "c" and "d," we must determine which of the two contains correct information. Option "c" states that "Tony must return the book to the library and fill out the appropriate form to indicate the book has been returned. Alex can then rent the book under his own name." Based on the last point under "Check out and return policy," it is true that when a book is returned to the library, the borrower must record the return date on a form. It then follows that once the book is returned, Alex can rent it. Based on this information, option "c" is correct. However, you should still review option "d" to ensure that it is not a better answer.

Option "d" asserts that if no one has a hold on the book, Tony can loan it to Alex. This contradicts the fifth point of "Check out and return policy," which states that "Books may NOT be loaned to another individual while checked out under any circumstances." Option "d" is therefore incorrect. Option "c" must be the correct answer.

Correct answer: C

DEDUCTIVE REASONING TIPS

For deductive reasoning questions, you will be asked to review a table or passage containing definitions, rules, or policies. You will then be given a specific situation related to the information presented and have to determine the best answer based on the question asked.

A common mistake made by candidates when responding to deductive reasoning questions is to attempt to answer the question without carefully considering the information in the table or passage. Often candidates will assume that they are familiar with the information in the table and will use their own knowledge to answer the question. This might lead a candidate to answer the question without reading the full table or passage. Remember, the information that is provided is **all** that is necessary to answer the question. Do not use prior knowledge of the topic to determine the answer. If you do not use the information provided, there is a chance that you will answer the question incorrectly.

The Massachusetts State Police Cadet Examination will contain questions like Sample Question 2 or questions that reference information presented in tables. In each case, the information that is provided is essential for answering the question. All such questions should be approached in the manner described here.

To improve your deductive reasoning and ultimately perform at your best on the Massachusetts State Police Cadet Examination, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

INFORMATION ORDERING

Ordering of information is the ability to identify the best or proper order of given actions or steps. It involves your ability to place events in a logical and meaningful order. This also involves determining the order in which each event in a scenario occurred to produce an accurate timeline. This ability is fundamental to understanding the proper order of steps in performing a specific task safely.

Cadets often use ordering of information when they collect facts and accounts from witnesses and then attempt to piece together the sequence of events based on disparate pieces of information. This ability is also used in applying first aid, following a procedure in operating equipment or arranging sentences in a meaningful paragraph.

The following question will allow you to assess your ordering of information ability, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 3

Please use the passage below to answer Sample Question 3.

Walter Allen witnesses a traffic accident. His description of the accident includes the following six statements. The statements are not in order.

1. The driver of the Suburban quickly approached the traffic jam, slammed on the brakes, and swerved into the intersection to avoid hitting the vehicles.
2. The Suburban then continued through the intersection into oncoming traffic in the opposite lane.
3. I moved to the right lane so the Suburban could pass me, but then I noticed a large traffic jam ahead.
4. I called 911 when the vehicles collided. Both the sedan and Suburban were totaled.
5. When the Suburban entered the opposite lane, traffic on that side came to a halt, but only after the Suburban was hit by a sedan.
6. I was driving on Route 59 when I noticed a black Suburban speed up very quickly behind me.

3. Which of the following is the correct order of the above statements?

- a. 6, 3, 1, 2, 5, 4
- b. 6, 3, 2, 5, 1, 4
- c. 6, 5, 3, 2, 1, 4
- d. 6, 3, 2, 1, 5, 4

Discussion

In order to answer this question, you must first read through all six statements. When reading through them, you may wish to make notes by each step indicating that it comes earlier or later in the process. If you identify the two or three steps that come earlier, the two or three steps in the middle, and the two or three steps that come later, you can then go back and rank-order these statements in smaller groups. This takes a complex task and breaks it into more manageable pieces.

These statements provide a sequence of events that took place during a traffic accident. After reading through all the statements, you will notice that the statements in total can describe the scene prior to the accident, during the accident and just after the accident. Based on this analysis, you can make some quick notes to attempt to place the statements into meaningful groups. Statements 1, 2, and 3 must have occurred before the accident, because we know from skimming the subsequent statements that the Suburban was involved in the accident. You

should write “before” next to these first three statements. Statement 4 occurred after the accident, because the witness indicates that both the sedan and Suburban were totaled. You should write “after” next to statement 4. Statement 5 occurred during the accident, because it details exactly how the collision happened. Finally, statement 6 occurred before the accident, as it informs us that the Suburban was speeding.

You will note that you have four statements that come before the accident, one during the accident and one after the accident. Since your goal is to place these events in chronological order, you can immediately designate statement 4 as the last event because it is the only one to have occurred after the accident. You can also immediately designate statement 5 as the second to last event, as it is the only one that occurred during the accident. This quick assessment allows you to immediately dismiss answer options “b” and “c” because they do not list statement 5 as the second to last event.

Looking at the statements that come before the accident, statements 1, 2, 3, and 6, you should attempt to order these chronologically. You will notice that statement 6 is likely the first event in the series because this statement has the witness first noticing the speeding Suburban behind him. Because the Suburban is speeding up behind the witness, it would make sense that the next event would have the witness switching lanes so the Suburban could pass. Statement 3 fits as the second event. Statement 1 would be the third event because it has the Suburban approach the traffic jam mentioned in statement 3 and swerve into the intersection. This statement also points to the fourth statement as the suburban continues through the intersection into oncoming traffic. This leaves statement 2 to be the fourth in the series. So, of these first four statements, we can organize them as follows: 6, 3, 1, and 2. The entire sequence is 6, 3, 1, 2, 5, 4. Option “a” is therefore the correct response based on your organization of the six statements.

Once you have determined the proper sequence, read the statements through in order and make sure that the sequence makes logical sense. If so, you have found the appropriate solution.

Correct answer: A

INFORMATION ORDERING TIPS

The most common mistake that is made in ordering of information questions is failing to read all the steps before beginning the organization process. You cannot determine the order of statements, or even categorize them effectively, until you have considered all the choices. Another common mistake is failing to review the steps in order after you have drawn a conclusion regarding their order. This last check ensures that the sequence is logical. Often you will find that it makes sense to switch one or two of the steps around to allow the sequence to flow better.

The ordering of information items on the Massachusetts State Police Cadet Examination will all follow the same format as Sample Question 3. All such questions should be approached in the manner described here.

To improve your ordering of information ability and ultimately perform at your best on the Massachusetts State Police Cadet Examination, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

INDUCTIVE REASONING

Inductive reasoning is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions.

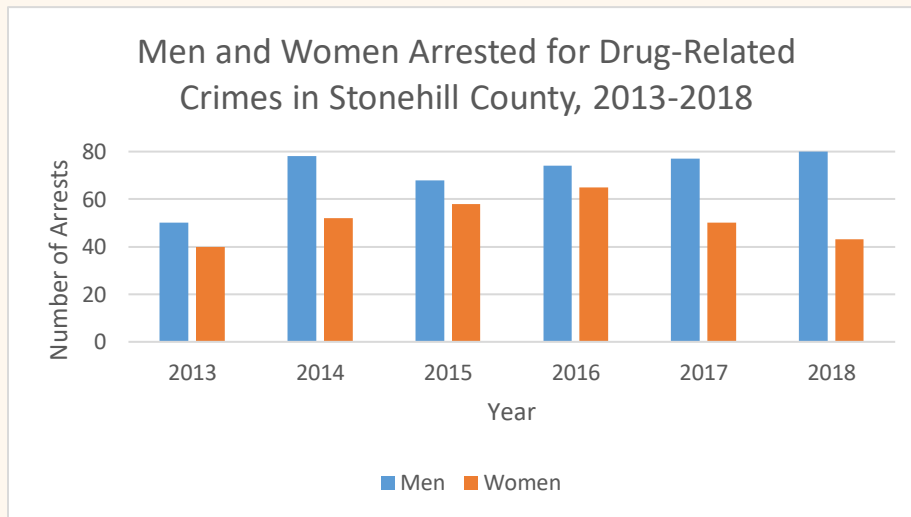
Troopers and Cadets frequently exercise this ability when they take in multiple pieces of information about a crime scene, data or statistical patterns, or incident and make decisions about how to react. This ability is used when performing any type of analysis to detect an underlying pattern or when concluding that rules or laws have been violated.

The following question will allow you to assess your inductive reasoning ability, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 4

Please use the information presented to answer Sample Question 4.

Use the following graphs to answer the question below:



4. **At the end of 2016, the Stonehill Police Department implemented a campaign with the goal of lowering the number of women arrested for drug-related crimes. Based on the information in the graphs, what was the effect of the campaign?**
- a. The campaign made the problem worse, because the number of arrests of women increased from 2016-2018.
 - b. The campaign was effective, because the number of arrests of women decreased from 2016-2018.
 - c. The campaign was effective in 2017, but the number of arrests of women increased again in 2018.
 - d. The campaign had no effect on the number of women arrested for drug-related crimes from 2016-2018.

Discussion

This question measures inductive reasoning, or your ability to combine information to arrive at a conclusion about what has occurred. In this case, you need to consider information from two separate sources and determine how they fit together.

The question asks you if the campaign implemented by the Stonehill Police had any effect on drug-related arrest rates. In order to answer this question, you must review all parts of the bar graphs and use the details presented in them to determine what information the graph is displaying.

After reviewing the bar graph, you can evaluate each of the answer options to determine which is true. First, we consider option “a”, which states that the campaign made the problem worse. You should see that the number of arrests of women, indicated in orange, did not increase from 2016 to 2018. This indicates that the problem, a high arrest rate in women, has not gotten worse because it has not increased over the years since the campaign was implemented. Therefore, we can conclude that option “a” is incorrect.

Next, we should evaluate option “b.” This option states that the campaign was a success because the number of women arrested each year decreased from 2016 to 2018. As we can see in the graph, the number of arrests does lower from 2016 to 2017 and then again from 2017 to 2018. With this information, we can conclude that option “b” is the correct answer.

Although option “b” is correct, we should still examine options “c” and “d” to eliminate them. Option “c” states that the campaign was not effective because the number of women arrested increased again in 2018. When we consult that bar graph, we can see that the number of women arrested decreases, not increases, from about 50 in 2017 to about 45 in 2018. Therefore, option “c” is incorrect.

Lastly, we should evaluate option “d.” This option states that the campaign has no effect at all on the number of women arrested. For this to be true, the number of arrests in 2017 and 2018 would remain around 65, the same number of arrests as 2016. We can see in the graph that this is not true and that arrests did go down between 2016 and 2018. Therefore, option “d” is incorrect.

Correct answer: B

INDUCTIVE REASONING TIPS

Given the volume of information that you must synthesize, it may be necessary to make some form of notes to generate a reasonable understanding of the situation that is described. Commonly, candidates will error on these types of questions because they are rushing and fail to generate a clear picture of the situation based on the information presented.

Ensure that you do not draw conclusions based on a single graph’s information account (assuming that a given question provides you with two reference graphs). You should synthesize the information provided by all provided graphs in order to draw conclusions and answer the questions that are asked.

All the questions on the Massachusetts State Police Cadet Examination that assess inductive reasoning will involve infographics of some kind and will ask you to correctly identify conclusions based off of the information the graph(s) provided. To improve your inductive reasoning and ultimately perform at your best on the Massachusetts State Police Cadet Examination, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

SELECTIVE ATTENTION

Selective attention is the ability to concentrate on a task over a period of time without being distracted. This ability allows one to concentrate even when there is a good deal of distraction in their environment.

Cadets will be expected to complete data entry and inquiries, make record of daily activities in department logs, and write and review incident reports. All of these activities require the use of attention to detail and the ability to concentrate on a task in the midst of distraction.

The following questions will require you to be able to identify the correct string of letters, numbers, or symbols from the four options that exactly matches the string provided. Importantly, selective attention questions may ask you to determine which answer options matches the original string exactly in its original order (i.e. from left to right).

SAMPLE QUESTIONS 5 AND 6

Please use the information presented to answer Sample Questions 5 and 6.

Choose only the option that contains the exact pattern of letter, symbols, and numbers of the first pattern shown while keeping the orientation of letter, symbols, and numbers constant.

5. BB98BL988B8899B8B98B

- a. BB98BL98BB8899B8B98B
- b. BB98BL988B889B98B98B
- c. BB98BL988B8899L8B98B
- d. BB98BL988B8899B8B98B

6. %\$#^*(%&(#)()*%^^*())()^

- a. %\$#*^(%&(#)()*%^^*())()^
- b. %\$#^*(%&(#)((*%^^*())()^
- c. %\$#^*(%&(#)()*%^^*())()^
- d. %\$#^*(%&(#)()*%^^*())()^

Discussion

These questions measure selective attention, or your ability to concentrate and select differences in information. Specifically, these questions are asking you to find the matching sequence of letters, numbers, or symbols by combing through all four answer options to find the option with no changes to the sequence.

For question 5, we begin with option “a” and can see that the ninth character has been changed from an ‘8’ to a ‘B’. Therefore, option “a” is incorrect. In option “b”, the fifteenth character has been changed from a ‘B’ to a ‘9’, which makes option “b” incorrect as well. In option “c”, the fifteenth character has again been changed, this time from a ‘B’ to a ‘L’. This change makes option “c” incorrect. This leaves option “d”, which we can see is identical to the original sequence of letters and numbers.

Correct answer: D

For question 6, we begin with option “a” and can see that the fourth and fifth characters, ‘^’ and ‘*’ respectively, have been switched. Therefore, option “a” is incorrect. In option “b”, the twelfth character has been changed

from a ‘)’ to a ‘(’. This makes option “b” incorrect as well. In option “c”, the nineteenth character has been changed from a ‘(’ to a ‘)’. This change makes option “c” incorrect. This leaves us with option “d”, which we can see is identical to the original sequence of symbols.

Correct answer: D

SELECTIVE ATTENTION TIPS

All the questions on the Massachusetts State Police Cadet Examination that assess selective attention will involve the identification of the exact pattern of letters, symbols, and patterns from the provided example among the four answer options. Be sure that you carefully examine all answer options, paying close attention to each character in the line to find the inconsistency. Take your time and do not rush. Each line will only contain one changed character, meaning once you find the error you can eliminate that option as a possible answer.

To improve your selective attention and ultimately perform at your best on the Massachusetts State Police Cadet Examination, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

WRITTEN EXPRESSION

Written Expression reflects an individual’s knowledge of writing with respect to word usage, spelling, and punctuation.

Cadets engage in written communication in a multitude of ways and must be able to communicate intelligently and professionally via the written word. It is necessary to understand how to spell common words, properly use and pair parts of language (e.g., nouns, verbs, articles, etc.), punctuate sentences properly, and compose meaningful sentences.

The following question will allow you to assess your ability to convey written messages in a clear, concise and easy to read format, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 7

For Sample Question 7, choose the answer option that correctly completes the sentence.

7. As you become more tenured, you will _____ more time off.
- a. aquire
 - b. adquire
 - c. acquire
 - d. acquier

Discussion

This question measures your ability to identify proper spelling. To the extent that you understand how to spell appropriately, you should be able to recognize which answer option correctly completes the sentence provided.

In order to answer this question, you should first read the sentence and answer options and see if the correct answer noticeably stands out to you. If so, try inserting what you believe to be the correct spelling into the sentence and re-reading it to ensure that it is accurate. If you cannot immediately identify the correct answer, carefully read through the answer options to identify which ones contain errors. Move through each option using this method. Make sure you can come up with a spelling rule that is clearly broken in each instance. Through this process of elimination, you should end up with only the correct answer remaining.

In this question, the only correct answer is “c.” Specifically, the word “acquire” is spelled correctly. Each of the other answer options presents misspellings of the word “acquire.” By utilizing your knowledge of basic spelling, you can conclude that the correct answer is option “c.”

Correct answer: C

WRITTEN EXPRESSION TIPS

Many of the written expression items on the examination will ask you to identify the answer option that correctly completes a sentence. You will also be asked to identify which sentence, out of four possible options, contains a misspelled word, grammatical error, or punctuation error. These types of questions will require you to be familiar with common grammar, spelling, punctuation, and syntax rules. There are many rules that govern the use of the English language. It would be wise to consult a text that teaches high school-level (8th to 10th grade) grammar and style rules, or a writer’s style manual. Please note that the examination will only ask questions about conventional and commonly-accepted practices. Style manuals often disagree on lesser grammar and style rules. Also, any

misspelled words for which questions are asked will be commonly used words that the majority of individuals should be capable of spelling.

Following is a brief summary of common and important grammar and syntax rules. This list is not intended to be exhaustive, but rather to communicate common rules and errors with which you should be familiar.

Use of Apostrophes and Quotation Marks

- If you are trying to communicate the possessive form of a singular noun, generally you add “ ’s” to the word.
INCORRECT: The childs bike was stolen from her front yard.
CORRECT: The child’s bike was stolen from her front yard.
- If the noun is plural, generally, you add the apostrophe after the “s.”
INCORRECT: The twins’s parents allowed both of them to attend the party.
CORRECT: The twins’ parents allowed both of them to attend the party.
- The possessive form of “it” does not contain an apostrophe (the apostrophe is reserved for the contraction of “it is”).
INCORRECT: Sandra had to replace her radio after it’s speaker stopped working.
CORRECT: Sandra had to replace her radio after its speaker stopped working.
- Possessive pronouns (e.g., hers, yours) do not use apostrophes.
INCORRECT: Meghan is known for her landscaping skills. Her’s is the biggest garden on the block!
CORRECT: Meghan is known for her landscaping skills. Hers is the biggest garden on the block!
- When contracting words, the apostrophe is intended to take the place of the missing letter(s) (e.g., “it’s” for “it is,” “wouldn’t” for “would not”).
INCORRECT: Josh could’nt go to work today because he was feeling sick.
CORRECT: Josh couldn’t go to work today because he was feeling sick.
- Generally, a quote contained within a sentence is preceded by a comma outside the quotation marks and/or is followed by a comma inside the quotation marks.
INCORRECT: Mark said “I really hate when the air conditioner stops working.”
CORRECT: Mark said, “I really hate when the air conditioner stops working.”

OR

- INCORRECT:** “I really hate when the air conditioner stops working” Mark said.
- CORRECT:** “I really hate when the air conditioner stops working,” Mark said.

Subject-Verb Agreement and Verb Tense Agreement

- The number (singular or plural) of the subject dictates the number of the verb.
INCORRECT: The girls runs to school.
CORRECT: The girls run to school.
- OR**
- INCORRECT:** The dog chase the bus.
 - CORRECT:** The dog chases the bus.
- When the subject is a pronoun, the pronoun number and verb number must agree.
INCORRECT: People stare at him as he patrol the neighborhood.
CORRECT: People stare at him as he patrols the neighborhood.
 - He/she/his/her coincide with singular nouns and they/their coincides with plural nouns.
INCORRECT: Trooper Summers took their lunch break at noon.
CORRECT: Trooper Summers took her lunch break at noon.

OR

INCORRECT: Trooper Ortega and Sergeant Byrd parked his squad car in the shade.

CORRECT: Trooper Ortega and Sergeant Byrd parked their squad car in the shade.

- The verb tense (present, past, future) should remain consistent within a summary or description.

INCORRECT: Austin left his house to go to work. He gets in his car and started driving down the road. As he was stopped at an intersection, he heard brakes squealing and sees a white truck run the red light. It crashed into a blue sedan and flees the scene.

CORRECT: Austin left his house to go to work. He got in his car and started driving down the road. As he was stopped at an intersection, he heard brakes squealing and saw a white truck run the red light. It crashed into a blue sedan and fled the scene.

Commonly Misused Words

- Numerous words are commonly confused or misused including, whether/weather, affect/effect, then/than, their/there/they're and to/too.

INCORRECT: Before approaching the suspect, Trooper Butler debated weather or not he should call for backup.

CORRECT: Before approaching the suspect, Trooper Butler debated whether or not he should call for backup.

OR

INCORRECT: Sergeant Cohen was called too the scene of a burglary.

CORRECT: Sergeant Cohen was called to the scene of a burglary.

OR

INCORRECT: Troopers Griffin and Hubbard returned from they're lunch break to find a vandalized squad car.

CORRECT: Troopers Griffin and Hubbard returned from their lunch break to find a vandalized squad car.

To improve your grammar and ultimately perform at your best on the Massachusetts State Police Cadet Examination, you should also refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

PROBLEM SENSITIVITY

Problem Sensitivity is the ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.

The following question will assess the degree to which you are able to correctly identify a problem, as well as gauge the varying levels of seriousness of multiple problems or issues. Typical scenarios include those related to property damage, physical harm, injury, or other job-related scenarios.

SAMPLE QUESTION 8

Please use the passage below to answer Sample Question 8

Detective Snyder was dispatched to investigate a burglary complaint from a couple staying at the Halekulani hotel. When Detective Snyder arrived on scene, she was briefed on the incident. A couple from the hotel, Luna and Ian, checked into their hotel the previous morning and were out of the hotel room for most of the day. Early the next morning, Ian received multiple fraud alerts from his credit card company. Worried, he searched the room for his wallet only to realize that it was missing. Luna's purse was also missing. All of the couple's credit cards and cash were inside the wallet and purse. The couple called hotel security and the police.

Detective Snyder began her investigation by searching Luna and Ian's hotel room, which was located on the 10th floor. Detective Snyder did not find any evidence of forced entry into the room. She noted that the windows were locked from the inside, and there was no sign of forced entry or tampering.

Detective Snyder then asked the couple to describe their interactions with the hotel staff in the last 24 hours. Ian stated that when they arrived, he checked in at the front desk with Ashley Coker. She asked if they were celebrating anything, and Ian responded that they were celebrating their one-year anniversary. Ian also spoke with the concierge, Jake Wiley, to make a dinner reservation and to book an in-room massage. Finally, the bellhop, Tommy Jackson, took their luggage and helped them to their room. While in the elevator, Tommy inquired about their vacation. Luna mentioned that it was their anniversary and that they planned to do a number of activities while in Hawaii. After asking about their evening plans, he suggested a couple of restaurants and bars. The couple left the hotel to do some shopping, and later returned at 6:00 PM to drop off their bags before dinner. At 6:30 PM they arrived at Azure, and were seated for their reservation. The couple returned to their room at 8:30 PM and at 9:00 PM two masseuses, Tabitha and Jonah, arrived to give them a 60-minute couple's massage. Following the massage, the couple paid the masseuses and then left to walk along the beach for approximately an hour; Tabitha and Jonah were left alone to clean up their equipment. Returning to the hotel bar, the couple ordered a few drinks and relaxed for an additional 45 minutes. Ian realized he forgot to bring his wallet on the walk, so they charged the bill to the room and retired to their hotel room for the night.

Detective Snyder began interviewing the hotel staff. She first interviewed Ashley Coker. Ashley explained that her shift ended at 8:00 PM, and John Thacker took over the front desk duties. Video footage confirmed the shift change and showed Ashley leaving the hotel in her car. Detective Snyder then interviewed Jake Wiley, who stated that his shift ended at midnight and another concierge did not come in until the following morning. During his shift, Jake was not allowed to leave the area because he was the only concierge on duty. Jake was never seen on footage leaving the hotel after his shift. Tommy was the third person Detective Snyder interviewed. While asking him about his whereabouts, Tommy stated that he left work around 6:00 PM after helping a family to their room because he was not feeling well. Finally, Detective Snyder interviewed Tabitha and Jonah, the masseuses, regarding their interaction with the couple. Both Tabitha and Jonah had no clients following the couple. Both Tabitha and Jonah were seen loading equipment and bags into their cars at 10:45 PM and then driving away.

8. Based on the information in the passage, which individual(s) MOST likely stole the couple’s belongings?

- a. Ashley
- b. Tommy
- c. Jonah and Tabitha
- d. Jake

Discussion

This question measures your ability to anticipate and identify potential problems in a given scenario. In order to do this, you have to process the information the author provided and select the most likely conclusion from the answer options.

The best way to do this is to consider which answer options have information in the passage that make them unlikely. Let’s first consider Ashley, answer option ‘a’. She states that her shift ended at 8:00 p.m. and footage confirms she left the hotel at that time. While Luna and Ian were out of the room at that time for dinner, their description of the day states that they paid for dinner and paid the masseuses later in the night. If Ashley had stolen their wallets while the couple was at dinner, they would not have been able to pay for their dinner and massage. This allows us to conclude that answer option ‘a’ is incorrect.

We can use similar logic to examine answer option “b”, Tommy. He claims that he left his shift at 6:00 p.m. that night. From the passage, we know that Luna and Ian were in possession of their stolen items and were in their room at that time. Because of this, we can also determine that option “b” is incorrect.

Next, we consider option “c”, Jonah and Tabitha. Their statements claim that they had no clients directly after Luna and Ian, indicating that they have no proof of their whereabouts following the massage. They also state that they don’t finish packing up and leave hotel property until 10:45 p.m., while Luna and Ian are still out of the room. Luna and Ian’s statement that they did not have their wallet at the bar after their walk following their massage suggests that they left their wallets in their room, where they had also left Jonah and Tabitha alone to pack up their equipment. By piecing together that Jonah and Tabitha were left alone in the room and Luna and Ian confirming that they had left their wallet in their room before their walk, it is likely that Jonah and Tabitha were the ones to steal the wallets.

Before selecting an answer, we must also consider option “d”, Jake. His statement claims that his shift did not end until midnight and that he was not allowed to leave his area because he was the only concierge on duty at that time. He did not leave the hotel until well after the couple had returned to their room and did not leave his assigned area during the time they were out of the room, therefore making option “d” incorrect. After we’ve considered all answer options, we can see that option “c”, Jonah and Tabitha, are the most likely individuals to have taken the items out of Luna and Ian’s room because all other options are not plausible and Jonah and Tabitha’s accounts place them in Luna and Ian’s room when they were not there, giving them the opportunity to take the wallets and purse.

Correct answer: C

PROBLEM SENSITIVITY TIPS

Given the volume of information that you must synthesize, it is often necessary to make some form of notes or outline of a scenario to generate a reasonable understanding of the situation that is described. Commonly,

candidates will error on these types of questions because they are rushing and fail to generate a clear picture of the situation based on the information presented.

Ensure that you do not draw conclusions based only a single portion of the passage. Also be sure that you are not trying to solve the problem presented in the passage. Your only task is to identify the potential problem that could occur, or the causes of that problem based on the information provided to you in the passage.

All the questions on the Massachusetts State Police Cadet Examination that assess problem sensitivity will involve the synthesis of information based on hypothetical passages. To improve your problem sensitivity and ultimately perform at your best on the Massachusetts State Police Cadet Examination, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

ADDITIONAL RESOURCES FOR IMPROVING YOUR COGNITIVE ABILITIES

Your performance on the cognitive ability section of the examination can be improved by practicing the specific cognitive abilities that are measured by the exam. For more practice with these abilities, you should consider the following resources:

- **GRAMMAR, SPELLING, AND VOCABULARY WORKBOOKS.** For additional resources to improve your grammar and vocabulary, consider referencing a study aid that focuses on high-school level (8th to 10th grade) grammar, spelling, and/or vocabulary. Appropriate study aids for the Massachusetts State Police Cadet Examination would be tailored to individuals studying for high school or for the GED test.
- **STUDY AIDS FOR IOS' FLAGSHIP ENTRY-LEVEL LAW ENFORCEMENT EXAMINATIONS.** IOS publishes several entry-level law enforcement examinations which measure cognitive abilities similar to those measured by the Massachusetts State Police Cadet Examination. While the formats of some of the questions found on these examinations differ from the formats of those on the Massachusetts State Police Cadet Examination, the underlying cognitive abilities measured by the examinations are similar. Reviewing study materials for the following examinations may prove helpful if you need additional practice:
 - **NCJOSI².** Preparation materials for the NCJOSI² will help you hone the following cognitive abilities: deductive reasoning, inductive reasoning, problem sensitivity, and selective attention. NCJOSI² study aids also help with verbal comprehension (similar to the written comprehension items on the MSP Cadet Examination), information gathering (similar to information ordering), and verbal expression (similar to the written expression section on the MSP Cadet Examination).
 - **LST.** Preparation materials for the LST will help you with the following cognitive abilities: deductive reasoning, inductive reasoning, written comprehension, written expression, and information ordering. LST study aids do not contain information pertaining to selective attention or problem sensitivity items.
 - You can find these study aids on IOS' website at <https://iosolutions.com/ios-web-store>. Use the product navigation bar to find study materials for the exams mentioned, or use the product search bar. If you have questions regarding these products, please contact IOS at 888-784-1290 or info@iosolutions.com.

SITUATIONAL JUDGEMENT MEASURE

The situational judgement section of the examination contains numerous scenarios related to an event or subject. Each scenario is followed by several response options regarding ways that you could interpret and/or respond to the particular situation. For this type of question, you should choose the response that is closest to how you would respond; the response may not be exactly what you would do or think. This section will also contain questions about how you feel or think about a specific topic, or ask you to describe yourself in some way. The best way for you to answer these questions is to think about your own experiences and skills, and answer the questions honestly and thoughtfully.

For each item, you will read each answer choice carefully and decide which one answer choice is the best response to the item. In many cases, you are asked to choose the most logical or best response. In other cases, you are asked what you have done in the past or what you would do in a similar situation. Choose the answer that comes closest to how you would handle the situation, even if it were not exactly what you would do.

There are no obviously “correct” or “incorrect” responses to this type of question. The goal of the situational judgement measure is to assess your responses to the scenarios and compare that profile to the responses of successful criminal justice officers. Through this comparison we are able to predict candidates’ likelihood of success on the job as criminal justice officers

SAMPLE QUESTIONS

For the following items, choose ONE answer choice. For each item, read each answer choice carefully and decide which one answer choice is the best response to the item. In many cases, you are asked to choose the most logical or best response. In other cases, you are asked what you have done in the past or what you would do in a similar situation. Choose the answer that comes closest to how you would handle the situation, even if it is not exactly what you would do.

9. Lately, you have noticed that there has been an increase in salespeople coming to your door trying to sell you various items. You find this irritating, and you wish they would stop. What is the best way to solve this problem?

- 1) Angrily tell each salesperson to leave you alone.
- 2) Let the salespeople believe that they are close to making a sale, then tell them to leave.
- 3) Let the salespeople tell you about their products before deciding whether you are interested.
- 4) Put up a sign on your door that says, “No Solicitors.”
- 5) Refuse to open your door to anyone who looks like a salesperson.

10. When a co-worker is having personal problems that are affecting his ability to get his work done, it is better to:

- 1) Encourage him to talk to someone who can help him solve his problems.
- 2) Encourage him to tell you about his problems so that you can help him.
- 3) Let him know that you would be willing to take some of his work if it would help.
- 4) Not discuss personal problems at work, and let him work it out for himself.

SITUATIONAL JUDGEMENT SECTION TIPS

A good guideline for answering these types of items is to put down the first response that feels right. Overanalyzing the scenario and answer options or looking for hidden meaning can often cause you to misunderstand the content and respond in a manner that does not reflect your true attitudes or behavioral attributes.

Some of the scenarios presented in the exam will be described within the context of the police officer job; however, it is important to note that none of these questions require you to have any knowledge of law enforcement practices or conventions. Simply respond to each scenario candidly according to what you believe the best response option is. While these are hypothetical scenarios, you should respond to these scenarios as though they are real events.

GENERAL TEST-TAKING TIPS

TIPS FOR THE DAY OF THE EXAMINATION

- **Your physical well-being.** Get a good night's sleep before the exam. Try to ensure that you are in the best possible condition both physically and mentally on the day of the exam.
- **Arrive early.** Make all necessary arrangements to ensure that you arrive early at the test site. You may need to make advance arrangements for such things as childcare and a ride to the test site. It would also be wise to anticipate traffic delays in traveling to the test site and to allocate extra travel time to ensure an early arrival even with delays. Give yourself ample time to settle in at the test site. If you arrive late, you may not be admitted to the test.
- **Confidence.** The more confident you are in your abilities, the more likely you are to do well on the exam. Try to stay focused so that you don't end up reading sentences and answer choices over and over again. You want to take control of the exam by feeling confident in your skills. Try to relax but concentrate on the exam you are about to take.
- **Attitude.** This exam is an opportunity for you to show your skills and abilities, and a positive attitude can have an impact on increasing your test score. There are a few ways to fine-tune your attitude about taking this exam:
 - Look at this exam as a challenge but try not to get "stressed out" by thinking about it too much.
 - Remember that by using this study guide and practicing your strategies, you can be more prepared for the exam.

GENERAL STRATEGIES FOR TAKING THE EXAMINATION

- **Listen carefully.** The exam administrator will provide you with complete instructions for taking the exam. Be sure that you pay close attention to all test instructions. It is extremely important that you completely understand the directions before the exam begins.
- **Ask questions.** If there are instructions that you do not understand or if something is not clear, please feel free to ask the exam administrator any questions that you may have before the exam begins.
- **Note start and end times.** Just before the test administrator begins the test, make a note of the time that the test will actually begin and the time that the test will end.
- **Keep track of time.** It is important that you keep track of your time so that you are able to pace yourself throughout the exam. You do not want to run out of time and have unanswered questions. Since the score on the cognitive portion of your exam will be based on the total number of correct answers, you will want to work both quickly and efficiently. It is also important that you keep track of time so that you are able to allot a few minutes to guess on unanswered questions at the end of the exam.
- **Remain calm.** It is important that you remain calm throughout this exam so that you are able to work most effectively. You can't allow yourself to become nervous or confused by a few difficult or challenging questions. There are going to be times when you are not going to know the answer, and neither will other individuals taking the exam. If you believe that you have not done well on any particular type of question, try to remain calm and focus on doing your best for the rest of the exam.
- **Read each question carefully.** Be sure that you understand what the question requires of you.
- **Read for meaning.** Don't get stuck on words or sentences you do not understand. You may be able to get the main idea from a sentence or paragraph without understanding the individual words or the individual sentences.
- **Try to answer the question correctly before you look at the answers given.** If you know the answer, compare it to the available choices and pick the choice closest in meaning to the answer you have in mind.
- **Answer easy questions first.** It is important that you answer the easy questions first on this exam. By doing so, you will afford yourself more time to spend on the difficult questions if necessary. Seek out questions you can answer. If there are particular kinds of questions that you feel most comfortable with, answer those questions first. For example, if you are particularly good at reading comprehension, find those items first and complete them.

- **Don't waste time on questions you can't answer.** If you believe that you are not able to answer a question, then skip it. It is better to skip a difficult question than to spend a lot of time on it and not be able to complete other exam questions.
- **Mark your exam booklet.** Mark in your exam booklet those questions that you have skipped so that you are able to come back to them later in the exam. Marking questions that you have skipped in your test booklet will help to ensure that you have answered all of the questions by the time the examination period has ended.
- **Use a process of elimination.** If a situation presents itself where you are unable to answer a question, use a process of elimination to narrow your options. First, eliminate any answers that are clearly wrong. Then determine how you feel about the remaining choices. If you believe that some answers are more correct than others, indicate that on your exam booklet. Later in the exam, you may have an opportunity to come back to these questions and answer them without having to read the entire question again.
- **Guessing.** It is important that you try to get as many points as possible on the examination. Points are given for correct answers only. Because there is no penalty (i.e., points deducted) for guessing or incorrect answers on this exam, you should try to answer every question. By leaving yourself enough time at the end of the test to fill in unanswered questions using your "best guess," you will increase the possibility of getting a few of them correct.
- **Extra time.** If you finish the exam before the time period is over, review your answers and make any changes that are necessary. Also make sure that you have marked your answers on the answer sheet correctly.

RESPONDING TO QUESTIONS

For the cognitive ability section of the test, your score will be based on the total number of questions you answer correctly. No additional points are deducted for marking incorrect responses; therefore, it is in your best interest to answer all questions on the exam. Your failure to answer all questions could have a detrimental effect on your test score. It is advisable to make an educated guess on a test question rather than leaving the question blank.

If you are having trouble identifying the correct answer for a question, it may be beneficial to skip the question and come back to it as time allows. This will keep you from wasting valuable time on questions that you are less likely to respond to accurately.

You will record your answers on a computer-read answer sheet. This type of answer sheet is highly sensitive. Be careful not to make errant marks on the answer sheet or use the answer sheet as scratch paper. Fill in all answer spaces according to the instructions provided prior to the administration of the test. Ensure that your answers are legible and are clearly and darkly marked. Also, frequently check to make sure that the number of the question that you are answering corresponds to the number on the answer sheet.

QUICK TIPS FOR ANSWERING MULTIPLE-CHOICE QUESTIONS

- Read the entire question carefully and try to answer it without referring to the answer choices.
- Look for any key words in the question that may help you select the correct answer from among the choices. Some common key words are: many, most, least, less, more, good, best, advantage, disadvantage, first, last, never, always, any, not, except, false, and true.
- Always read all of the possible answer alternatives carefully before jumping to the conclusion that a particular one must be the best.
- Mark only one answer for each question. If you mark more than one answer, that question will be considered incorrect, and you will not receive credit for your answer.
- Use the process of elimination if the correct answer does not immediately occur to you. Eliminate obviously wrong answers and narrow your choice to the ones that directly answer the question. Then select the answer that most exactly answers the question.
- Do not be influenced by the length of the answer choices. The longest answer is not necessarily correct.

- Do not select an answer choice just because it includes technical language. Answer choices using technical terminology may be included in order to see whether you know the difference between what "looks right" and what "is right."
- Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.

STRATEGIES FOR ANALYZING AND AVOIDING ERRORS

Four common causes for choosing incorrect responses are presented to you below, along with suggestions for avoiding these errors. Reading through this section carefully can help you identify and correct any major weaknesses in your test-taking behavior.

1) ANSWER SHEET MARKING ERRORS AND GUESSING ERRORS.

Reason: You may have missed a question because you skipped it and failed to come back to it later.

Suggestion: Be sure you mark skipped questions in your exam booklet and remember to go back to them before the end of the exam period.

Reason: You may have lost track of the time and been unaware that the exam period was about to end before you could mark any remaining unanswered questions.

Suggestion: Be sure to check your watch often (time goes by quickly during an exam) so that you can keep track of how much time you have left. Leave at least five minutes at the end of the exam so that you are able to go back to any unanswered questions and complete them.

Reason: You may have been forced to make guesses for questions at the end of the exam because you spent too much time working on difficult questions rather than skipping them and saving them for later.

Suggestion: If you did skip difficult questions, it may be because you failed to narrow down the number of alternatives in the question.

2) MISREADING A QUESTION OR ANSWER.

Reason: This may occur because you overlooked a key word or phrase.

Suggestion: When choosing an answer, underline key words and phrases that stand out. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one by one. Always keep in mind that you are looking for the best possible answer with the most accurate details.

3) NOT KNOWING THE MEANING OF KEY WORDS.

Reason: This is a problem with vocabulary.

Suggestion: When you come to an unfamiliar word, reread the sentence to determine the general, overall meaning of the sentence. This is known as "reading for meaning." The meaning of the unfamiliar word should become clearer as you begin to understand the phrases and ideas that surround it.

4) ANSWERS THAT "LOOK" GOOD.

Reason: An incorrect answer may contain an exact phrase from the original question.

Suggestion: Beware of answers containing exact words or phrases from the question.

Reason: An incorrect answer may overstate information that was presented in the question. For example, if the question says, "Some incidents...", an incorrect answer may say, "All incidents..."

Suggestion: Stick strictly to the facts described in the exam question itself. Don't be drawn to answers that stretch or exaggerate these facts or rules. This is the time to watch out for words such as "only," "never," "always," "whenever," "all," etc.

FINAL TIPS

BEFORE THE TEST

- Prepare for the exam. You will increase your chances of obtaining your best score if you spend some time preparing for the exam. This includes reading this study guide and finding out as much as possible about the exam ahead of time, trying to avoid becoming overly anxious about the exam, and using good test-taking strategies.

ON THE DAY OF THE TEST

- Allow yourself enough time for traveling to the test site and locating your test room.
- Do **NOT** bring any device with a typewriter keyboard, such as a "Spell Checker," "Personal Digital Assistant (PDA)," "Address Book," "Language Translator," "Dictionary," or other, similar device to the test site.
- Do **NOT** bring cell phones, beepers, headphones, or any electronic or other communication devices to the test site. The use of such devices at the test site in the test room, hallways, restrooms, building, grounds, or other areas could result in your disqualification.
- Do **NOT** bring books or reference materials to the test site.
- Do **NOT** bring this guide or sample test materials to the test site.

DURING THE TEST

- Read and follow all directions on your test administration materials, including candidate directions, test booklets, and answer sheets.
- Follow the test administrator's instructions; raise your hand if you have questions or need help.
- Keep track of the time and organize your work accordingly.
- Do not look at the work of other people in the room or you may be disqualified.

AFTER THE TEST

- Continue to observe test security prohibitions by not removing any test materials from the test room, by not reconstructing or reproducing test materials, and by not discussing the test.

COMMON SENSE SUGGESTIONS

- Get plenty of rest the night before.
- Dress comfortably, in layers, so you can adapt to the temperature in the testing room.
- Eat breakfast.
- If you are not sure where the test site is, get directions to the site before the test date.
- Leave yourself plenty of time to get to the test site just in case there is traffic, you have car trouble, transportation problems, etc.
- Your attitude and approach to the test will influence how well you perform. A positive attitude will help you do your best.

Good luck on the examination and in your law enforcement career!