



PRINCE GEORGE'S COUNTY POLICE DEPARTMENT

CANDIDATE ORIENTATION PACKET AND STUDY GUIDE FOR THE POFC MULTIPLE-CHOICE EXAM

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INTRODUCTION

Fields Consulting Group, Inc. is the contractor that will develop, validate and administer the 2016 Prince George's County Police Department promotional processes. *Fields* prepared this manual in order to provide candidates with an orientation for the 2016 Multiple-Choice Exams. In it, you will read about:

- * an overview of the Multiple-Choice Exam
- * the final source list for the Multiple-Choice Exam
- * the development of the Multiple-Choice Exam
- * studying for the Multiple-Choice Exam
- * general test taking tips for the Multiple-Choice Exam
- * logistical procedures for the Multiple-Choice Exam

What does it take to succeed in a Multiple-Choice Exam?

- ✓ A commitment to studying; preferably a little bit every day
- ✓ Reading through all of the source material
- ✓ Memorizing as much information as possible
- ✓ An understanding of test-taking skills

OVERVIEW OF THE MULTIPLE-CHOICE EXAM

Your test will consist of 50 multiple-choice questions. You will have up to two hours to complete the Multiple-Choice Exam once time begins. The two hour time limit will be strictly enforced.

Questions will be organized by the source they were taken from and clearly labeled. For example:

THE FOLLOWING QUESTIONS WERE TAKEN FROM THE GENERAL ORDER MANUAL - VOLUMES I AND II

Each question will have four options, and only one is the best answer. *Fields* writes two different types of questions: straight-from-the-book and situational. Below is an example of each type of question. These sample questions are not based on any of your sources or knowledge areas and are only meant to familiarize you with the format of questions in a *Fields* test.

Example of a straight-from-the-book question:

1. According to the source, who may make the decision to use tear gas?
 - A. Any officer on the scene
 - B. SWAT officers
 - C. Any supervisor on the scene
 - D. The on-duty Watch Commander

Example of a situational question:

2. You respond to the scene of a hit-and-run vehicle accident that resulted in an injury. According to the source, you must complete:
 - A. an Incident Report and a State Accident Form.
 - B. a State Accident Form only.
 - C. a teletype and a State Accident Form.
 - D. an Incident Report only.

Unless otherwise noted in the question, you should assume that:

- ✓ you are a POFC
- ✓ all officers referenced in the test are members of the Prince George's County Police Department
- ✓ all events occur in Prince George's County

FINAL SOURCE LIST

Below is the final list of sources for the 2016 POFC Multiple-Choice Exam. You should study the material contained in these sources using the tips presented in later sections of this manual.

1. General Order Manual (With updates issued by 07/01/16)
Volumes I and II only
2. Digest of Criminal Laws, (2015)
Pages 7-27, 44, 53-55, 61-63, 86-108, 117-123, 147-149, 160-171
3. The Maryland Vehicle Law Annotated, (2015)
Titles 11, 13, 14, 16, 17, 20, 21
No annotated notes will be on the test.
4. Community Policing: Partnerships for Problem Solving
Linda S. Miller, Kären M. Hess, Christine M.H. Orthmann
7th Edition, 2013
ISBN-13: 978-1285096674
ISBN-10: 1285096673
All chapters EXCEPT 1, 2, 5, 9, 16

DEVELOPMENT OF THE MULTIPLE-CHOICE EXAM

The Multiple-Choice Exam is based on a job analysis. A job analysis is the specific and systematic analysis of the tasks associated with a job, as well as the Knowledge, Skills, Abilities, and Other Characteristics (KSAOs) required to successfully perform that job. A job analysis for all ranks was conducted in 2015.

The Multiple-Choice Exam questions were designed to measure the most critical knowledge areas. The critical knowledge areas for the 2016 POFC Multiple-Choice Exam are listed below.

1. **Knowledge of the Organization and Resources of the Department/County** - Knowledge of the organization and structure of the Prince George's County Police Department (e.g., Bureau of Patrol, Bureau of Investigation). Knowledge of the Departmental Policy System (e.g., General Orders, Standard Operating Procedures, Chief's Special Orders). Knowledge of the Prince George's County Police Department's authority and jurisdiction. Knowledge of the geographic layout of the County (e.g., District borders). Knowledge of area of responsibility (e.g., assigned sector and beat). Knowledge of the services and resources provided by the Prince George's County Police Department (e.g., CountyClick 311, language assistance, Crisis Response System, Maryland Community Crime Prevention Institute Home Security Survey). Knowledge of the programs provided by the Prince George's County Police Department (e.g., Watch Your Car, MATE, FIST, Operation Identification, Police Explorers). Knowledge of employee wellness and assistance programs (e.g., FIT, Employee Assistance Programs (EAP), Psychological Services, Early Identification (EIS), employee drug testing).

2. **Knowledge of Administrative and Personnel Policies and Procedures** - Knowledge of the correct documentation for a given situation (e.g., Incident Report, ACRS Report, After-Action Report, Continuation Report, Statement Form). Knowledge of the Report Writing Manual and procedures for reviewing and editing reports. Knowledge of training and certification policies and guidelines. Knowledge of grooming and uniform policies and guidelines. Knowledge of Department-issued equipment policies and guidelines. Knowledge of equipment and vehicle maintenance policies and procedures. Knowledge of employee accident and injury policies and procedures. Knowledge of policies and procedures for communicable or infectious disease exposure. Knowledge of Equal Employment Opportunity guidelines (e.g., sexual harassment, discrimination, harassment). Knowledge of employee benefits and compensation policies and procedures (e.g., employee self-service portal). Knowledge of employee overtime policies and procedures. Knowledge of attendance and leave policies and procedures. Knowledge of secondary (extra-duty) employment policies and procedures. Knowledge of past performance appraisal (PPA) policies and procedures. Knowledge of Department protocol policies and procedures (e.g., ethics, unbecoming conduct, integrity, attention to duty). Knowledge of discipline policies and procedures (e.g., conduct-related offenses, performance-related offenses). Knowledge of policies and procedures that apply to commendations and awards. Knowledge of grievance procedures. Knowledge of the Union Contract.

3. **Knowledge of Departmental Communication Policies and Procedures** - Knowledge of internal communication procedures (e.g., chain of command). Knowledge of the routine and emergency notification process. Knowledge of external communication procedures and what information can be shared. Knowledge of the Department's social media policy. Knowledge of policies and procedures guiding media relations. Knowledge of policies and procedures pertaining to communications and radio use (e.g., clearance codes, signal codes, 10-codes, call signs). Knowledge of policies and procedures for the use of law enforcement databases (e.g., MILES, NCIC, MVA, NLETS, Delta-plus, CJIS, NCR LInX). Knowledge of policies and procedures guiding police-related records (e.g., criminal history records, juvenile records). Knowledge of policies and procedures for utilizing Departmental software (e.g., Tiburon, STEP, RMS, Microsoft Word, Microsoft Excel). Knowledge of policies and guidelines for the use of Mobile Data Computers (MDC). Knowledge of policies and guidelines for the use of Mobile Video Systems (MVS). Knowledge of policies and procedures pertaining to the Computer-Aided Dispatch system (CAD).

4. **Knowledge of Routine Patrol and Enforcement Policies and Procedures** - Knowledge of policies and procedures for officer safety. Knowledge of policies and procedures for handling medical emergencies (e.g., providing basic first aid or immediate care for the injured). Knowledge of policies and procedures for establishing probable cause. Knowledge of contact/stop policies and procedures. Knowledge of frisk policies and procedures. Knowledge of search policies and procedures for persons/property (e.g., Carroll Doctrine, search incident to arrest, search of a vehicle, inventory search). Knowledge of seizure policies and procedures for property. Knowledge of the proper function and use of restraint equipment (e.g., handcuffs, The Ripp Hobble, The WRAP). Knowledge of arrest and detention procedures (e.g., criminal/civil citation, full-custody arrest, warrantless arrest). Knowledge of policies and procedures for warrants. Knowledge of policies and procedures for alternatives to arrest and use of discretion. Knowledge of transportation policies and procedures (e.g., arrestee transport, witness transport, victim transport). Knowledge of policies and procedures for processing arrestees. Knowledge of policies and procedures for release or transfer of arrestees. Knowledge of extradition procedures. Knowledge of the Use of Force Continuum and use of force policies and procedures. Knowledge of Department-issued weapons policies and procedures (e.g., rifle, TASER, ASP baton, shield, foam spray). Knowledge of policies and procedures for operating Departmental vehicles. Knowledge of the proper function and use of emergency equipment. Knowledge of policies and procedures for pursuits (e.g., motor vehicle, foot). Knowledge of policies and procedures for responding to alarms (e.g., residential, bank). Knowledge of policies and procedures for responding to animal complaints. Knowledge of parking and traffic enforcement policies and procedures (e.g., DUI traffic checkpoints, sobriety testing, preliminary breath test, chemical testing). Knowledge of traffic accident investigation policies and procedures (e.g., crash with injuries, hit and run). Knowledge of policies and procedures for towing/impounding vehicles. Knowledge of policies and procedures for handling juveniles. Knowledge of procedures for handling abuse or neglect of children and vulnerable adults. Knowledge of policies and procedures for handling missing persons (e.g., Silver Alert). Knowledge of policies and procedures for responding to abductions and kidnappings (e.g., AMBER Alert). Knowledge of policies and procedures for handling runaways. Knowledge of policies and procedures for handling harassment and domestic violence (e.g., protective orders, temporary protective orders). Knowledge of policies and procedures for handling individuals with mental disorders (e.g., emergency petition service,

suicide threats, individuals under the influence of drugs). Knowledge of policies and procedures for responding to death scenes (e.g., natural death, suspicious death). Knowledge of policies and procedures for responding to hate incidents. Knowledge of policies and procedures for handling foreign nationals and diplomats. Knowledge of victim/witness assistance policies and procedures. Knowledge of court policies and procedures.

5. **Knowledge of Major Incident Response Policies and Procedures** - Knowledge of the principles and procedures guiding the Incident Command System (ICS). Knowledge of policies and procedures guiding concurrent jurisdiction and mutual aid. Knowledge of policies and procedures for emergency mobilization. Knowledge of policies and procedures for hostage situations. Knowledge of policies and procedures for barricade situations. Knowledge of policies and procedures for responding to active-shooter incidents. Knowledge of policies and procedures for handling suspicious packages. Knowledge of policies and procedures for handling bomb-related incidents (e.g., bomb threats, bomb explosions). Knowledge of policies and procedures for responding to robberies (e.g., commercial, residential, courier). Knowledge of policies and procedures for responding to incidents involving hazardous or radioactive materials. Knowledge of policies and procedures for responding to weather-related emergencies. Knowledge of policies and procedures for responding to civil disturbances and mass arrests (e.g., strikes, picketing, demonstrations). Knowledge of policies and procedures for responding to domestic terrorism incidents.
6. **Knowledge of Criminal Investigation Policies and Procedures** - Knowledge of preliminary criminal investigation policies and procedures. Knowledge of policies and procedures for identifying, securing, and protecting a crime scene. Knowledge of policies and procedures for basic interview techniques. General knowledge of policies and procedures for handling informants. Knowledge of policies and procedures for identifying, gathering, and preserving physical evidence. Knowledge of policies and procedures for packaging and submitting property and evidence.
7. **Knowledge of Laws and Prosecution** - Knowledge of the Constitution and Constitutional safeguards. Knowledge of case law. Knowledge of applicable governing legislation for the State of Maryland. Knowledge of Code enforcement (e.g., liquor laws, Stop Work Orders). Knowledge of elements of violations of motor vehicle code and the corresponding charges. Knowledge of elements of crimes against persons and the corresponding charges (e.g., assault, stalking and harassment). Knowledge of elements of crimes against property and the corresponding charges (e.g., malicious destruction, trespass on posted property). Knowledge of elements of crimes involving fraud and the corresponding charges (e.g., identity theft, false prescription). Knowledge of elements of crimes involving health and safety and the corresponding charges (e.g., driving under the influence, possession of controlled dangerous substances). Knowledge of elements of crimes involving morals and decency and the corresponding charges (e.g., indecent exposure). Knowledge of elements of crimes against peace and order and the corresponding charges. Knowledge of elements of crimes against the administration of justice and the corresponding charges.

8. **Knowledge of Community Oriented Policing** - Knowledge of community-based policing procedures and techniques. Knowledge of procedures for building community partnerships. Knowledge of non-biased policing policies and procedures. Knowledge of the Department's citizen complaint process. Knowledge of how to approach citizens with appropriate professionalism and courtesy. Knowledge of how to interact with the community, including potential difficulties when interacting with citizens. Knowledge of crime prevention techniques (e.g., premise checks, area checks).

Study tip:

Understanding the definition of each knowledge area can help you target what to study within the source material. For example, consider the knowledge area Knowledge of Community Oriented Policing. This includes knowledge of:

- community-based policing procedures and techniques;
- procedures for building community partnerships;
- non-biased policing policies and procedures;
- the Department's citizen complaint process;
- how to approach citizens with appropriate professionalism and courtesy;
- how to interact with the community, including potential difficulties when interacting with citizens; and
- crime prevention techniques (e.g., premise checks, area checks).

Breaking up the definition can help you gain a better understanding of how questions are written and what the test is designed to measure.

STUDYING FOR THE MULTIPLE-CHOICE EXAM

In order to do well on the Multiple-Choice Exam, *you have to commit to studying* the material. Here are some general tips for improving your study habits.

1. *Collect all study material*

In order to do well on this test, you must read all of the source material. Many of the resources, such as the General Orders and Maryland Vehicle Law Annotated are available electronically; however, you may prefer to read a printed copy of these materials. If so, begin printing the materials as soon as possible. For the textbooks, you may find the book at a library or you may want to consider purchasing a copy for yourself. Alternatively, there are websites that rent textbooks for a short period of time.

2. *Organize the study material*

Once you have collected the material, organize the material so it is all together and easy to access whenever you have time to study.

Source material that contains multiple chapters, such as the General Orders, can become mentally overwhelming when you are ready to start studying. You may find it helpful to break the material down into smaller, more manageable sections using any of the following techniques:

- Organize the information in binders and break the information up using dividers
- Place separate chapters into individual large envelopes
- Utilize post-it notes to divide chapters or sections of a textbook
- Create electronic folders for electronic documents

By breaking the information into smaller sections, the task of studying becomes less overwhelming.

3. *Develop a study plan*

Before you begin you should ask yourself the following questions:

- How much do I have to study?
- What do I already know?
- How many weeks do I have to study?
- How many hours per day can I commit to studying?
- Where can I study?

After you have answered these questions, you can then begin to develop a study plan. To start, you should set specific and measurable daily goals. Your goal should be to study a little bit every day versus cramming at the last minute.

When setting goals, remember the acronym SMART goals (specific, measurable, attainable, realistic, and tied to a timetable). Look at Example 1.

Example 1:

Study the General Order Manual.

This goal is not specific. It does not provide a good plan of how to accomplish this goal because it is not tied to a timetable. Look at Example 2.

Example 2:

Read and highlight Volume I, Chapter 1 of the General Order Manual by the end of today.

This goal is better. It is specific, measurable, attainable, realistic, and tied to a timetable. Setting SMART goals makes the information you need to study more manageable and less overwhelming.

Below is an example of a study calendar. You can use this template to develop specific study goals for yourself for the next four weeks.

DEVELOPING A SMART STUDY PLAN							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
WEEK 1 GOALS							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
WEEK 2 GOALS							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
WEEK 3 GOALS							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
WEEK 4 GOALS							

4. *Understand your learning style*

Before you begin to study, take a moment to consider your learning style. To learn, people depend on their senses to process information. Most people tend to use one of their senses more than the others. This results in different learning styles. The three most common types of learning styles are: visual, auditory, and tactile (also called kinesthetic). If you are unsure of your learning style, there are short tests available on the internet that may help you. Understanding your learning style will help you study in ways that will be most effective for you. Below is a table that describes each learning style and identifies study techniques that are best for that learning style.

	Visual	Auditory	Tactile
Description	<ul style="list-style-type: none"> - 65% of the population - Learn by seeing and looking - Relate most effectively to written information, notes, diagrams, and pictures 	<ul style="list-style-type: none"> - 30% of the population - Learn by hearing and listening - Relate most effectively to spoken word 	<ul style="list-style-type: none"> - 5% of the population - Learn best through experience, practice, and hands-on training
Best study techniques for the learning style	<ul style="list-style-type: none"> - Take detailed notes while studying or consider making note cards - Use visual memorization techniques such as acronyms - Close your eyes and try to visualize what you have just read - Study in an area where you will not be distracted 	<ul style="list-style-type: none"> - Read text aloud or consider recording yourself so you can listen to it many times - Use auditory memorization techniques such as additives lists 	<ul style="list-style-type: none"> - Practice the steps after you have read a passage - Watch someone complete an action and remember the motions required to complete the task - Use tactile memorization techniques such as retrieval practice - Take frequent breaks while studying

5. *Read and streamline the material*

In order to do well on the Multiple-Choice Exam, you must read and study all of the source material. You should read the material slowly and focus on what you are reading.

Be sure that you know one section before moving on. Also, begin each study session with a quick review (e.g., 15 minutes or less) of any material you have studied previously.

To make studying more efficient, you must find a way to streamline the information. Streamlining allows you reduce the information you have to study. The first step in streamlining information is to eliminate any information that you already know. Study time is precious, so do not waste it reading over information that you already know. For example, if you already know a lot about search and seizure law, then you should not spend much time studying it.

The next few pages will review four streamlining methods: creating note cards, highlighting, outlining, and note taking.

Note cards

Note cards are extremely effective in reducing the amount of information you have to study. Once you have read a passage you can write the main idea on one side of the note card and then summarize the passage on the other. Note cards are particularly useful when trying to remember definitions or charges. A benefit to note cards is that they are portable and can easily be accessed whenever you have free time to study. In addition, there are now applications that allow you to create digital note cards and sync them with your smartphone. (e.g., Evernote, FlashCards+, StudyBlue, Chegg Flashcards).

Highlighting

Another method you can try is using a highlighter to mark key words and phrases. The following are some tips to help you while using this technique:

- ⇒ Do NOT highlight information you already know.
- ⇒ ONLY highlight key points. Use the highlighted key points as triggers to remember the detailed information surrounding the key point.
- ⇒ Highlight only as much as necessary to *remind* yourself of the most important information. Highlighting too much of a topic area will defeat the purpose!

Remember, highlighting is a method to streamline the material (i.e., reduce the amount you have to study). Remember that going through the information once is probably not sufficient for you to remember the material. You must still review the highlighted information again in order to improve your chances of recalling the information on test day.

Outlining

Outlining helps to organize material for memorization through association to “key” ideas. When you outline an area of study, use only short phrases or key words to serve as triggers to remember the detailed information. The following is an example of an outline format.

- I. Major Heading 1
 - A. Sub Heading 1
 - 1. Sub, sub heading 1
 - a. sub, sub, sub heading 1
 - b. sub, sub, sub heading 2
 - 2. Sub, sub heading 2
 - B. Sub Heading 2
- II. Major Heading 2
 - A. Sub Heading 1
 - B. Sub Heading 2

Note Taking

The note taking method consists of five steps that can be described as “the 5 Rs.” The 5 Rs are described as follows:

Record While you are reading a chapter, write notes on a separate notepad. This will serve as your study guide. Be sure to leave a three-inch margin on the left hand side of your paper for the next step.

Reduce After you have finished the chapter, go back and read over your notes. Reduce your notes into a few key points and write those key points down in the left hand margin of your study guide.

Recite After you have recorded your notes and reduced them into key points, cover your notes so that you can only see your key points. Now try to remember all of the facts from your notes using the key points as your only clues.

Reflect While filling in the facts, try to come up with associations so you can memorize them. For example, if you are studying arrest procedures, think of an arrest that you made and each of the steps you took.

Review Go over your notes, key points, and associations many times.

6. Utilize memorization techniques to enhance your memory

When you are studying, memorizing information is an absolute necessity. Simply reading a passage once or twice is not effective studying. Use any or all of the following methods to enhance your memory while studying:

- write the information down
- say the information out loud
- visualize performing steps
- analyze the meaning of the material

For information that you are having trouble memorizing, there are several memory tricks you can utilize to assist you. Three tricks that are outlined in this study guide are additive lists, acronyms, and retrieval practice.

Additive Lists

The additive list technique is a memorization technique that relies on *saying* the information out loud. This technique may be helpful for auditory learners. Start with one piece of information, memorize it, add a second piece of information, memorize both pieces, and then continue adding information until you have memorized the entire list. Keep your lists between five to seven pieces of information at one time.

Acronyms

Acronyms are abbreviations of several words used to improve memory and are used throughout public safety. Words such as PIO and NIMS are acronyms. Here are the steps to creating an acronym:

1. Write the facts you want to remember (keep filler words to a minimum)
2. Underline the first letter of each fact (if there are multiple words, only underline the first word)
3. Arrange the underlined letters to form an acronym that is a real word or a nonsense word that you can remember

You will be permitted to write in your test booklets on test day. You may find it helpful to write down your acronyms once time starts. This can serve as a memory aid as you are working through the test.

Retrieval Practice

Retrieval practice involves recalling information with minimal cues. To begin, identify a passage of information that you want to read. It should not be too long (i.e., no more than 2 pages). Read that passage and then put it aside. Next, take a few minutes to write what you remember. Do NOT look back at the passage that you read. This step is important because this is what helps commit the information to your long term memory. When trying to remember everything you have just read, you are organizing information within the long term memory and are creating cues and connections that the brain later recognizes. It helps you remember the information better than just reading it.

A note on studying textbooks...

Some candidates find studying outside reading material to be more difficult than studying internal policies and procedures. These books introduce many new concepts and therefore it is important to analyze the meaning of the information presented in order to learn it. Here are a few tips for studying the outside reading material.

- Read only the chapters that will be included on your test.
- After reading a section, ask yourself the following questions:
 - What is the main point of the section?
 - What are the important take away points?
 - What new terminology was introduced?
 - What kind of test questions could be asked of this material?
- Read the summary at the end of every chapter, if applicable. If something does not make sense to you, go back and review the information.
- Utilize the study aids provided in the textbook, if applicable.

GENERAL TEST TAKING TIPS

The following is a list of tips you should use while taking the Multiple-Choice Exam.

- **Assume you are a POFC** -- Throughout the test you will be asked how you would perform if you were in the rank for which you are testing. Do not answer the questions from the perspective of your current rank. It is important to have an understanding of the roles and responsibilities of a POFC before taking the test.
- **Scan the test before you begin answering questions** -- Skim all of the questions in the test to familiarize yourself with the format and organization of the test. You may want to consider starting with a section that contains questions from a source that you are particularly strong or weak in.
- **Read questions thoroughly and carefully** -- Skipping over one word may change the meaning of the question!
- **Answer what is asked** -- Make sure you understand what the question is asking so you can choose the best answer. Pay attention to words like “NOT” or “all of the following EXCEPT” as they will change the entire meaning of the question.
- **Underline key words** -- You will be able to mark in your test booklet, and doing this will help you pay attention to important information in the question.
- **Read all answer choices** -- Don’t stop reading the answer choices if you think the first one is correct because there may be a better answer. All questions will have four answer options, so be sure to choose the one that is the BEST answer.
- **Narrow answer choices** -- If there are choices you know cannot be correct, cross them out. This way, even if you have to guess at the correct answer, you have a better chance of getting it right.
- **Avoid reading into the question** -- Use only the information provided in the question; do not add additional information. Remember to choose the BEST answer from the options provided.
- **Complete your answer sheet correctly** -- As you move through the test, you should check to make sure that the number of the bubble you are filling in corresponds to the number of the question you are answering. Fill in bubbles completely and only bubble one answer. Erase changed answers completely so that the electronic scanner will not read two answers. Remember that *Fields* test items will only have answers that correspond to letters A, B, C, and D. The bubble sheet has a bubble labeled “E.” Never choose this option.
- **Don’t spend too much time on one question** – If you are unsure of an answer, don’t waste too much test time trying to answer. Circle the question in your test booklet and come back to it later (be sure to skip the answer on the bubble sheet). Information in another question may trigger your memory to help you answer the question.

LOGISTICAL PROCEDURES FOR THE MULTIPLE-CHOICE EXAM

The Multiple-Choice Exam will be held on Sunday, October 30, 2016 at Police Headquarters (7600 Barlowe Road, Landover, Maryland 20785). You will receive notification from the Office of Human Resources Management (OHRM) with your report time.

Registration

Be prompt. Late arrivals will not be permitted without authorization from the Chief or his designee. You must have your Police Department photo identification card for registration.

Dress Code

You must wear the uniform of the day, utility uniform, or business attire. Each is defined below. You will not be permitted to enter the test site if you are not in proper attire.

Uniform of the Day: The traditional uniform comprised of the gray or white uniform shirt, and French blue trousers with black mohair stripe

Utility Uniform: The navy blue basic duty uniform

Business Attire (Male): A conservative suit or sport coat with complementary slacks, dress shirt, and a tie

Business Attire (Female): A conservative dress, skirt and blouse or a slacks outfit with a blazer or suit jacket, or slacks outfit

(From G.O. Volume 1, Chapter 35 Uniform & Grooming Regulations, Section III, per Definitions)

Prohibited Materials

Candidates will not be permitted to bring food or drink into the exam room.

Candidates will only be permitted to wear a non-digital (analog) wristwatch with no audible alarm. Candidates will not be permitted into the exam room with digital watches, stop watches, clocks, or any other digital devices.

Candidates may not bring personal digital assistants, cell phones, two-way radios, pagers, cameras, imaging devices, or any other electronic device to the examination site.

Candidates may not bring any source materials, texts, notebooks, paper, folders, notes or reference material of any description into the exam site.

Backpacks, brief cases, carry bags, and luggage of any description are prohibited at the examination site. **WALLETS AND PURSES ARE PERMITTED.**

Exam Procedures

Once the exam door closes, the Test Proctor will read a set of procedures for the test. The Test Proctor will then walk you through the instructions for filling out the required administrative information on the bubble sheet, such as your name and test ID number. There will be Test Monitors on site to help you with the process if you have any problems. Once the exam booklets are passed out, the Test Proctor will tell you to turn to the first page, which is a set of instructions. You will be given time to read over these instructions and ask questions about them. Once all questions have been answered, you will be instructed that time has begun and that you may turn the page and begin to work.

Once the test has started, you will be allowed to use the restroom; however, you will be using part of your test time to do so. Please raise your hand so that a Test Monitor knows you would like to leave the room. When you do leave the room, make sure you turn all of your test materials face down before you go. You may not remove any test materials from the room. You will be escorted and you may not leave the building.

Talking is not allowed during the exam. The only exception would be if you have a question about the test. If you do have a question, raise your hand and someone will come to assist you. Keep in mind Test Monitors cannot interpret any test questions for you.

If you are still working when time is called, you must immediately stop what you are working on.

If you finish the exam before the time is up, turn in your pencils and test booklet to the Test Proctor in the testing room. Do not remove any test booklets from the room. Do not turn in your test booklet to anyone besides the Test Proctor. After you have turned in these materials, you will be released from the testing room and escorted to a waiting room. You must leave immediately and quietly so that others who are still taking the test will not be disturbed.

When you are finished with the exam you will take your answer sheet to the Test Proctor who will review it for any administrative errors. The Test Proctor will return your answer sheet to you and direct you to a Test Monitor in the hallway. The Test Monitor will take you to a holding area where you will wait while your answer sheet is electronically scored. Once your test has been scanned, a Test Monitor will hand you a test review flyer and a copy of your unofficial score for the exam. Remember that the unofficial score may change based on the outcome of the appeals process. Once you have received your unofficial score, you must immediately leave the building.

We wish you the best of luck on your multiple-choice test!