

STUDY GUIDE

for the

City of Columbus, Ohio

POLICE OFFICER ENTRY LEVEL

EXAMINATION

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** Bring this Study Guide with you when you attend an Information Session.

INTRODUCTION

This Study Guide is designed to help candidates do their best on the Police Officer examination. It contains information about the test itself and information on test-taking strategies that may improve your score. It is highly recommended that you read the information contained in this study guide. If information sessions are available to you prior to the exam, attendance at such sessions may be helpful and give you an opportunity to have questions about the process answered. Information is also available on the Civil Service Commission's website: www.csc.columbus.gov. Click on the links for Uniformed Police Series and then Police Officer, or use the QR code below.

The Police Officer Entry Level Examination is a multi-phase test. The four phases included are the multiple choice examination, writing sample exam, Columbus Oral Police Exam (COPE), and physical test. The multiple choice examination, writing sample, and physical test will be graded on a pass/fail basis. The COPE will be used to determine where you finish on the eligible list for hiring police officers. You must receive a passing score on all four phases of the examination to be considered further in the Police Officer selection process.

Typically, candidates will complete their examination in two test days. On the first test day, candidates will be scheduled to take three phases of the Police Officer exam: the multiple-choice, the writing sample, and the COPE. However, not all candidates will take these phases in the same order on test day. Some candidates will complete the written phases (writing sample and multiple-choice) in the morning, then return in the afternoon and complete the COPE. Other candidates will complete the COPE in the morning, and then return in the afternoon to complete the written phases of the exam. These three phases will be scored, and those who pass will be invited back at a later date to take the physical test. If you are unable to appear for testing on your scheduled test date, you may show up on another test date and we will admit candidates on a first come, first served basis, as space is available. Refer to your admission notice for specific alternative dates and instructions.

INFORMATION SESSIONS

All applicants are advised to attend an information session. The information session is designed to provide you with specific information about the testing process. Dates for the information sessions will be available on the Civil Service Commission's website.



or

<http://goo.gl/WYVcof>

During the information sessions, you will be shown an example of a writing sample scenario and a COPE role-play scenario.

GENERAL TEST-TAKING STRATEGIES

Guidelines:

There are several general testing strategies you can follow for the exam:

1. Try to get a good night's sleep before the test so that you are well rested and can do your best.
2. Eat appropriately prior to the test. Too little or too much food can hurt, rather than help.
3. Be sure you know where the test center is located. We recommend that you arrive at least 15 minutes before your scheduled time. Refer to your admission notice for the exact location, date, and time. Allow for traffic problems on test day.
4. Business attire is **not** required. Dress comfortably. We recommend that you bring a sweatshirt or sweater and dress in layers so that you can adjust your comfort to fit the temperature of the testing room.
5. When you arrive at the testing room, you will be assigned a seat. Try to relax and get comfortably settled as quickly as possible.
6. Be sure to listen to and follow all directions. If you have any questions, make sure you ask them before the test starts.
7. For the multiple choice exam, do not waste time on problems that are too difficult. Skip them and go to the next question. You may want to pace yourself and leave time to go back and check your work.
8. On the multiple choice exam, there is no penalty for guessing. If time allows, make sure you have answered all of the questions before turning in your exam. Once your exam has been collected, you will **not** be able to get it back.

Important Notes about the Exam:

1. Late candidates will not be admitted, so arrive early to avoid disappointment.
2. You must bring the following to the test site: your admission notice and your driver's license.
3. If you fail an event on the physical test, you will fail the physical phase and you will **not** be permitted to complete any subsequent events.

PHASE I MULTIPLE CHOICE EXAMINATION

This section of the study guide provides information on the multiple choice examination. This section is designed (1) to provide you with strategies for taking the test, and (2) to give you a better understanding of the content of the examination. The multiple choice exam assesses spelling, vocabulary, reading comprehension, and map reading skills. These knowledge, skills, and abilities were established based on the Police Officer job analysis, which rated these as essential to the job.

Multiple Choice Exam Overview:

The four parts of the multiple choice examination cover **spelling, vocabulary, reading comprehension, and map reading**. Before describing these parts in greater detail, there are some important things you will need to know about the booklet and the answer sheet:

1. When you have chosen your answer to a test question, find the number of that question on the answer sheet you are working on.
2. Fill in the lettered circle that matches the answer you have picked.
3. Blacken the circle you have picked with a heavy pencil mark. Be certain to darken the circle completely.
4. Completely erase any answers you wish to change. Do not cross them out.
5. Do not make any unnecessary marks on your answer sheet.
6. You should not mark more than one answer to any question. In all test sections, multiple answers will be scored as wrong answers.

Periodically, the Civil Service Commission evaluates multiple choice test questions to ensure that each question is performing properly. Questions that are not performing properly are eventually replaced by questions that perform better. In order to ensure that there is an available pool of quality replacement questions, it is necessary to include some questions on the exam that are not scored. Civil Service Commission staff collects and analyzes data on these questions to determine if they should be included on future exams. However, these questions are not graded and do not play any role in determining a candidate's final score. Each section of the exam may randomly contain a few of these questions.

Spelling Section:

The spelling section will test your ability to correctly spell common English words. Use of a dictionary is not allowed during this portion of the examination. The spelling section consists of two parts. The first part is a sentence completion task, for which you must select the correctly spelled word to complete the sentence. The second part requires you to select the incorrectly spelled word from a list of three. The following are examples of the types of questions contained in the spelling portion of the exam.

Instructions: Each sentence below has a word missing. For each sentence, you are given different choices. Only one of the words is correct for the sentence. Read each sentence carefully, and then indicate which of the three choices is spelled correctly and is correct within the context of the sentence.

1. The uncooperative witness was served with a _____.
A. subpeona
B. supeona
C. subpoena
2. The man's loopy mustache _____ him from the other suspects.
A. distinguished
B. distinwhished
C. destingished
3. After a stressful year, the teacher longed for a quiet summer _____ the pool.
A. by
B. bye
C. buy

In example 1, since subpoena is the correct spelling, you should have chosen that answer and filled in the letter "C" on your answer sheet next to that question's number as follows:

1. A B ●

In example 2, since distinguished is the correct spelling, you should have chosen that answer and filled in the letter "A" on your answer sheet next to that question's number as follows:

2. ● B C

In example 3, all of the choices are spelled correctly, but only one is correct within the context of the sentence. As used in this sentence, by is the correct choice. You should have chosen that answer and filled in the letter "A" on your answer sheet next to that question's number as follows:

3. ● B C

Instructions: Below you are provided with three word choices. One of the three words is spelled incorrectly. Read each word carefully, and then indicate which of the three words is spelled incorrectly.

1. A. concealed
 B. iliterate
 C. guarantee
2. A. straight
 B. pursute
 C. license
3. A. caliber
 B. jeopardize
 C. guilty

On example 1, since iliterate is the incorrect spelling, you should have chosen that answer and filled in the letter "B" on your answer sheet next to that question's number as follows:

1. A ● C

On example 2, since pursute is the incorrect spelling, you should have chosen that answer and filled in the letter "B" on your answer sheet next to that question's number as follows:

2. A ● C

On example 3, since guilty is the incorrect spelling, you should have chosen that answer and filled in the letter "C" on your answer sheet next to that question's number as follows:

3. A B ●

Spelling Words:

The following is the list from which the words on the spelling and vocabulary sections will be taken. Studying these words, including the spelling and proper use of each word, is strongly recommended.

1. abbreviate	54. conscious	107. for	160. mutual	213. severity
2. abet	55. consistent	108. forcible	161. necessary	214. shear
3. abrasion	56. conspicuous	109. fore	162. negligent	215. sheer
4. absolve	57. coroner	110. four	163. negotiable	216. sight
5. accept	58. coward	111. frequency	164. observe	217. since
6. accomplice	59. cowered	112. habitual	165. occasionally	218. site
7. accordance	60. critical	113. hear	166. offender	219. situation
8. acquired	61. cruiser	114. heard	167. omit	220. sobriety
9. against	62. damaged	115. helicopter	168. opportunity	221. specimen
10. aggravated	63. dangerous	116. herd	169. ordinance	222. spontaneous
11. aggressor	64. decent	117. here	170. organized	223. statute
12. alcohol	65. decision	118. heroin	171. overt	224. substance
13. alias	66. decrease	119. homicide	172. parallel	225. suicide
14. alibi	67. defendant	120. hospital	173. paramedic	226. summons
15. alien	68. defensive	121. immediate	174. peace	227. surplus
16. anonymous	69. deliberate	122. imminent	175. peak	228. surveillance
17. answered	70. delinquent	123. impede	176. perishable	229. sustain
18. apparent	71. derelict	124. implicated	177. personnel	230. synchronize
19. appearance	72. descent	125. incident	178. persuade	231. tenants
20. apprehension	73. described	126. incriminate	179. piece	232. their
21. argument	74. destination	127. indicator	180. pique	233. there
22. arrangement	75. detain	128. individual	181. plain	234. they're
23. assault	76. diagnosed	129. inebriation	182. plaintiff	235. thorough
24. assure	77. diligent	130. innocence	183. possess	236. threw
25. attendant	78. discreet	131. insufficient	184. precinct	237. through
26. believe	79. discrepancy	132. interfere	185. prepared	238. ticket
27. biased	80. discrete	133. internet	186. prevalent	239. to
28. boarder	81. discrimination	134. interpreter	187. primary	240. too
29. border	82. dispatcher	135. interrupted	188. prisoner	241. trample
30. bureau	83. disregard	136. intoxicated	189. probation	242. transparent
31. burglary	84. dissent	137. intravenous	190. professional	243. transport
32. cartridge	85. disturbance	138. investigation	191. proper	244. trivial
33. ceiling	86. domestic	139. irrational	192. property	245. typical
34. ceremony	87. dual	140. judgment	193. prosecution	246. undercover
35. challenge	88. duel	141. juvenile	194. psychotic	247. vague
36. charge	89. ecstasy	142. knowledgeable	195. pursuit	248. vain
37. choose	90. elusive	143. laceration	196. quality	249. vane
38. chose	91. embezzlement	144. larceny	197. quantity	250. vehicle
39. circumstance	92. eminent	145. latent	198. realized	251. vein
40. citation	93. encounter	146. lenient	199. relevant	252. vicinity
41. cite	94. enforcement	147. liaison	200. residence	253. visible
42. civilian	95. ensure	148. location	201. resident	254. warrant
43. close	96. epileptic	149. maneuver	202. responsible	255. wary
44. clothes	97. estranged	150. marijuana	203. restrained	256. weapon
45. cocaine	98. evidence	151. market	204. retard	257. wear
46. collapse	99. except	152. maximum	205. right	258. weary
47. collision	100. execute	153. meant	206. rite	259. were
48. committed	101. exonerate	154. meddling	207. sale	260. we're
49. compliant	102. extremely	155. mediate	208. seizure	261. where
50. comply	103. familiar	156. minimum	209. sell	262. witnessed
51. concurrent	104. fatal	157. minority	210. sense	263. write
52. confirmed	105. fatality	158. misdemeanor	211. separate	264. your
53. conscience	106. felony	159. moderation	212. severely	265. you're

Vocabulary Section:

Instructions: In this section, you are to choose the word that has the same meaning (or closest to the same meaning) as the capitalized word in the question, **OR** the word that is opposite (or closest to opposite) that of the capitalized word—whichever response is requested.

1. Which word means the same as PERIMETER?
 - A. trail
 - B. tool
 - C. edge
2. Which word means the opposite of CONTRADICT?
 - A. agree
 - B. oppose
 - C. dictate

On example 1, since border means the same as PERIMETER, you should have chosen that answer and filled in the letter "C" on your answer sheet next to that question's number as follows:

1. A B ●

On example 2, since agree is the opposite of CONTRADICT, you should have chosen that answer and filled in the letter "A" circle on your answer sheet as follows:

2. ● B C

Reading Comprehension Section:

Instructions: In this section, you will be given a passage to read and questions to answer based on that passage. Please select the best answer based on the passage. When answering the questions, you may refer back to the passage if necessary.

During training and on the job, you will need to read and interpret a wide range of texts to help you serve the community to your greatest capacity. Your task in this portion of the test is to demonstrate your ability to read and learn from texts and to apply what you learn to related situations. You will read 4 to 8 selections, ranging in length from approximately 40 to 1000 words. Many of these selections are about events that have actually happened or might happen to ordinary people. Some of the events have to do with safety concerns, but most are about people solving problems in various situations.

Reading and learning from a text involves many different kinds of thinking. As you read, you will need to think about what is happening and what people might be thinking and doing. Generally, the more details you can see, hear, or feel as you read, the more you are able to understand a text. Try to create an awareness of being present in the scene

with the characters. Try to create connections between your life and the lives of people described in the selections. Try to "stand in someone's shoes;" in fact, try to stand in more than one person's shoes. When you are answering questions, use the images and connections you have made with your own life, but also check the text again to find out if your images and interpretations are accurate. For example, you may have experienced something similar to one of the characters, but your situation may have had a different outcome from the one in the text.

Do not try to memorize the text as you read. It is more useful to try to understand the events and relationships described. You can always go back to the text to check for descriptions and actions after you read the questions.

Questions following each text are intended to test your comprehension, comparison of viewpoints, application of definitions, and use of limited information to select more general relationships between people and events (inference). Read the questions carefully. Be particularly alert to questions that ask for statements that do NOT fit the text. You will answer 15-30 reading comprehension questions.

The following sample selection and examples of different kinds of questions should help you anticipate the kind of thinking you will be asked to do during and after your reading.

SAMPLE 1:

Ben, a high school dropout, was going through a difficult time. Since his father had died, he sometimes talked at length to his grandfather. So he shared some things with the old man, and received some excellent counsel. Ben asked his grandfather how he knew so much, and the old man said that when he was young, he suffered some of the same problems as Ben, and more, he had learned from them.

Infer Meaning: A text may not tell you every single one of the conclusions the author wants you to reach. If texts did, they would be much longer and the explanations would not be useful to everyone—because most people do not need this information. Inference questions test your ability to think about what you read and come to logical conclusions based on the information that you have read.

Example 1) Which statement best fits the grandfather's philosophy?

- A. Stop and smell the roses.
- B. Easy come, easy go.
- C. Never look a gift horse in the mouth.
- D. Experience is the best teacher.

The correct answer is "D," Experience is the best teacher. Statements "A," "B," and "C" fall along the lines of specific problems that Ben might tell his grandfather, such as the need to take things slowly ("A"), how things that we don't ask for can also leave our lives ("B"), and how we might not want to question the things we receive for free ("C"). However, the text does not refer to specific ideas that Ben's grandfather taught him. It

does say that the grandfather had learned from his own problems, which is why “D” is the correct answer.

SAMPLE 2:

Adapted from *Dare to Dream: Coretta Scott King and the Civil Rights Movement* by Angela Shelf Medearis

In 1948, Coretta Scott King was a young woman hoping to begin a career as an opera singer. Her mentor, Dr. Anderson, encouraged Coretta to go to New York or Boston to study music. Even though she didn't have much money, Coretta applied to the New England Conservatory in Boston and to the Juilliard School in New York. She knew that her parents would help her, but she wanted to pay for her education herself. Coretta decided to move to Boston even though she didn't have the money for her tuition at the New England Conservatory. She hoped to find a job in Boston to pay some of her expenses. Coretta was determined to make it on her own. With the money she had, she bought a train ticket to Boston.

When the train stopped in New York, Coretta called home. Her parents had a surprise for her. They told her that she had received a letter from the Noyes Foundation giving her a six-hundred-and-fifty-dollar scholarship to help pay for her musical training. Finally, she was on her way to becoming an opera singer.

Comprehension: This is a term that usually refers to all reading, but in this test, questions of comprehension are included to find out whether or not you understand basic information presented in the material you read.

Example 2) Which of the following statements is **NOT** true about Coretta Scott King's life?

- A. She was determined to study music.
- B. She was unable to pay for her studies with her savings.
- C. She was hopeful that her parents would pay her tuition.
- D. She was encouraged by her mentor, Dr. Anderson.

Answer “C” is a better answer than “B.” The text states that Coretta did **not** want her parents to pay her tuition. The text also states that she was so determined to study music that she traveled to Boston even though she did not know how she would pay for her schooling. We also know that she was going to have difficulty covering the cost of her schooling. Finally, the second sentence states that she had a mentor, Dr. Anderson, who encouraged her. All of these statements can be verified as true or false in the text. They are part of the facts of the text.

Understand definitions or meanings from context: Sometimes information is not DIRECTLY provided in a text but is something that can be figured out by thinking about the clues in the text. For example, you may not know the meaning of every single word

in a text, but you can often figure out what a new word means by how it is used within the text.

Example 3) In this selection, the word "conservatory" means:

- A. very clear about one's direction in life
- B. a place for specialized study
- C. a place to build a career
- D. a student center in Boston

Answer "B." Although Coretta is clear about her direction in life, the word "conservatory" refers to a place, not an attitude or outlook. Through references to school, paying tuition, and the desire to develop a talent such as singing, it seems that "conservatory" refers to a place for studying something very specific, like music or opera. Although Coretta will be able to build a career because she receives special training, the purpose of the place is not to build a career but to train people with musical talents. The text does not refer to her expectation that the school will build her career; that is something she will develop after her schooling. Alternative "D" could be an answer because students, like Coretta, will be studying in a shared space. But "D" is really too vague an answer. Alternative "B" is a more specific, accurate definition.

Apply Definition: Sometimes a word is defined within a text through repeated usage or through reference to another object, person, or event. You will need to find the word and reread parts of the text to gain an accurate definition. Then you will use that meaning and put that word to use in a different situation.

Example 4) In this selection, "tuition" is similar to which of the following payments?

- A. buying a ticket to a movie
- B. repairing a friend's roof in exchange for their service of repairing your car
- C. paying a monthly fee to lease a car
- D. paying a skilled computer technician to show you how to upgrade your computer

The correct answer is "D." In all of the statements, someone offers payment and is given something in return. However, only "D" suggests that you will learn or improve a skill as a benefit of the payment. All of the other statements suggest that something will be gained, but not learned. Tuition for schooling is used to learn or improve one's understanding and skills.

Example 5) Which of the following statements best describes Coretta's viewpoint on the attainment of her goals?

- A. It is important to seek other people's advice, but not their money.
- B. Never trust people who give you money.
- C. Seek advice and support as you pursue your dreams.
- D. Do not ask too much of others; they may disappoint you.

The correct answer is "C." Coretta did seek other people's advice, and the scholarship she received shows that she also sought financial aid. The text offers no indication that

she did not trust anyone who supported her financially. Nor does the text suggest that she was afraid of disappointment. We do not know why she did not ask her parents for money. It would be too great an inference to believe that she was afraid they would disappoint her—or she would disappoint them.

SAMPLE 3:

From *The Things They Carried* by Tim O'Brien

The things they carried were largely determined by necessity. Among the necessities or near-necessities were P-38 can openers, pocket knives, heat tabs, wristwatches, dog tags, mosquito repellent, chewing gum, candy, cigarettes, salt tablets, packets of Kool-Aid, lighters, matches, sewing kits, Military Payment Certificates, C rations, and two or three canteens of water. Together, these items weighed between 15 and 20 pounds, depending upon a man's habits or rate of metabolism. Henry Dobbins, who was a big man, carried extra rations; he was especially fond of canned peaches in heavy syrup over pound cake. Dave Jensen, who practiced field hygiene, carried a toothbrush, dental floss, and several hotel-sized bars of soap he'd stolen on R&R in Sydney, Australia. Ted Lavender, who was scared, carried tranquilizers until he was shot in the head outside the village of Than Khe in mid-April. By necessity, and because it was SOP (standard operating procedure), they all carried steel helmets that weighed 5 pounds including the liner and camouflage cover. They carried the standard fatigue jackets and trousers. Very few carried underwear. On their feet they carried jungle boots (2.1 pounds) and Dave Jensen carried three pairs of socks and a can of Dr. Scholl's foot powder as a precaution against trench foot.

Example 6) Who are these people and where are they?

- A. They are archeologists going on a field trip in the jungles of Asia.
- B. They are soldiers in Europe during World War I.
- C. They are soldiers in the desert during the Persian Gulf War.
- D. They are soldiers in the jungles of Vietnam during the Vietnam War.

The answer is "D." They carry Military Payment Certificates and C-rations, which indicate they are likely to be soldiers rather than archeologists, eliminating answer "A." They were wearing jungle boots, took their R&R in Australia, and were near a village called Than Khe, which eliminates both Europe and the Middle East (answers "B" and "C") and supports answer "D."

Example 7) If you were accompanying these people on their trip, and you had run out of your own rations, which of these people would probably have extra food?

- A. Dave Jensen
- B. Ted Lavender
- C. Henry Dobbins

The answer is “C.” The key word in this question is “probably.” Although all three of the men carried rations, the **best** alternative is answer “C” because Henry Dobbins carried extra food, such as peaches in syrup. In addition to food, Dave Jensen carried soap and other forms of hygiene supplies, eliminating answer “A.” Ted Lavender carried a normal ration of food along with tranquilizers, eliminating answer “B.”

Example 8) Which of these people would be most likely to be able to clean the wounds of someone who had gotten hurt?

- A. Dave Jensen
- B. Ted Lavender
- C. Henry Dobbins

The **best** answer is “A.” The key words in this question are “most likely.” Dave Jensen “practices field hygiene,” and carries bars of soap. Ted Lavender carries tranquilizers, but these would not necessarily help someone to CLEAN a wound, so this eliminates “B.” Henry Dobbins carries food, eliminating “C.”

Example 9) Which of the following is probably **NOT** true according to the passage?

- A. It is important to carry along things that make life a little more comfortable.
- B. The things a person carries will protect them from death.
- C. The things a person carries can tell you something about who that person is.
- D. Each person has a different idea of what necessities are.

The answer is “B.” The fact that people carried comfort items (peaches, soap, and tranquilizers) makes “A” true about the passage and therefore eliminates it as an answer. The things they carried failed to protect them from death—because the passage says that Ted Lavender died—which supports “B” as the correct answer. It is true that we can tell something about the people from what they carry (answer “C”). We might be able to conclude that Ted was scared and Dave was finicky. But the fact that this statement is true eliminates it as an answer. Finally, “D” is also true. Each of the men had a different idea of what they wanted to have along with them; however, the question is asking for what is **NOT** true, so this eliminates “D.”

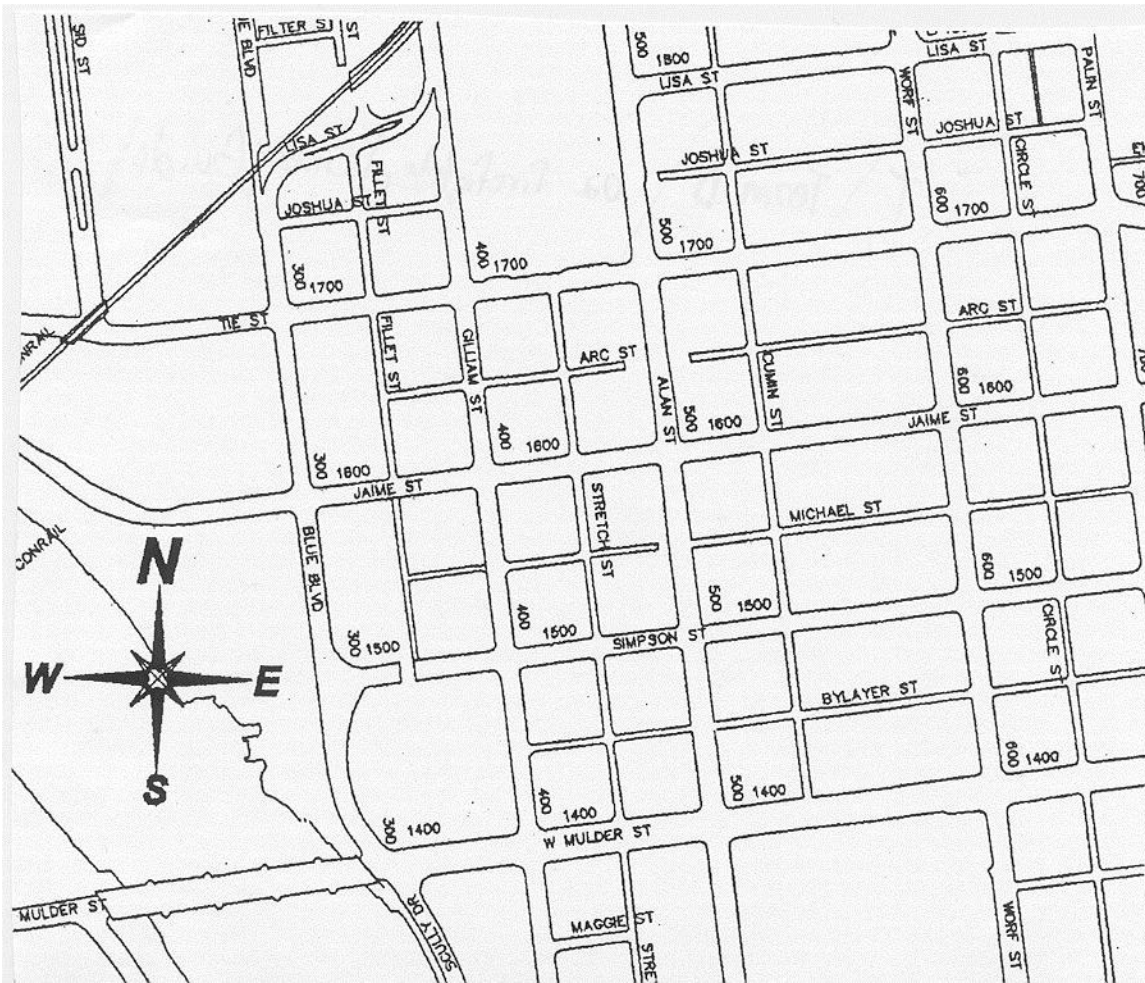
The questions that have “**NOT**” in them are often difficult to complete. One strategy is to look at all the answers to see if there is a pattern. For example, three of the answers, “A,” “C,” and “D,” are true about the text. Once you have eliminated the other choices since they are true, the only answer remaining is “B.” Checking “B,” you find that this is NOT true about the text and is therefore the right answer for the exam. Also, pay attention to the usage of certain words as clues. For example, when checking answer “B,” the use of the word “will” in the sentence indicates that no matter what items the person brings, those items will guarantee that person protection from death. Yet another strategy is to change the words of the question in your mind (“Which of these items is FALSE?”) while you are reading the answers.

Map Reading Section:

This section of the exam is designed to test your ability to follow directions and read maps. For this section of the exam, you will answer questions regarding a map. You should have familiarity with the directions north, east, south, and west when reading a map and should be able to follow written directions related to the map.

SAMPLE:

The following contains a map followed by the type of questions that may be asked on this portion of the Police Officer test.



Example 1) What direction is the intersection of Arc Street and Worf Street from the intersection of Alan Street and Lisa Street?

- A. northeast
- B. northwest
- C. southeast
- D. southwest

The answer is "C." The intersection of Alan Street and Lisa Street is in the very top center portion of the map, while the intersection of Arc Street and Worf Street is toward the top right portion of the map (the northeast portion of the map). The intersection of Arc Street and Worf Street is further south and further east of the intersection of Alan Street and Lisa Street.

Example 2) Which of the following streets is the southernmost street on the map?

- A. Filter Street
- B. Jamie Street
- C. Maggie Street
- D. Sid Street

The answer is "C." Maggie Street is a street that runs east to west and is located toward the very bottom of the map and is the southernmost street of the four listed. Filter Street and Jamie Street both run east to west. Jamie Street is toward the center of the map. Filter Street and Sid Street are in the top left corner of the map. Sid street runs north to south, but does not extend south past the center of the map.

Example 3) You are traveling west on Simpson Street approaching Gilliam Street and need to take the shortest route to reach W. Mulder Street. Assuming all streets are two-way streets, what direction would you turn onto Gilliam Street?

- A. north
- B. south
- C. east
- D. west

The answer is "B." Simpson Street runs east and west and is north of W. Mulder Street, which also runs east and west. To take the shortest route from Simpson Street to W. Mulder Street, you would need to turn south, or left (in this case), onto Gilliam Street.

PHASE II WRITING SAMPLE

For the writing sample portion of the test, you will be asked to complete an Incident Report based on the content of a video that you will view. In the video, an officer will be questioning a person, or persons, in order to gather information for an Incident Report. You are encouraged to take notes of what you see and hear while viewing the video on the blank note paper provided. After viewing the video, you will be given one hour to complete an Incident Report with the aid of your notes.

The Incident Report consists of two sections: 1) a form completion section and 2) a narrative section describing what happened. Information or details contained in the form do not need to be repeated in the narrative (for example: date of birth, social security number, address, phone numbers) unless it is essential for clarity (for example, names). Both sections of the Incident Report will assess your information analysis and writing skill.

Scoring Dimensions:

Your writing sample will be scored based on two dimensions: Information Analysis and Writing Skill. In assessing the information analysis, the completeness, accuracy, and organization of the overall report will be evaluated. In assessing the writing skill, spelling, grammar, word choice/usage, sentence structure, punctuation, and capitalization will be evaluated. Candidates may use a non-electronic dictionary and/or thesaurus. Candidates are encouraged to bring and use such resources. Below is a more detailed description of each of the scoring dimensions.

Information Analysis:

- **Completeness:** How much of the relevant information from the video is included in the report?
- **Accuracy:** How much of the information is correct and specific?
- **Organization:** How well are the facts organized into a logical or meaningful order?

Writing Skill:

- **Spelling/Word Choice/Usage/Grammar:** Are words spelled correctly, and are they used properly (for example, words are not overused or used incorrectly)? Is correct grammar used, and is word choice/usage appropriate (for example, slang is not used and correct tense is used)?
- **Punctuation/Capitalization:** Are words capitalized correctly and sentences punctuated appropriately?

- Sentence Structure: Are sentences complete and properly constructed?
- While maintaining accuracy and conciseness, a variety of sentence structures and word choice should be used. Conciseness means being brief and effective. A concisely written narrative will provide all of the necessary information without using a large number of words.

The following example illustrates the concept of conciseness:

Wordy: The teacher demonstrated some of the various ways and methods for cutting words from my essay that I had written for class. (22 words)

Concise: The teacher demonstrated methods for cutting words from my essay. (10 words)

You are expected to print your response legibly. If your writing cannot be read, you will not get credit. The report should be complete, well-organized, and concise. The form completion section should be neat and accurate. The narrative section should consist of complete sentences and paragraphs instead of an outline or bullet points. The narrative section of your report must fit in the amount of space provided. You may use a non-electronic dictionary and/or thesaurus during this phase. You are not allowed to write in them. You may not share your dictionary or thesaurus with other candidates. No electronic devices are permitted.

Important Tips:

Before You Watch the Writing Sample Video:

1. Study the scoring dimensions so you know how your writing sample will be assessed.
2. Attend an information session to practice completing an incident report.
3. Whenever possible, practice the skills necessary for performing the writing sample examination. For example, you might watch a news program and practice writing descriptions of the content of news stories.
4. At the test site, review the Relevant Information Sheet, the scenario information, and the form provided to you prior to showing the video.

While You Watch the Video (Gathering Information for the Incident Report):

1. Take notes.
2. Answer these six important questions: Who? What? When? Where? Why? How?
3. Do not fabricate any information. The relevant information is explicit in the video.
4. Do not ignore conflicting or inconsistent information.

After You Watch the Video (Completing the Incident Report):

1. Make an outline to organize your thoughts.
2. Complete the form portion of the Incident Report (See the next section—"Additional Tips").
3. Draft your narrative response, avoiding unnecessary detail.
4. Be concise. Be specific and include important details, using only necessary words.
5. Present the information in a logical and meaningful order.
6. Check for proper spelling, word choice/usage, and grammar.
7. Check for proper punctuation and capitalization in your form and the narrative portions of your Incident Report.
8. Check for proper sentence structure.
9. Check for accuracy, completeness, and organization. Ensure that all relevant information is included in the form or the narrative.

Additional Tips:

Search for "Who, What, When, Where, Why, and How"

These six words correspond to six general types of information that should be used when describing the content of the video. The Incident Report is likely to be incomplete if it leaves out any of these pieces of information. To gather the information described by these six words, answer the following six questions:

1. Who is directly involved in the incident? This would include witnesses, victims, and suspects.
2. What happened?
3. When did it happen?
4. Where did it happen?
5. Why did it happen?
6. How did it happen?

Quick Tip: Use your blank note paper to help you organize the information before you write your Incident Report.

Relevant Information:

Relevant information will vary, depending on report type. Examples of relevant information for different types of reports are listed below. For example, the value of stolen property is relevant to a robbery report, but may not be relevant in a missing person report. Be sure that you are familiar with the types of information you would be expected to include in the incident report.

Please note that the following are examples of relevant information—not exhaustive lists of all possible information. If the information is important to a clear understanding of “Who, What, When, Where, Why, and How,” then it is relevant.

On test day, you will be provided a list of relevant information related to the test scenario, similar to what is provided in this study guide. It is important that you watch and listen to the video because the relevant information should be included in your response.

RELEVANT INFORMATION – MISSING PERSON:

A Missing Person Report is filed when a person is not where he or she is expected to be, and his or her absence may have been involuntary or there is the possibility of danger.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Relevant information for caller and witness/family member, if known (name, address, phone numbers, date of birth, social security number)
- Caller's relation to missing person
- Location where missing person was last seen
- Missing person's place of employment or schooling
- Date and time where missing person was last seen or range of time, if exact is not available
- Sequence of events
- Description of missing person (name, address, phone number, date of birth, social security number, sex, race, age, height, weight, hair and eye color, and clothing)
- Does missing person normally stay in contact with parties involved?
- Include any instructions given by police personnel to all parties involved

RELEVANT INFORMATION – PROPERTY DESTRUCTION:

A Property Destruction Report is filed when any tangible or intangible damage to property, in any degree, results in loss of its value or interferes with its use or enjoyment. This does not include wear and tear occasioned by normal use.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Date and time of occurrence or range of time, if exact is not available
- Relevant information for victim, and witness(es) if known (name, address, phone numbers, date of birth, social security number)
- If a vehicle is involved, full description of vehicle if known (year, make, model, color, and license plate #)
- Determine if property is insured
- Specific damage to property and value of damage if known
- Sequence of events
- Information provided by witness(es)
- Description of suspect(s) if known (name, address, phone number, sex, race, age, height, weight, hair and eye color, clothing, and any other physical descriptions)
- Does victim wish to prosecute?
- Include any instructions given by police personnel to all parties involved

RELEVANT INFORMATION – UNAUTHORIZED USE OF A VEHICLE:

An Unauthorized Use of a Vehicle Report is filed for any unauthorized use or operation of an aircraft, motor vehicle, motorboat, or other motor-propelled vehicle without the consent of the owner or person authorized to give consent.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Date and time of occurrence or range of time, if exact is not available
- Location of incident (vehicle last seen)
- Any evidence at scene
- Relevant information for caller, victim, and witness(es) if known (name, address, phone numbers, date of birth, social security number)
- License plate(s) of vehicle(s) involved in the incident
- Full description of victim's vehicle (year, make, model, color and value, along with any specific damage or added features)
- Determine if vehicle is insured
- Sequence of events
- Description of suspect(s) if known (name, address, phone number, sex, race, age, height, weight, hair and eye color, clothing, and any other physical descriptions)
- Include any instructions given by police personnel to all parties involved

RELEVANT INFORMATION – HIT SKIP (HIT AND RUN) MOTOR VEHICLE INCIDENT:

A Hit Skip (Hit and Run) Motor Vehicle Incident Report is filed regarding anyone who causes an accident and leaves before help arrives; this is usually a vehicle driver who flees from the scene of an accident in which he is involved.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Date and time of occurrence or range of time, if exact is not available
- Road conditions at time of accident
- Posted speed limits
- Relevant information for caller, victim, and witness(es) if known (name, address, phone numbers, date of birth, social security number)
- License plate(s) of vehicle(s) involved in the incident
- Full description of vehicles involved, if known (year, make, model, color and license plate #)
- Description of suspect(s) if known (name, address, phone number, sex, race, age, height, weight, hair and eye color and, clothing, and any other physical descriptions)
- Sequence of events
- Witness description of incident and/or driver of hit-skip vehicle
- Can the caller/victim/witness(es) identify suspect(s)?
- Include any instructions given by police personnel to all parties involved

RELEVANT INFORMATION – MISUSE OF CREDIT CARDS:

A Misuse of Credit Cards (one form of identity theft) Incident Report is filed regarding any misuse of credit cards. This includes falsely obtaining credit cards and falsely procuring credit cards.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Date and time of occurrence or range of time, if exact is not available
- Relevant information for caller, victim, and witness(es) if known (name, address, phone numbers, date of birth, social security number)
- Listing of all stolen items (credit card or debit card, including company, personal checks, or payroll checks, utilities, wallet, etc.)
- Amount of charge, and location(s) transaction took place (name of grocery store, retail store)
- Description of how suspect gained possession, if known
- Description of suspect(s) if known (name, address, phone number, sex, race, age, height, weight, hair and eye color, clothing, and any other physical descriptions)
- Description of any evidence at scene
- Sequence of events
- Did victim cancel cards, and/or close accounts?
- Include any instructions given by police personnel to all parties involved

RELEVANT INFORMATION – SIMPLE ASSAULT:

A Simple Assault Incident Report is filed when someone causes or attempts to cause physical harm to another person.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Relevant information for caller, witness, and victim, if known (name, address, phone numbers, date of birth, social security number)
- Address of occurrence
- Date and time of occurrence or range of time, if exact is not available
- Relevant information for caller, victim, and witness(es) if known (name, address, phone numbers, date of birth, social security number)
- Description of suspect(s) if known (name, address, phone number, sex, race, age, height, weight, hair and eye color and, clothing, and any other physical descriptions)
- Description of physical evidence (marks or bruises, weapons, video)
- Sequence of events
- Can the caller/victim/witness(es) identify suspect(s)?
- Include any instructions given by police personnel to all parties involved

RELEVANT INFORMATION – SHOPLIFTING:

A Shoplifting Incident Report is filed regarding any unlawful taking of property from a retail establishment.

- Incident information (incident #, badge #'s, assignment #, car #, date and time of dispatch, location)
- Address of occurrence
- Date and time of occurrence or range of time, if exact is not available
- Relevant information for caller, victim, and witness(es) if known (name, address, phone numbers, date of birth, social security number)
- Description of how suspect entered and/or exited the building (points of entry/exit and any evidence of each)
- Description of any stolen property (estimated value of stolen property including prices and serial numbers if available)
- Description of suspect(s) if known (name, address, phone number, sex, race, age, height, weight, hair and eye color, clothing, and any other physical descriptions)
- Description of any evidence at scene
- Sequence of events
- Can the caller/victim/witness(es) identify suspect(s)?
- Include any instructions given by police personnel to all parties involved

Sample Scenario:

The following examples of a passing and failing writing sample are based on the practice writing sample video available on the Civil Service website at csc.columbus.gov.



or <http://youtu.be/hY1LukxY4c4>

The following section is an example of scenario information that will be provided in writing on test day.

MISSING PERSON SCENARIO:

You are a police officer with the Columbus Division of Police. Your name is Officer Jordan Sanders, badge # 214, and your precinct assignment is 5B6. You are working in cruiser #50. You and your partner were dispatched on October 31st to a private residence at 3146 Mayfair Drive, Columbus, OH 43221 to handle a missing persons report. The caller is Mary Russell. You were dispatched at 6:00 p.m. and arrive at 6:11 p.m.

The scenes you are about to view will show your partner, Officer Steven Potter, interviewing the caller and a family member. Officer Potter's badge # is 324. You are to complete an incident report form and write a descriptive passage detailing the facts as presented in the scenes and narrative. Your incident number for this run is 143. Assume the incident happened in the current year.

Example of a Passing Writing Sample:

The following example, on pages 25 to 27, illustrates an acceptable and passing incident report of the sample scenario. The fill-in section is accurate and complete and displays proper spelling and capitalization. Note that all fields are filled in with specific information or the word "unknown" if information is not provided in the scenario. The narrative section is divided into paragraphs, displays proper spelling, grammar, word choice/usage, punctuation, capitalization, and sentence structure. The narrative is also concise, accurate, and well organized. Information contained in the fill-in section is only repeated in the narrative when necessary for clarity. For example, names are necessary in the narration section to adequately identify the caller, the witness, and the missing person in the sequence of events. A passing Incident Report includes the relevant information and answers who, what, when, where, why, and how the incident took place.

INCIDENT REPORT FORM- MISSING PERSON

(state "unknown" in spaces below if not known)

INCIDENT INFORMATION

INCIDENT #	<u>143</u>	DATE OF DISPATCH	<u>10/31/14</u>	TIME OF DISPATCH	<u>6:00 pm</u>
		<small>(Month, Day, Year ex. 12/25/65)</small>		<small>(ex. 9:00 AM)</small>	
OFFICER BADGE #	<u>214</u>	PARTNER BADGE #	<u>324</u>	ASSIGNMENT	<u>5B6</u>
STREET ADDRESS			<u>3146 Mayfair Drive</u>	CRUISER #	<u>50</u>
CITY	<u>Columbus</u>	STATE	<u>OH</u>	ZIP CODE	<u>43221</u>

CALLER / WITNESS / FAMILY MEMBER INFORMATION

LAST NAME	<u>Russell</u>	FIRST NAME	<u>Mary</u>		
DATE OF BIRTH	<u>unknown</u>	SOCIAL SECURITY #	<u>unknown</u>		
		<small>(Month, Day, Year ex. 12/25/65)</small>			
		<small>(ex. 123-45-6789)</small>			
STREET ADDRESS			<u>3146 Mayfair Drive</u>	SEX	<u>F</u>
CITY	<u>Columbus</u>	STATE	<u>OH</u>	ZIP CODE	<u>43221</u>
PRIMARY PHONE	<u>277-0020</u>	OTHER PHONE	<u>595-3325</u>		

WITNESS / FAMILY MEMBER INFORMATION

LAST NAME	<u>Russell</u>	FIRST NAME	<u>Hailey</u>		
DATE OF BIRTH	<u>unknown</u>	SOCIAL SECURITY #	<u>unknown</u>		
		<small>(Month, Day, Year ex. 12/25/65)</small>			
		<small>(ex. 123-45-6789)</small>			
STREET ADDRESS			<u>3146 Mayfair Drive</u>	SEX	<u>F</u>
CITY	<u>Columbus</u>	STATE	<u>OH</u>	ZIP CODE	<u>43221</u>
PRIMARY PHONE	<u>277-0020</u>	OTHER PHONE	<u>unknown</u>		

MISSING PERSON INFORMATION

LAST NAME	<u>Russell</u>	FIRST NAME	<u>Hannah</u>		
AGE	<u>17</u>	SOCIAL SECURITY #	<u>331-25-9941</u>		
		<small>(ex. 123-45-6789)</small>			
STREET ADDRESS				<u>3146 Mayfair Drive</u>	
CITY	<u>Columbus</u>	STATE	<u>OH</u>	ZIP CODE	<u>43221</u>
SEX	<u>F</u>	RACE	<u>W</u>	HEIGHT	<u>5ft 5in</u>
				<small>(ex. 5 ft 8 in)</small>	
WEIGHT	<u>125</u>	EYE	<u>brown</u>	HAIR	<u>long brown</u>
				<small>(Pounds)</small>	
				<small>(Color ex. brown, blue)</small>	
				<small>(Color ex. black, brown)</small>	
PRIMARY PHONE	<u>277-0020</u>	OTHER PHONE	<u>595-2424</u>		

INCIDENT REPORT NARRATIVE- MISSING PERSON

The narrative should be accurate, complete, and well organized. It should be concise and display proper grammar (spelling, word usage, sentence structure). You do not have to repeat specific information from the fill-in form in the narrative (date of birth, SSN#, address, phone #s) unless it is essential for clarity (names).

On October 31, 2014, my partner and I arrived at the residence at 6:11 p.m. in response to a missing persons call. Mrs. Mary Russell told us she was very worried because her daughter Hannah had not returned home from school today. She was expected to be home before 4:30 p.m. Hannah was last seen at home around 7:00 a.m. this morning before she left for school. Hannah rides to school with her twin sister, Hailey. Mrs. Russell called Central High School, where the twins are seniors, and was told that Hannah attended all of her classes today. Hailey said she came home at 2:30 p.m., but Hannah stayed after school to help a fellow band student with music and should have been done by 3:30 p.m. Hannah was supposed to call when she was ready to be picked up. When Hannah had not called by the time Mrs. Russell got home, Hailey drove to the school, but Hannah was not there. Hannah is not answering her cell phone. Both Mrs. Russell and Hailey stated

INCIDENT REPORT NARRATIVE- MISSING PERSON

Narrative (continued)

that Hannah is very responsible and that it is uncharacteristic of her not to contact either one of them.

Hannah was last seen wearing blue jeans, a pink t-shirt, purple tennis shoes, a gray coat and red glasses. Mrs. Russell provided a current photograph of Hannah.

My partner and I asked to search the home in case Hannah had come home without their knowledge. Mrs. Russell agreed. Hannah was not found in the home. We told Mrs. Russell that we would enter Hannah's information into our system, air her physical description, and follow up with the high school. We gave her our business cards and asked her to contact us if she heard from Hannah or had any further questions.

Example of a Failing Writing Sample:

The following example, on pages 29 to 32, illustrates an unacceptable and failing incident report of the sample scenario. The form completion section is inaccurate, and many fields are left blank. The narrative section displays incorrect spelling, grammar, word choice/usage, sentence structure, punctuation, and capitalization, and it is not divided into paragraphs. The narrative is inaccurate; it is vague, contains fabricated information, and lacks important details. A poor incident report lacks relevant information and does not adequately answer who, what, when, where, why, and how the incident took place.

INCIDENT REPORT FORM- MISSING PERSON

(state "unknown" in spaces below if not known)

INCIDENT INFORMATION

INCIDENT # <u>141</u>	DATE OF DISPATCH <u>3/5th</u> <small>(Month, Day, Year - ex. 12/25/65)</small>	TIME OF DISPATCH <u>6:00</u> <small>(ex. 9:00 AM)</small>
OFFICER BADGE # _____	PARTNER BADGE # _____	ASSIGNMENT _____
STREET ADDRESS <u>Mayfair Road</u>		CRUISER # <u>50</u>
CITY <u>Columbus</u>	STATE <u>OH</u>	ZIP CODE _____

CALLER / WITNESS / FAMILY MEMBER INFORMATION

LAST NAME _____	FIRST NAME <u>Mary</u>	
DATE OF BIRTH <u>before 1975</u> <small>(Month, Day, Year - ex. 12/25/65)</small>	SOCIAL SECURITY # _____ <small>(ex. 123-45-6789)</small>	
STREET ADDRESS <u>same</u>	SEX _____	
CITY <u>Columbus</u>	STATE <u>OH</u>	ZIP CODE _____
PRIMARY PHONE <u>277-0620</u>	OTHER PHONE <u>595-3355</u>	

WITNESS / FAMILY MEMBER INFORMATION

LAST NAME _____	FIRST NAME <u>Hannah</u>	
DATE OF BIRTH _____ <small>(Month, Day, Year - ex. 12/25/65)</small>	SOCIAL SECURITY # <u>331-25-9940</u> <small>(ex. 123-45-6789)</small>	
STREET ADDRESS <u>same</u>	SEX _____	
CITY <u>Columbus</u>	STATE <u>OH</u>	ZIP CODE _____
PRIMARY PHONE <u>277-0020</u>	OTHER PHONE <u>595-2424</u>	

MISSING PERSON INFORMATION

LAST NAME <u>Russell</u>	FIRST NAME <u>Hailey</u>	
AGE _____	SOCIAL SECURITY # <u>331-25-9941</u> <small>(ex. 123-45-6789)</small>	
STREET ADDRESS <u>3146</u>		
CITY <u>Columbus</u>	STATE <u>OH</u>	ZIP CODE <u>43221</u>
SEX <u>F</u>	RACE <u>W</u>	HEIGHT <u>5ft</u> <small>(ex. 5 ft 8 in)</small>
WEIGHT <u>around 120</u> <small>(Pounds)</small>	EYE <u>B</u> <small>(Color - ex. brown, blue)</small>	HAIR <u>long B</u> <small>(Color - ex. black, brown)</small>
PRIMARY PHONE <u>277-0020</u>	OTHER PHONE _____	

INCIDENT REPORT FORM- MISSING PERSON

(state "unknown" in spaces below if not known)

INCIDENT INFORMATION

INCIDENT # <u>141</u>	DATE OF DISPATCH <u>31st</u> <small>(Month, Day, Year - ex. 12/25/65)</small>	TIME OF DISPATCH <u>6:00</u> <small>(ex. 9:00 AM)</small>
OFFICER BADGE # <u> </u>	PARTNER BADGE # <u> </u>	ASSIGNMENT <u> </u>
STREET ADDRESS <u>Mayfair Road</u>		CRUISER # <u>50</u>
CITY <u>Columbus</u>	STATE <u>OH</u>	ZIP CODE <u> </u>

CALLER / WITNESS / FAMILY MEMBER INFORMATION

LAST NAME <u> </u>	FIRST NAME <u>Mary</u>
DATE OF BIRTH <u>before 1975</u> <small>(Month, Day, Year - ex. 12/25/65)</small>	SOCIAL SECURITY # <u> </u> <small>(ex. 123-45-6789)</small>
STREET ADDRESS <u>same</u>	SEX <u> </u>
CITY <u>Columbus</u>	STATE <u>OH</u>
PRIMARY PHONE <u>277-0620</u>	OTHER PHONE <u>595-3355</u>

WITNESS / FAMILY MEMBER INFORMATION

LAST NAME <u> </u>	FIRST NAME <u>Hannah</u>
DATE OF BIRTH <u> </u> <small>(Month, Day, Year - ex. 12/25/65)</small>	SOCIAL SECURITY # <u>331-25-9940</u> <small>(ex. 123-45-6789)</small>
STREET ADDRESS <u>same</u>	SEX <u> </u>
CITY <u>Columbus</u>	STATE <u>OH</u>
PRIMARY PHONE <u>277-0020</u>	OTHER PHONE <u>595-2424</u>

MISSING PERSON INFORMATION

LAST NAME <u>Russell</u>	FIRST NAME <u>Hailey</u>
AGE <u> </u>	SOCIAL SECURITY # <u>331-25-9941</u> <small>(ex. 123-45-6789)</small>
STREET ADDRESS <u>3146</u>	
CITY <u>Columbus</u>	STATE <u>OH</u>
SEX <u>F</u>	RACE <u>W</u>
WEIGHT <u>around 120</u> <small>(Pounds)</small>	HEIGHT <u>5ft</u> <small>(ex. 5 ft 8 in)</small>
EYE <u>B</u> <small>(Color - ex. brown, blue)</small>	HAIR <u>long B</u> <small>(Color - ex. black, brown)</small>
PRIMARY PHONE <u>277-0020</u>	OTHER PHONE <u> </u>

 = missing information
all blanks should contain information provided
in scenario - or - "unknown"

INCIDENT REPORT NARRATIVE- MISSING PERSON

The narrative should be accurate, complete, and well organized. It should be concise and display proper grammar (spelling, word usage, sentence structure). You do not have to repeat specific information from the fill-in form in the narrative (date of birth, SSN#, address, phone #s) unless it is essential for clarity (names).

my partner and I met with two women about a missing person in the evening. She last saw her this morning. When she wasn't home after school, another woman called the police the other woman had some more details. She said she was supposed to pick her up after she was done with after school stuff, but forgot too. When it was realized the girl wasn't home, she called the mom and the mom was worried to. The dad was still at work and didn't have any details. The girl was wearing pants, a shirt, sneakers, and sunglasses when she went to school, but she might of changed there. Nobody really knows. There were tests scheduled, so the girl is prolly studying with friends. After getting the info my partner said he was gonna look around in case the girl was really already home. She was really gone i gave a business card. Later we put her info in and contacted her school.

INCIDENT REPORT NARRATIVE- MISSING PERSON

The narrative should be accurate, complete, and well organized. It should be concise and display proper grammar (spelling, word usage, sentence structure). You do not have to repeat specific information from the fill-in form in the narrative (date of birth, SSN#, address, phone #s) unless it is essential for clarity (names).

my partner and I met with ^{need specific time} two women ^{vague} about a missing person in the evening. ^{vague} She last saw her ^{unclear who "she" + "her" are} this morning. When she wasn't home after school, ^{vague} another woman ^{run-on} called the police the other woman had some more details. She said she was supposed to pick her up after she was done with ^{vague} after school stuff, but forgot ^{spelling} too. When it was ^{spelling} realized ^{punctuation} the girl ^{vague} wasn't home, ^{grammar} she ^{spelling} telled the mom and the mom was worried to. The dad was still at work and didn't have any details. ^{vague} The girl was ^{need specific details} wearing pants, a shirt, sneakers, ^{incorrect} and sunglasses ^{speculation} when she went to school, but she might ^{grammar} of changed there. Nobody really knows. There were tests scheduled, so the girl is ^{spelling} proilly studying with friends. After getting the ^{spelling} info my partner said he was ^{grammar} gonna look around in case the girl was really ^{spelling} already home. She was really gone ^{capitalization} i gave a business card. Later we put ^{vague} her ^{spelling} info in and contacted her school.

this section contains no punctuation

PHASE III COLUMBUS ORAL POLICE EXAM (COPE)

The Columbus Oral Police Exam (COPE) is a video-based test that is designed to assess a candidate's problem solving skills and interpersonal relations skills. This exam is not intended to test Columbus police policies or procedures. These scenarios are situations that a Columbus police officer may encounter. These scenes will be presented as a series of still pictures with audio. This test is set up as a role play with you, the candidate, as a police officer. Eight scenarios will be presented in which you will be expected to respond as a police officer. Your responses should show that you have a plan for solving the problem and that you are using appropriate, effective interpersonal skills to do so. You should respond to the monitor as if you are actually responding to the person(s) in the scene. This is not an interview, so you should not respond by explaining what you "would do" in the situation. Successful applicants will place themselves in the situation and respond accordingly.

Test Day Procedures and Information:

You will be scheduled for COPE. Your test admission notice will contain your specific test date and times. Arrive at least 20 minutes prior to your scheduled time. In a small group of ten or fewer candidates, you will be shown an instruction video that includes a sample scenario. You will be given an opportunity to ask questions to clarify the video instructions. No questions will be answered regarding test content or how to respond to the scenarios. After the initial group instruction video, you will be escorted to your individual testing room.

You will be seated in front of a video monitor and video camera. Before the actual test scenes are presented, additional instructions will be given along with a practice scenario. You are strongly encouraged to respond to the practice scenario. Your response to the practice scene will not be scored; scoring will begin with your responses to Scene 1, which is clearly marked on the video. You will be required to respond to eight scenes. At the end of each scene, the words "RESPOND NOW" will appear on the monitor, and you will have 45 seconds to respond to each scenario. Verbally respond as if you are actually in that situation and talking to real people.

When the allotted response time has expired, the next scene will begin. The video camera in the room will record your responses. Candidates who pass the multiple-choice and writing sample portions of the exam will have their video assessed at a later date by a panel of raters.

Scoring Dimensions:

Candidates will be scored on two dimensions for each of the eight scene responses. Each of these dimensions will be graded using a five-point scale, with a five being the highest score for each dimension.

Scoring Dimension 1—Problem Sensing and Resolution:

This scoring dimension measures your ability to evaluate a situation and comprehend it in its proper perspective; to identify underlying as well as the obvious issues; to assess alternative solutions; and to consider the implications of problems and solutions. Your response should reflect a plan that will solve, or begin to solve, the problem presented to you.

Scoring Dimension 2—Interpersonal Relations:

This scoring dimension measures your ability to establish and maintain cooperative and constructive relationships; to consider the feelings and needs of others; and to respect the views of others. Your facial expression should match your words. If you are attempting to talk to a co-worker who is having problems at work and who may need to be consoled, your expression should be sympathetic as opposed to laughing or smirking. The tone of voice, body language, and choice of words are scored within this dimension.

COPE Preparation Tips:

Preparing for and practicing in advance of the COPE exam may help you to feel more comfortable in the test environment and may improve your performance on the exam. The COPE test scenes may be in a number of different settings, such as a police substation or in a home of a person who called for help. One sample scenario and sample response is provided on the Civil Service Commission website at csc.columbus.gov. For a direct link to the videos:



Sample Scenario

<http://youtu.be/HN5laakmkUk>



Sample Response

<http://youtu.be/BRCq3y2R6Bg>

Consider the types of situations that may be presented. You may concentrate on customer relations experiences that you have had or experiences with co-workers, friends, or family in which a problem or verbal conflict arose. You can also consider situations that are shown in a television show or on the internet. Focus on a problem that involves people and requires a response or conversation. While you practice for this test, you could write down situations or you might view and then pause a scene on a television or on a computer. Then you can practice your response as if you are taking the test.

You may want to practice in front of a mirror or with a friend (who does not respond) watching or you may want to video and/or audio record your response. If you partner with a family member, friend, or colleague, they may be able to provide feedback regarding how well you resolved the problem and on the interpersonal skills that you displayed. They should read the information on the scoring dimensions in the previous section to guide them in their feedback. This test is not scored like a multiple-choice exam in which there is a single correct response; instead, there may be a variety of solutions to the scenes where you can demonstrate your problem solving skills and interpersonal relations.

By practicing responses, you can gain familiarity with the process, a sense of how to continue a response while solving a problem, and an understanding of how much information you can give in a 45-second time period. Since the COPE test is not interactive, the individuals in the scenes will not provide you with feedback or responses that would help you gauge the effectiveness or impact of your responses. Practicing your responses when you are not getting immediate feedback may help you feel more comfortable with the testing process.

Tips to Guide your Response to the COPE Scenarios:

Consider the following tips to guide your response in each segment of COPE.

The three segments are: 1) while you watch the scenes, 2) when you respond to the scenes, and 3) while you wait for the next scene.

While watching a scene:

Listening and observing are important parts of COPE. While you are watching the scenario, there are several things that you should be doing to formulate an appropriate response.

- Watch and listen to the video. As the scenario unfolds, you should listen to the characters and be attentive to the visual cues given in the scene.
- Identify the main problem and any underlying problems that are presented.
- Formulate your response. Begin to develop alternatives on the best way to resolve the immediate situation. Consider whether any long term issues and/or underlying concerns should be addressed.
- Ask yourself, “Do I need any additional information to resolve the situation?” If you do, you can ask the questions during your response. Even though the characters will not respond, the evaluators who are scoring the exercise will know that you have acknowledged that specific information would be helpful in bringing the situation to a resolution.
- Decide on the proper attitude for the situation. As you formulate a solution to the scene, ask yourself, “How should the character(s) be approached?” The situation could call for a stern response or a gentle, comforting response. You will want to display the most appropriate interpersonal approach for the situation.

During your response:

When the scenario is over, the video will indicate, “Respond Now.” During your response consider the following:

- Respond to the character displayed on the screen and continue to look at the screen.
- Provide a solution, or suggestions for a solution, to the character(s) displayed on the response screen.
- Respond with appropriate behaviors for the situation and the character(s) you are talking to.
- Use your facial expressions, tone of voice, and body language to help you communicate your intended message.
- You may ask questions; however, you will not get any response.
- You may direct the person on the scene to do something.
- You should focus your response to the person(s) displayed on the final screen, which displays “Respond Now.”
- Do not respond until you are instructed to do so.
- Remain seated for the entire test.

After your Response:

After you complete your response to a scene wait for the next scene to begin. After your response to each scenario consider the following:

- After your response, maintain attention on the screen; you will not want to miss anything in the next scenario.
- If you complete your response prior to the end of the 45-second allotted time, simply wait for the next scene to begin.
- If you think of something that may help resolve the current scene while waiting for the next exercise—say it. Your entire 45-second time period will be considered by the evaluators.
- You will not be scored for anything prior to or after the 45-second response times.
- You will not be scored for anything you do during the scene’s non-response time.
- When the test is over, follow the directions on the screen. This will alert the test staff that you have completed your examination.

COPE Test Taking Tips Summary:

The following is a summary of the key tips to remember during COPE.

- Respond to the practice scenario at the beginning of your test. Take advantage of this opportunity to get comfortable with the video test format before the actual test scenarios begin.
- Think about what you want to say before you begin to speak. There is no penalty for waiting a few seconds to compose your thoughts.

- Speak slowly and distinctly. Sometimes we speak quickly when nervous, so make a conscious effort to slow down. Know your tendencies and adjust accordingly. The 45 seconds provided should be enough time to address the issues. Remember, the people in the scenes will not be talking back to you, giving you the entire 45 seconds to talk uninterrupted.
- Address the key issues in your resolution of the problem.
- Demonstrate appropriate emotion for the issues.
- Do not think of your test performance as “acting.” Instead pay careful attention to the scenario as it is presented and respond appropriately.

Keys to a Good Score:

Simply put, the key to a good score involves the three **Ps**: Problem, People, & Plan.

- **P**roblem: Identify the **P**roblem.
- **P**eople: Address the **P**eople appropriately.
- **P**lan: Present your **P**lan to resolve the problem.

Tips for a Successful Response:

- Before you begin to speak, organize your thoughts and express them in a clear and logical manner.
- Take time to listen carefully to what is being said or asked. The narrator and the dispatcher in the scenes often provide important information you need to solve the problem. Identify and address the key issues of the problem in your response.
- Formulate a plan and verbalize it in your response.
- Avoid “jargon” in your answers. You are not expected to know any police procedures or codes.
- Use your life experiences – relationships with family, friends, and co-workers – to help you solve the problems.
- Use appropriate facial expressions and tone of voice for each particular situation.
- Answer as completely as possible in the time allotted. If you complete your answer before the 45 seconds has expired, sit quietly and wait for the next scenario to begin.
- Do not present unnecessary, unrelated, or trivial information.
- Speak slowly and distinctly. Do not mumble or speak so softly that your response will be difficult to understand.

The COPE score will be used to band individuals who pass ALL of the four phases of the examination.

Confidentiality:

The content of the Police Officer exam is confidential. Do not share information with other candidates. Providing another candidate with information about the COPE scenarios may give that person an advantage. This could essentially lower your position on the eligible list since your position is based on your score relative to all other candidates taking the test. Changes of one or two points might mean the difference between becoming a police officer and not becoming a police officer. Giving information to other candidates may be grounds for disciplinary action; disqualification from the testing process; loss of your right to examination, certification, or appointment; and prosecution.

Final Police Officer Examination Results:

For Individuals who pass ALL THREE PHASES of the examination, the scores from COPE will be used to band candidates into the 90, 80, or 70 bands. Veteran's preference points will be added to passing scores of qualifying candidates prior to being placed within the respective bands.

PHASE IV PHYSICAL TEST

Background:

The City of Columbus, in recognizing the importance of physical fitness for job performance, has established physical fitness standards for police officer applicants. The State of Ohio began assessing physical fitness as a requirement prior to becoming an Ohio Peace Officer. Physical fitness for employment leads to having the physical readiness to perform the strenuous and critical physical tasks of the job.

The Columbus Division of Police thoroughly trains all new police officer hires (recruits) in the City of Columbus and includes physical fitness in this training process. By the end of this six month training program, recruits should have the ability to pass all of the State certification testing, including the Ohio Peace Officer Physical Fitness Assessment, as well as ensuring that candidates have the physical capability to perform the physical aspects of the job. Since candidates are expected to meet the physical fitness standards to become an Ohio Peace Officer, it is important that candidates are at certain levels of fitness at the time of testing to remain in the selection process.

These physical standards ensure the physical fitness to learn and perform the essential physical job tasks safely and effectively. These standards were developed so that, with training, all candidates who can meet the entry standards have the ability to effectively perform the job of Police Officer. You, as the candidate, have the responsibility to obtain the training needed to meet the entry standards. This guide includes a training program designed to provide the instruction you may need to successfully meet the standard for each event.

What is Physical Fitness?

Physical fitness for employment is having the physical readiness to participate in the physical training needed to learn the strenuous and critical physical tasks of the job. The physical fitness areas that are being tested consist of three specific and different areas.

1. **Upper body absolute strength.** This is having the upper body strength to make maximal efforts against resistance. This is important for performing physical tasks that require lifting, carrying, and pushing.
2. **Trunk or abdominal muscular endurance.** This is having the capability to make repeated muscular contractions with the abdominal area without getting fatigued. Your abdomen is the fulcrum of your body and is important in many tasks involving lifting, pulling, and dragging.
3. **Anaerobic power.** This is having the ability to make short intense bursts of effort. This is an important area for performing job tasks such as short sprint pursuit situations.

Why is Physical Fitness Important?

First, physical fitness is important because the three physical fitness areas determine an individual's fitness to receive the training needed to perform strenuous job tasks.

Second, physical fitness is important to minimize health risks for health problems such as heart disease, stroke, and obesity—all of which can affect job performance.

How Will Physical Fitness be Measured?

There are three physical fitness events that will be used to measure your ability to meet the physical fitness standards.

1. **300 meter run.** This measures anaerobic power or the ability to make an intense burst of effort for a short time period or distance. The test consists of sprinting 300 meters as fast as possible.
2. **1-minute sit-up test.** This measures the abdominal or trunk muscular endurance. Laying on the ground you will be given one minute to do as many bent-leg sit-ups until you reach the standard.
3. **Maximum push-up test.** This measures the muscular endurance of the upper body. The test consists of doing as many push-ups from the front, lean, and rest position until you reach the standard.

An instruction video of the City of Columbus Police Officer Physical Test is available on the Civil Service Commission Website at csc.columbus.gov. Additionally, a direct link to the video is available at:



<https://www.youtube.com/watch?v=UfzAdpV5234>

Physical Test Standards by Age/Gender

In summary, the standards are as follows:

Physical Test Standards				
Age	≤29	30-39	40-49	50+
300 Meter Run—number of seconds not to exceed to pass				
Male	62	63	74	88
Female	70	81	95	106
Sit-ups—number of repetitions needed within one minute to pass				
Male	32	29	25	21
Female	28	22	18	14
Push-ups—number of consecutive repetitions needed to pass				
Male	26	22	17	12
Female	14	11	9	9

To pass the physical component of the Police Officer exam, the candidate must perform each event being tested and meet or exceed the City standard. A score below the standard on any single event will be considered a failing score on the Police Officer exam.

How Do I Prepare?

To ensure success in the testing process you may need to begin a physical training program. This training program is designed to provide instructions for the training needed to successfully meet the standard in each event. Each test has a different training routine. The program is designed to reach successful completion in an average of twelve weeks. The actual time needed will vary based upon your current physical condition.

There exists the possibility that certain detrimental physiological changes may occur during exercise. These changes could include heat related illnesses, orthopedic injuries, abnormal cardiovascular conditions (heart beat, blood pressure), and, in rare instances, heart attack.

Before initiating this physical training, you should consult your physician to ensure that you do not have any health concerns that would prevent your participation in this training, thus reducing the risk of exercise-related illness or injury.

Event #1 300-meter Run: to prepare for this test, you will need to do interval training.

The **first step** is to time yourself for an all-out effort at 110 yards. This is called your initial time or **IT**. The **second step** is to multiply the **IT** by 1.25 to get your starting training time. Then follow the schedule below:

Week	Training Distance	Number of Sprints or Repetitions	Time of Sprint	Rest Time Between Sprints	Frequency
1,2	110 yards	4	1.25 times your IT	2 min.	1 time/week
3,4	110 yards	5	1.25 times your IT minus 2-3 sec.	2 min.	1 time/week
5,6	110 yards	6	1.25 times your IT minus 5-6 sec.	2 min.	1 time/week
7,8	220 yards	4	2.5 times your IT minus 4 sec.	2 min.	1 time/week
9,10	220 yards	4	2.5 times your IT minus 4 sec.	2 min.	2 times/week

Event #2 1-Minute Sit-up: to prepare for this test, follow this routine.

The first step is to determine your **ITRD** (initial training repetition dose) by seeing how many sit-ups you can do in one minute.

To perform an acceptable sit-up, lie on your back with your knees bent and heels flat on the floor. Your hands should be behind your head but not interlaced. Have a partner hold your feet down. Sit up and touch your elbows to your knees, breaking the plane of your knees, and return to the lying position before starting the next sit-up. You should not raise your buttocks from the ground. When returning to the down position, your shoulder blades should touch the ground.

Week	Sets	Repetitions	Frequency
1	1	ITRD	3 times/week
2	2	ITRD divided by 2	3 times/week
3	3	ITRD divided by 2	3 times/week
4	3	ITRD divided by 2 plus 2	3 times/week
5	3	ITRD divided by 2 plus 4	3 times/week
6	3	ITRD divided by 2 plus 6	3 times/week
7	3	ITRD divided by 2 plus 8	3 times/week
8	3	ITRD divided by 2 plus 10	3 times/week

For successive weeks, keep adding 2 more repetitions per week.

Event #3: Maximum Push-up: to prepare for this test, follow this routine.

The first step is to see how many push-ups you can do. That will become your initial training repetition dose, or **ITRD**.

To perform an acceptable push-up, you should start the push-ups in a face downward position with your arms extended and your neck, back, hips, and knees straight such that only your hands and toes are touching the ground. Your hands should be shoulder width apart and your feet 3 inches apart or less. With your back and knees kept straight, you should lower yourself to a position in which your chest is approximately 3 inches from the ground (or until your upper arm is parallel to the ground), then push up until your arms are extended.

Week	Sets	Repetitions	Frequency
1	1	ITRD	3 times/week
2	2	ITRD divided by 2	3 times/week
3	3	ITRD divided by 2	3 times/week
4	3	ITRD divided by 2 plus 2	3 times/week
5	3	ITRD divided by 2 plus 4	3 times/week
6	3	ITRD divided by 2 plus 6	3 times/week
7	3	ITRD divided by 2 plus 8	3 times/week
8	3	ITRD divided by 2 plus 10	3 times/week

For successive weeks, keep adding 2 more repetitions per week.

****If you cannot do a regular push-up at first, do the modified push-up (with knees bent and on the ground) for several weeks following the same routine, then advance to the regular push-up.

We're hopeful that this study guide will prove helpful as you prepare for the Columbus Police Officer Entry Level Examination. Questions regarding information contained within this study guide, or the Police Officer selection process in general, can be directed to Commission staff at (614) 645-0800 or by email at policefiretesting@columbus.gov.