



STUDY GUIDE

SAN ANTONIO ENTRY-LEVEL LAW
ENFORCEMENT EXAMINATION



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INTRODUCTION

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

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

HOW TO USE THIS STUDY GUIDE

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

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

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

IMPORTANT NOTE

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

EXAMINATION OVERVIEW

The SAELLEE will consist of 230 multiple-choice questions that will measure your cognitive abilities as well as your behavioral characteristics and attitudes. The entire examination will last three hours. The examination contains two sections: cognitive ability and behavioral-orientation. Be sure to pace yourself so that you can complete the entire exam. If you finish early, use the extra time to look over your work and check your answers. There is no bonus for finishing early, so we recommend that you use all of your time to perfect your exam.

WHAT DOES THE EXAMINATION MEASURE?

The SAELLEE was designed to measure numerous areas that are related to successful performance as a San Antonio Police Department police officer. Specifically, the examination contains questions covering two broad areas: cognitive ability and behavioral-orientation. It is important to note that the examination does not measure job knowledge or any specific skills that require specialized training. You will not need any specific law enforcement knowledge or skills to succeed on the examination.

COGNITIVE ABILITIES

The SAELLEE assesses nine cognitive abilities:

Cognitive Abilities	
Deductive Reasoning	Selective Attention
Information Ordering	Flexibility of Closure
Inductive Reasoning	Memorization
Writing	Spatial Orientation
Reading	

These cognitive ability areas have been demonstrated to be essential for success in the San Antonio Police Department police officer job based on job analytic research.

BEHAVIORAL-ORIENTATION

In addition to cognitive ability, the SAELLEE measures behavioral characteristics and attitudes that are necessary for effective job performance as a police officer. For the items in this section, you will indicate your level of agreement with presented statements. There are no obvious "correct" or "incorrect" responses to these types of items as there are for the cognitive questions.

TAKING THE EXAMINATION

The SAELLEE will consist of an 80-item cognitive ability measure and a 150-item behavioral-orientation measure. The examination is administered fully online.

When you arrive at the examination site on the day of the test, you will need to follow the proper check-in procedures. Listen carefully to and follow all instructions. Any infraction of the rules will be considered cheating, and you will be dismissed from the test. The test will be administered online. Proctors will guide you through the online log-in process. The online examination contains a self-guided tutorial to orient you to the online test administration tool. Read all instructions carefully and be sure to ask any questions that you may have so that you know exactly what to do.

You will have three (3) hours to complete the exam. Be sure to pace yourself so that you can complete the entire exam. A timer will be provided for you in the online administration tool. If you finish early, use the extra time to

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look over your work and check your answers. There is no bonus for finishing early, so we recommend that you use all of your time to perfect your exam.

IMPORTANT NOTES

The online administration tool is designed to mirror a paper and pencil exam. On the bottom of the tool, you will find a “Page Navigation” bar. This bar allows you to skip around in the exam to any page. In this way, it is much like a paper and pencil tool. When you have marked an answer for each question on a page, the icon for that page will change colors to indicate that all answers have been filled in on that page. In this way, you will be able to keep track of the pages which contain unanswered questions.

It is important to note that you must submit each page separately prior to navigating to other pages. In order to save your answers, you **MUST** submit those answers using the “submit” button. If you select a new page in the “Page Navigation” bar before you submit your answers, those un-submitted answers will be lost.

If you run out of time, the exam will automatically log you off and score the answers you have submitted. If you are on a page with un-submitted answers, those answers you have selected will be submitted before the exam logs you off.

Once you submit the exam, a confirmation screen will appear asking you to confirm that you wish to submit your answers. Once you submit your answers, you will be shown a screen that indicates how many questions you successfully submitted.

Please note that all of this information will be repeated to you in the online exam tutorial.

SECURITY NOTE:

The online administration tool has several security safeguards. Namely, opening or clicking outside of the online administration tool window will result in an automatic shut-down of your exam. A proctor will be notified of this incident and you will have to log back into your test to continue. Repeated incidents will be taken for attempts at cheating; therefore, please do not attempt to click the mouse outside of the online administration tool window.

Security Reminders

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

CHEATING

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

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TEST ETIQUETTE

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

COGNITIVE ABILITY MEASURE

Cognitive abilities are capabilities of our brains to perceive, reason, understand, manipulate and interact with stimuli in the world around us. Cognitive abilities are honed through education, training and practice. The SAELLEE assesses nine cognitive abilities: deductive reasoning, information ordering, inductive reasoning, writing, reading, selective attention, flexibility of closure, memorization, and spatial orientation.

Understanding each cognitive ability, considering your personal strengths and weaknesses, and allocating time to practice cognitive abilities that you tend to be weak in is one of the best ways you can prepare for the examination.

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

READING

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

Police officers are required to read and understand a vast amount of training materials and are confronted with on-going professional training throughout their careers that is presented in a written format. When officers read training materials, it is essential that they are able to understand the meanings of the words presented to them in a written context. Police officers also have to read and understand policies, directives and tactical plans, and must be able to understand the definitions of the words they are reading in the context in which they are presented.

Questions on the test will assess your reading ability using two different formats. The first format will require you to answer questions based on your understanding of the passage (see Sample Question 1). The second format will assess your vocabulary by asking you to identify the meaning of an underlined word in the passage (see Sample Question 2). The following questions will allow you to assess your reading ability, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 1

Please use the following passage to answer Sample Question 1.

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

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

The committee surveyed members of the civilian workforce and police officers in the State of Texas regarding their preparedness for active shooter events. Officers reported high levels of preparedness for active shooter

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events, while the civilian workforce reported low levels of preparedness. Based on this survey and their review of available research, the committee asserted that office workers would be an ideal target group for the training program. Several large companies were then contacted to establish interest and seek participation for a free on-site active shooter preparedness seminar.

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

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

Discussion

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

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

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

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

COGNITIVE ABILITY MEASURE

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

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

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

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

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

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

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

Correct answer: D

SAMPLE QUESTION 2

Please use the following passage (this is the same passage presented in Sample Question 1) to answer Sample Question 2.

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

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

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The committee surveyed members of the civilian workforce and police officers in the State of Texas regarding their preparedness for active shooter events. Officers reported high levels of preparedness for active shooter

events, while the civilian workforce reported low levels of preparedness. Based on this survey and their review of available research, the committee asserted that office workers would be an ideal target group for the training program. Several large companies were then contacted to establish interest and seek participation for a free on-site active shooter preparedness seminar.

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

2. The underlined word “asserted” in the passage most closely means _____.
- a. implemented
 - b. declared
 - c. applied
 - d. waived

Discussion

This question measures your ability to use context clues within a given passage to identify the meaning of a given word. To the extent that you are familiar with a wide breadth of words and their meanings, you should be able to recognize which answer option most closely defines the given word.

In order to answer this question, you should first find the given word within the passage. The underlined word “asserted” can be found in the third sentence of the third paragraph. Read the sentence containing the underlined word. You should attempt to determine the definition of the word based on the context in which it is presented. Then read the answer options and see if the correct answer noticeably stands out to you.

If you cannot immediately identify the correct answer, replace the underlined word with each answer option and read the sentence. Try to decide if the sentence makes sense with the answer option replacing the underlined word. Eliminate answer options that you know are incorrect, and then make your best guess.

In this question, the definition of the underlined word “asserted” is “stated a fact or belief confidently and forcefully.” The definition of option “a,” implemented, is “put a decision or plan into effect.” The definition of option “b,” declared, is “stated or made known formally or officially.” The definition of option “c,” applied, is “put into operation or practical use.” The definition of option “d,” waived, is “relinquished voluntarily.”

In this question, the correct answer is “b.” Specifically, the word “declared” is the closest match to the word “asserted.” By utilizing the context of the sentence and your knowledge of vocabulary, you can conclude that the correct answer is option “b.”

Correct answer: B

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READING TIPS

For all reading questions on the examination, you will be given a passage to read. Some questions will then ask you to summarize the main idea of the passage and recall details from the passage. In order to answer the questions correctly, you must understand the meaning of the preceding passage.

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

Other reading items on the examination will ask you to choose the correct definition of an underlined word within a passage. This type of question will require you to be familiar with a variety of words and their meanings. The more words you know, the better your chances of succeeding. Therefore, to increase your vocabulary, you should consider referencing study aids or books developed for standardized test preparation. Additionally, vocabulary building is easiest when you encounter words while reading. Whether it is books, magazines, or online articles, written passages will often contain words that you are unfamiliar with. Whenever you come across a word you are not familiar with, you should look up its definition. Doing this will help you expand your vocabulary and become familiar with the definitions of a wider array of words.

All reading questions on the examination will contain a focal passage and questions that are highly similar to the questions you see here. To improve your reading and ultimately perform at your best on the SAELLEE, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

COGNITIVE ABILITY MEASURE

WRITING

Writing is the ability to communicate your thoughts using the English language in a way that other people will understand. It also reflects your knowledge of writing with respect to word usage, spelling, and punctuation.

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

Questions on the test will assess your writing ability using two different formats. The first format will require you to summarize a brief paragraph in a single sentence (see Sample Question 3). The second format will ask you to select an answer option that correctly completes a given sentence (see Sample Question 4). The following questions will allow you to assess your writing ability, identify any areas of weakness, and learn the proper method for solving this type of question.

SAMPLE QUESTION 3

For the following item, please choose the summary that describes the most important details in the scenario most clearly and accurately.

3. **Harrison Tucker recently bought a sailboat that he docks at the Brooklyn Marina. He is planning to take his friends out sailing for his 30th birthday. Harrison stops by the marina the night before his birthday to check on his boat and to drop off supplies for the next morning. When he arrives at the marina, he hears shouting and loud music coming from one of the boats in the distance. As he walks closer, Harrison is surprised to hear the noise is coming from his sailboat. He sees five strangers dancing and drinking champagne on his boat. Harrison yells to the group that they must leave his boat immediately. The group ignores Harrison and continues on with their party. Harrison calls the police to ask for assistance in removing the partygoers from his sailboat, and the group is arrested for trespassing.**
- a. Harrison Tucker arrived at the Brooklyn Marina the night before his 30th birthday to find a group of strangers dancing and drinking on his sailboat. Harrison told the strangers to leave before calling the police; the police eventually arrested the group for trespassing.
 - b. Harrison Tucker was dropping off supplies at the Brooklyn Marina the night before his 30th birthday when he heard loud music and shouting coming from his sailboat in the distance. He called the police and the group was arrested.
 - c. Harrison Tucker saw five strangers dancing and drinking champagne on his sailboat. The group of strangers ignored Harrison and continued partying when he told them to leave his boat immediately.
 - d. Harrison Tucker wanted to take his friends sailing to celebrate his 30th birthday. He arrived at the Brooklyn Marina the night before to drop off supplies and saw a group of strangers dancing, drinking, and playing music on his sailboat.

Discussion

Before you read the scenario, read the instructions carefully. This item requires you to select the choice that most *clearly* and *accurately* presents the most important details described in the scenario. You can read the scenario with this in mind, forming your own summary of the scenario as you read. It may be helpful to underline key points within the scenario that you believe would be important to include in a summary, as in the following example:

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Harrison Tucker recently bought a sailboat that he docks at the Brooklyn Marina. He is planning to take his friends out sailing for his 30th birthday. Harrison stops by the marina the night before his birthday¹ to check on his boat and to drop off supplies for the next morning. When he arrives at the marina, he hears shouting and loud music coming from one of the boats in the distance. As he walks closer, Harrison is surprised to hear the noise is coming from his sailboat. He sees five strangers dancing and drinking champagne on his boat. Harrison yells to the group that they must leave his boat immediately.² The group ignores Harrison and continues on with their party. Harrison calls the police³ to ask for assistance in removing the partygoers from his sailboat, and the group is arrested for trespassing.⁴

After reading, you should have identified the following key pieces of information: 1) Harrison Tucker stops by Brooklyn Marina the night before his birthday; 2) he sees strangers dancing and drinking champagne on his boat and tells the group to leave; 3) the group ignores Harrison, so he calls the police; and 4) the group is arrested for trespassing.

Options “b,” “c,” and “d” can be eliminated, as they are all missing several key pieces of information. Option “b” fails to mention that Harrison told the group to leave prior to calling the police. Option “c” does not specify the name of the marina, the date, or the fact that the group gets arrested for trespassing. Option “d” does not include the fact that Harrison told the group to leave or that he called the police, who then arrested the group for trespassing.

This leaves option “a” as the correct response. After reading option “a”, you will notice that it is the most accurate and most clearly written statement. It mentions each key piece of information from the scenario: 1) Harrison Tucker stops by Brooklyn Marina the night before his birthday; 2) he sees strangers dancing and drinking on his boat and tells the group to leave; 3) the group ignores Harrison, so he calls the police; and 4) the group is arrested for trespassing.

Correct answer: A

SAMPLE QUESTION 4

For Sample Question 4, choose the answer option that correctly completes the sentence.

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

Discussion

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

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

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

Correct answer: C

WRITING TIPS

For the writing items on the examination like Sample Question 3, you will be presented with a brief paragraph and asked to summarize it in a single sentence. This type of question will assess your ability to use language economically and accurately.

You can practice this ability by reading a passage of text and attempting to produce a clear and concise summary of the information presented. You should ensure your summary does not skim over key details or include irrelevant information. Ask a friend or family member to read your summary. If your summary clearly and concisely describes the key information from the text, the reader should be able to determine what the original text was about.

For the writing items on the examination like Sample Question 4, you will be asked to identify the answer option that correctly completes a sentence. This type of question will require you to be familiar with common grammar, spelling, punctuation, and syntax rules. There are many rules that govern the use of the English language. It would be wise to consult a text that teaches high school-level (8th to 10th grade) grammar and style rules, or a writer’s style manual. Please note the examination will only ask questions about conventional and commonly-accepted practices. Style manuals often disagree on lesser grammar and style rules. Also, any misspelled words for which questions are asked will be commonly used words that the majority of individuals should be capable of spelling.

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

Use of Apostrophes and Quotation Marks

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

COGNITIVE ABILITY MEASURE

- Generally, a quote contained within a sentence is preceded by a comma outside the quotation marks and/or is followed by a comma inside the quotation marks.

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

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

OR

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

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

Subject-Verb Agreement and Verb Tense Agreement

- The number (singular or plural) of the subject dictates the number of the verb.

INCORRECT: The girls runs to school.

CORRECT: The girls run to school.

OR

INCORRECT: The dog chase the bus.

CORRECT: The dog chases the bus.

- When the subject is a pronoun, the pronoun number and verb number must agree.

INCORRECT: People stare at him as he patrol the neighborhood.

CORRECT: People stare at him as he patrols the neighborhood.

- He/she/his/her coincide with singular nouns and they/their coincides with plural nouns.

INCORRECT: Officer Summers took their lunch break at noon.

CORRECT: Officer Summers took her lunch break at noon.

OR

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

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

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

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

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

Commonly Misused Words

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

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

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

OR

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

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

OR

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

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

To improve your writing ability and ultimately perform at your best on the SAELLE, you should also refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

COGNITIVE ABILITY MEASURE

DEDUCTIVE REASONING

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

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

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

SAMPLE QUESTION 5

Please use the information presented below to answer Sample Question 5.

Department Library Policies

Use of printed and audiovisual materials owned by the department:

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

Check out and return policy:

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

Responsibilities:

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

COGNITIVE ABILITY MEASURE

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

Discussion

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

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

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

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

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

Correct answer: C

COGNITIVE ABILITY MEASURE

DEDUCTIVE REASONING TIPS

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

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

The SAELLEE will contain questions like Sample Question 5 or questions that reference information presented in tables. In each case, the information that is provided is essential for answering the question. All such questions should be approached in the manner described here.

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

COGNITIVE ABILITY MEASURE

INFORMATION ORDERING

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

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

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

SAMPLE QUESTION 6

Please use the passage below to answer Sample Question 6.

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

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

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

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

Discussion

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

These statements provide a sequence of events that took place during a traffic accident. After reading through all the statements, you will notice that the statements in total can describe the scene prior to the accident, during the accident and just after the accident. Based on this analysis, you can make some quick notes to attempt to

COGNITIVE ABILITY MEASURE

place the statements into meaningful groups. Statements 1, 2, and 3 must have occurred before the accident, because we know from skimming the subsequent statements that the Suburban was involved in the accident. You should write “before” next to these first three statements. Statement 4 occurred after the accident, because the witness indicates that both the sedan and Suburban were totaled. You should write “after” next to statement 4. Statement 5 occurred during the accident, because it details exactly how the collision happened. Finally, statement 6 occurred before the accident, as it informs us that the Suburban was speeding.

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

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

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

Correct answer: A

INFORMATION ORDERING TIPS

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

The Information ordering items on the SAELLE will all follow the same format as Sample Question 6. All such questions should be approached in the manner described here.

To improve your Information ordering ability and ultimately perform at your best on the SAELLE, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

COGNITIVE ABILITY MEASURE

INDUCTIVE REASONING

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

Police officers frequently exercise this ability when they take in multiple pieces of information about a crime scene or incident and then make decisions about how to react to a scenario based on that information. This ability is used when performing any type of investigation to conclude that rules or laws have been violated.

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

SAMPLE QUESTION 7

Using the witness statements below, please answer Sample Question 7.

Marvis Smith: “I was sitting in my car when I saw a red truck rear-end a white sedan. I saw both drivers exit their vehicles and proceed to have a shouting match. Then, the driver of the truck got back into his vehicle and began to drive right toward me. He nearly struck a pedestrian and another car with his truck before completely losing control and hitting a different car across the street. I thought about offering to help, but it turned out that the pedestrian who was nearly hit was an off-duty police officer. I heard a volunteer EMT say that the truck driver was drunk; I wouldn’t be surprised at all if it were true.”

Hailey House: “I was in a coffee shop when I saw an ambulance pass by with lights and sirens. I’m a volunteer EMT, so I exited the shop to investigate. I don’t really know who was at fault, but it seemed like maybe the sedan hit the truck. Upon my arrival the scene, a paramedic and an off-duty police officer were treating a man near a red truck. He didn’t appear to be very cooperative; I would guess that he was drunk.”

Andrew Mavros: “I was stopped at the intersection when I heard a loud crack. As I neared the Plymouth Avenue intersection, I saw that a red truck had rear-ended a white sedan. I figured I would find somewhere to park and offer my assistance. As I exited my vehicle I was nearly run over by the truck as the driver attempted to flee the scene. I watched him hit another car and then stop, so I went over to help him.”

7. Based on the witness statements, which of the following conclusions is TRUE?

- a. The truck driver was intoxicated.
- b. The initial accident was caused by the white sedan.
- c. Andrew Mavros is the off-duty police officer.
- d. The truck driver attempted to hit a pedestrian.

Discussion

This question measures inductive reasoning, or your ability to combine information to arrive at a conclusion about what happened. In this case, you need to consider the unique perspectives of three different individuals and use them to weave together one cohesive picture.

The question asks you to determine which of the four conclusions presented is true. In order to answer this question, you have to read the entire passage and use the details provided by each witness to determine what happened. You should take notes as you read each individual’s account to make it easier to combine the

COGNITIVE ABILITY MEASURE

information they provide. Below are some example notes you may come up with as you read each individual's account:

Marvis Smith:

- saw red truck rear-end white sedan
- drivers had a shouting match
- truck driver returned to vehicle and almost hit an off-duty police officer
- truck driver hit another car across street
- heard volunteer EMT say the truck driver was drunk

- guesses sedan hit truck

Andrew Mavros:

- saw red truck had rear-ended white sedan
- was almost hit by truck as the driver attempted to flee the scene
- saw truck hit another car
- went to go help truck driver

Hailey House:

- saw an ambulance from the coffee shop
- is a volunteer EMT
- saw a paramedic and an off-duty police officer treating a man near a red truck at the scene
- guesses that the man was drunk

After reading the passage and taking notes, you can evaluate each of the answer options to determine which is true. First, we consider option "a." You should refer to your notes and find that both Hailey House and Marvis Smith mentioned the driver being drunk. However, Hailey only *guessed* that the truck driver was intoxicated. Further, Marvis only mentions that she heard a volunteer EMT (who we know to be Hailey, based on her account) say that the truck driver was intoxicated. Therefore, we cannot logically conclude that the truck driver was indeed intoxicated. Option "a" is incorrect.

Next, we should evaluate option "b." According to our notes, all three of the individuals made statements regarding who was at fault for the accident. Hailey states that she doesn't know who was at fault, but she *thinks* the sedan hit the truck. However, the two other witnesses who saw the aftermath of the initial accident, Marvis and Andrew, both say they saw the red truck had rear-ended the white sedan. Based on this information, we cannot conclude that the initial accident was caused by the white sedan; it is more likely that it was caused by the red truck. Option "b" is incorrect.

Now consider option "c." Both Marvis and Hailey mentioned an off-duty police officer. Marvis stated that the truck driver almost hit an off-duty police officer. Hailey stated that she saw an off-duty police officer assisting a man near a red truck at the scene. In combination with Andrew's statements that he was the person who was almost hit by the truck and that he went to help the truck driver after he hit a second car, we can conclude that Andrew Mavros is the off-duty police officer that both Marvis and Hailey saw. Therefore, option "c" is the correct answer.

Although option "c" is correct, we should still examine option "d" to eliminate it. Option "d" states that the truck driver attempted to hit a pedestrian. Based on the witness accounts, there is no information that confirms this. We are not provided with any information as to the truck driver's motives, so option "d" cannot be correct. Option "c" is the best answer.

COGNITIVE ABILITY MEASURE

Correct answer: C

INDUCTIVE REASONING TIPS

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

Ensure that you do not draw conclusions based on a single individual's account. You should synthesize the information provided by all individuals in order to draw conclusions and answer the questions that are asked. Do not rely on assumptions made by witnesses; you should only rely on the facts that are presented.

All the questions on the SAELLE that assess inductive reasoning will involve the synthesis of witness or bystander accounts of various situations. To improve your inductive reasoning and ultimately perform at your best on the SAELLE, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

COGNITIVE ABILITY MEASURE

SPATIAL ORIENTATION

Spatial orientation is the ability to understand how to navigate within spaces or how to get from one point to another. This ability involves imagining yourself at a certain location and orientating yourself to the direction you would move to get to another location. It also involves knowing your location in relation to the environment or knowing where other objects are in relation to you.

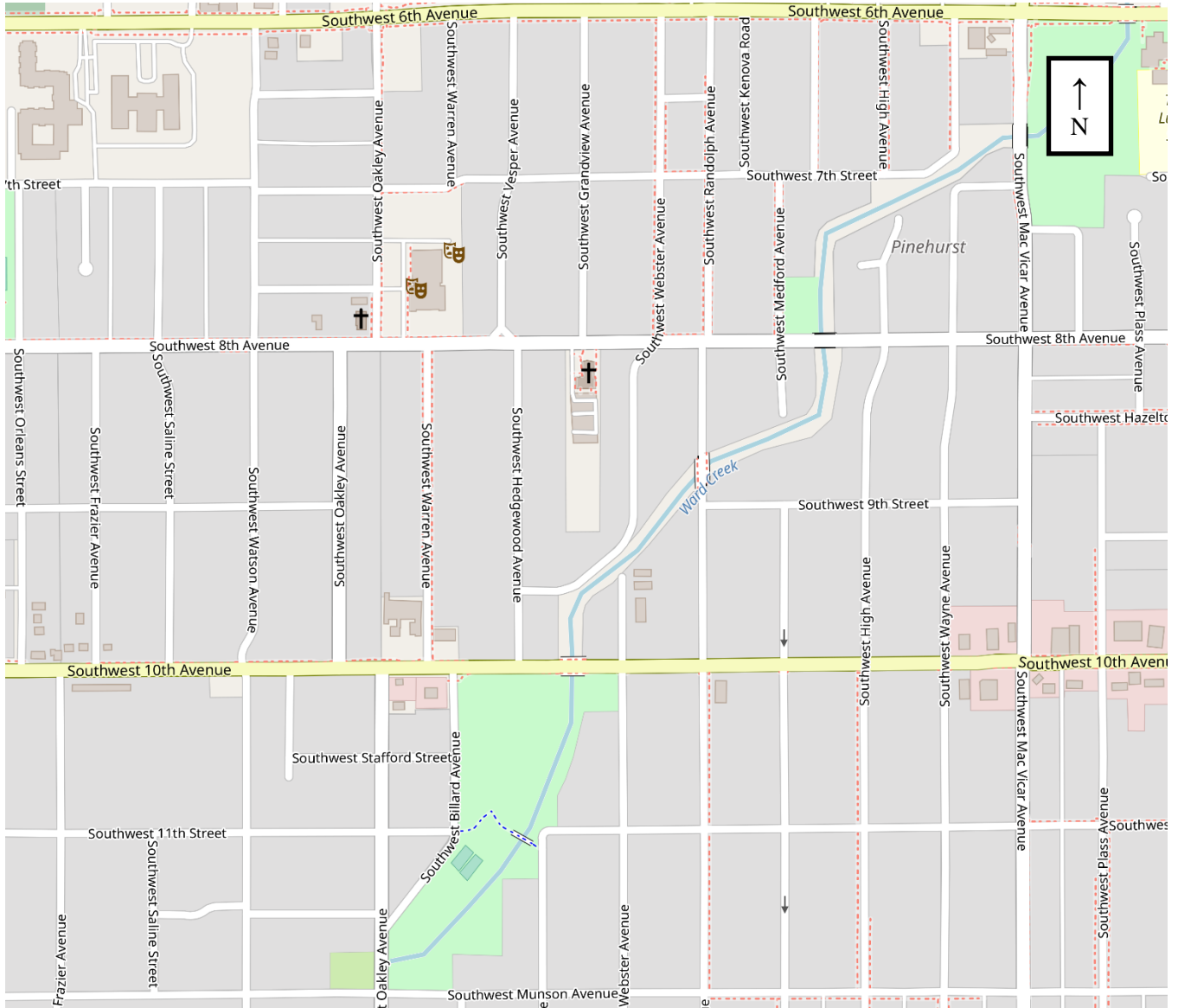
Police officers require this ability to travel from their current location to an emergency scene and also to navigate in and out of a building under possible duress (e.g., raids). Police officers also use this ability when they have to reach a destination in a community. They have to be able to visualize where they are in relation to their destination.

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

SAMPLE QUESTION 8

Please use the map below to answer Sample Question 8.

COGNITIVE ABILITY MEASURE



8. You are at the intersection of Southwest 9th Street and Southwest High Avenue. You drive the following route: south on Southwest High Avenue, west on Southwest 10th Avenue, north on Southwest Hedgewood Avenue, east on Southwest 8th Avenue, north on Southwest Randolph Avenue, and then stop at the first intersection. Which of the following intersections is closest to your new position?
- Southwest 9th Street and Southwest Randolph Avenue
 - Southwest Randolph Avenue and Southwest 6th Avenue
 - Southwest Medford Avenue and Southwest 8th Avenue
 - Southwest 7th Street and Southwest Webster Avenue

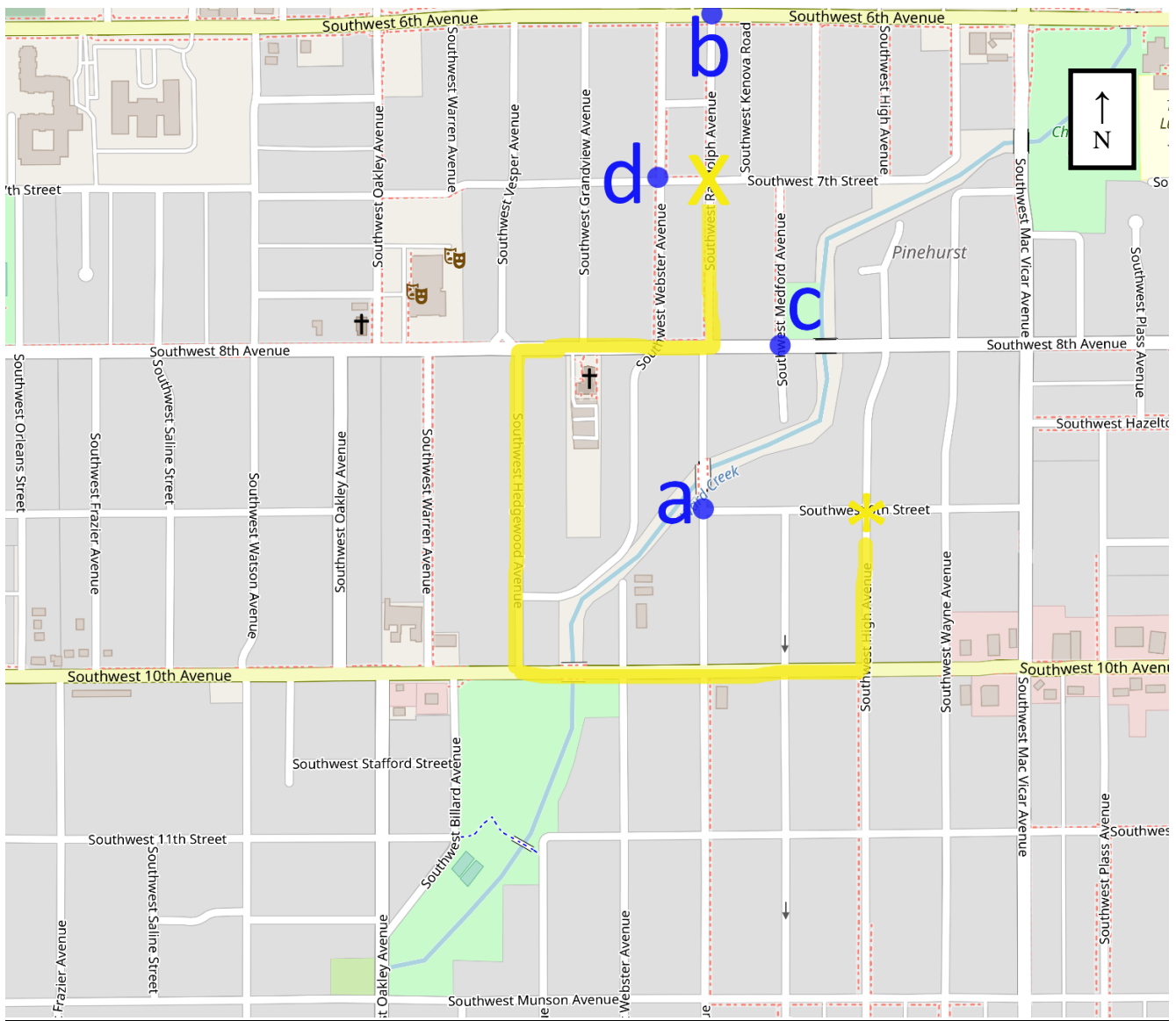
COGNITIVE ABILITY MEASURE

Discussion

This question measures spatial orientation, or your ability to understand how to navigate within spaces or how to get from one point to another.

In order to answer this question, you will need to familiarize yourself with the map. Notice that there is a directional compass on the upper right-hand side of the map. On the following page, you will find a map with the route from the stem traced out and with the intersections from the answer options labeled.

In referencing the question, you should imagine you are currently at the corner of Southwest 9th Street and Southwest High Avenue (yellow asterisk on map on the following page). You should place some sort of indicator at this intersection on the map, so you know where you will begin. Additionally, you should place an indicator at each of the intersections from the answer options (blue dots labeled "a"-"d" on the map), so you know the points that you must compare to determine which is closest to where you end up.



COGNITIVE ABILITY MEASURE

The most effective method for approaching this type of question is to first trace the path that is indicated in the item's stem. This path is traced in yellow on the map. This route will take you from the beginning point at Southwest 9th Street and Southwest High Avenue to the end point at Southwest 7th Street and Southwest Randolph Avenue. You should place an indicator at this end point on the map (yellow "x" above).

You should now look at the end point (yellow "x") in relation to each of the intersections you marked on the map. In doing so, you will see that option "d," Southwest 7th Street and Southwest Webster Avenue, is the closest intersection to the end point. Therefore, option "d" is the correct answer.

Correct answer: D

SPATIAL ORIENTATION TIPS

The most common mistakes on spatial orientation questions have to do with improperly orienting yourself. First, you must understand where north, south, east and west are based on the map you are viewing. You also need to be sure that you consider the perspective of an individual who is "inside" the map. This will allow you to make correct judgments about whether a turn is left or right, east or west, or north or south. Remember to carefully review the map before reading the questions as this will help you better relate to the question.

To practice your spatial orientation ability, you can print out a map of your city. Choose a starting point and an ending point, and practice writing out directions to get from one point to the next. Doing this will allow you to familiarize yourself with the cardinal directions, and you will gain practice mapping out routes of travel.

To improve your spatial orientation and ultimately perform at your best on the SAELLEE, you should also refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

COGNITIVE ABILITY MEASURE

FLEXIBILITY OF CLOSURE

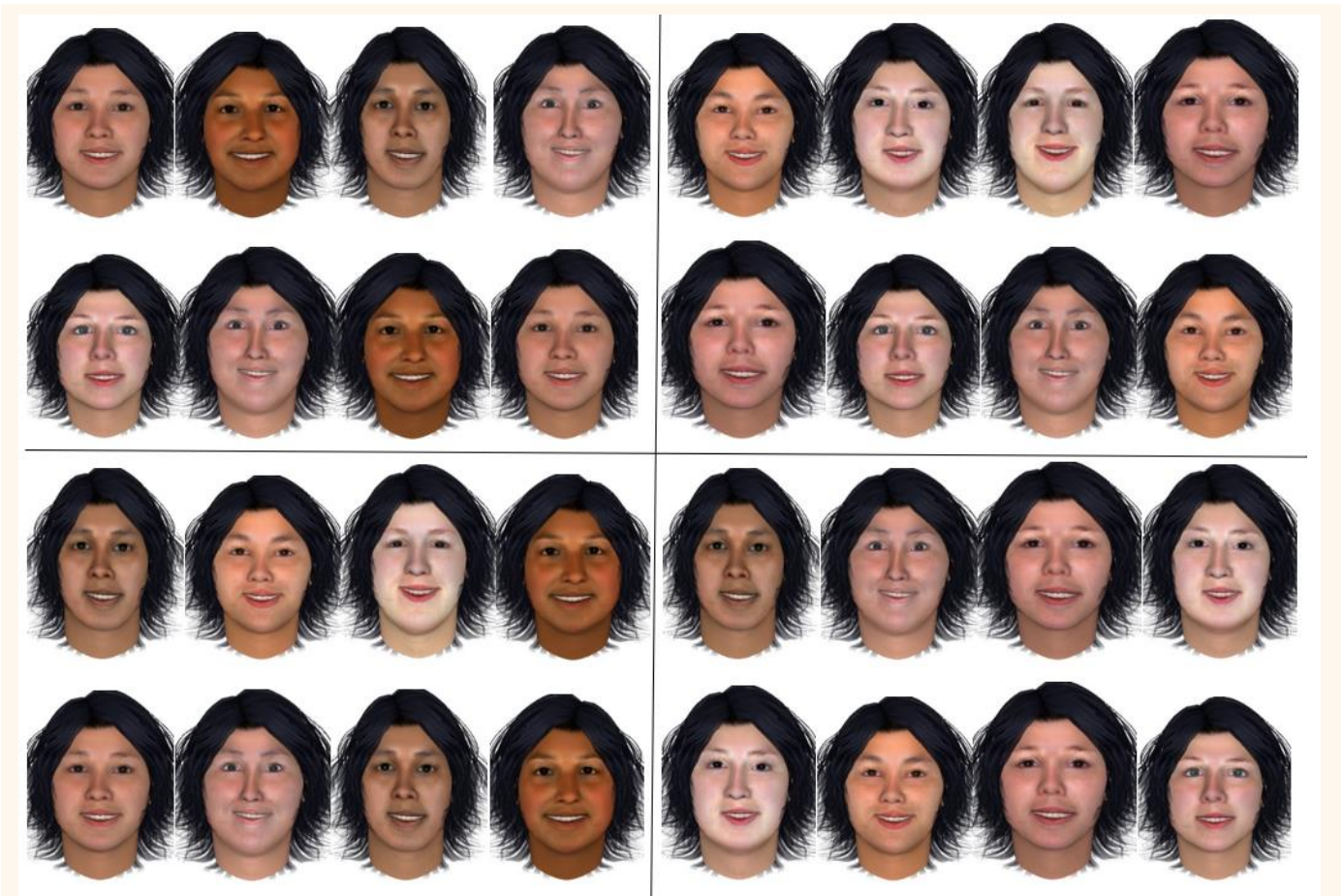
Flexibility of closure is the ability to identify or detect a known pattern (such as a figure, object, word, or sound) that is hidden in other distracting material.

Police officers use flexibility of closure to pick out a disguised pattern, person, or object that is somehow hidden within a group of other objects. Police officers rely on their flexibility of closure ability to pick out a particular suspect's face from a crowd of people.

The following question will allow you to assess your flexibility of closure ability, identify any areas of weakness, and learn the proper method for solving these types of questions.

SAMPLE QUESTION 9

Please use the image below to answer Sample Question 9.



9. How many times does the following face appear?

- a. One time
- b. Two times
- c. Three times
- d. Four times



COGNITIVE ABILITY MEASURE

Discussion

For flexibility of closure items, you should scan the presented image to determine how many times the given target image appears. It may be helpful to break the task down by examining each of the four quadrants of the image separately.

Start by looking in the top left quadrant. In this quadrant, the target image appears two times (the second image in the top row and the third image in the bottom row). The target image does not appear in the top right quadrant. In the bottom left quadrant, the image appears twice (the fourth image in the top row and the fourth image in the bottom row). Finally, the target image does not appear in the bottom right quadrant.

Adding up the two instances in the top left quadrant and the two instances in the bottom left quadrant, we get a total of four instances of the target image. Therefore, option “d” is the correct answer.

Correct answer: D

FLEXIBILITY OF CLOSURE TIPS

The most common mistake on the flexibility of closure items is failure to count all of the instances of the given target within the presented image. Searching the four quadrants of the image separately will break the task down into simpler components and will allow you to focus on smaller portions when searching. In doing so, you are less likely to skip over an instance of the target image within the picture.

To improve your flexibility of closure and ultimately perform at your best on the SAELLEE, you should refer to *Additional Resources for Improving Your Cognitive Abilities* at the end of the *Cognitive Ability Measure* section.

COGNITIVE ABILITY MEASURE

SELECTIVE ATTENTION

Selective attention is the ability to concentrate on a task over a period of time without being distracted.

Police officers use selective attention when sitting in a patrol car doing paperwork while the radio is on or while performing a security check when a lot of commotion is taking place. Police officers also rely on their selective attention ability when looking for a particular license plate amongst heavy traffic.

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

SAMPLE QUESTION 10

Please use the image below to answer Sample Question 10.



10. Which of the following license plate numbers appears in the above image?

- a. RNA 2341
- b. GSM 0235
- c. MLC 5733
- d. GSM 0521

COGNITIVE ABILITY MEASURE

Discussion

The method you should use to answer this type of question is to systematically scan the presented image for each answer option. Read each license plate number in the image while searching for option “a.” Then do the same for options “b,” “c,” and “d.” The correct answer is “b.” The license plate number “GSM 0235” is found on the third license plate in the second row of the image. None of the other license plate numbers are included in the image.

Correct answer: B

SELECTIVE ATTENTION TIPS

The most common mistakes on selective attention items occur because candidates are rushing through the items. When candidates rush, they often fail to notice small differences that identify which answer choices are incorrect. When you are presented with license plate numbers in the answer options or question stems, make sure you read the entire number. You should also ensure that you read the entire plate numbers that are found within the image. Some numbers might start or end the same way but have slight differences in the middle. If you are quickly skimming over the image, you might fail to recognize these differences.

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

MEMORIZATION

Memorization is the ability to remember information such as words, numbers, pictures, and procedures, and to recall specific information upon request.

Police officers use this ability to remember the important information presented in statutes, legal bulletins, shift briefings and BOLOs and also to remember new names, faces, codes, telephone numbers, license plate numbers, geographic locations, documents, and long lists, which can be in the form of words, numbers, pictures, and procedures.

On SAELLEE memorization questions, you will be presented with several photographs. You will have two minutes to study each photograph. After each photograph, you will be given two minutes to answer questions associated with that photograph you have just memorized. You will not be allowed to look back at the pictures while you are answering the questions. Once time has elapsed for either the photograph or the answers, you will be automatically sent to the next screen and will be unable to return to the previous screen. Therefore, be sure to complete all tasks within the two-minute time window for the photograph and answer screens.

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

SAMPLE QUESTION 11

You are about to answer a practice memorization question. This process will involve two steps. In step one, you should spend two minutes observing the picture on the following page and memorizing any and all possible information provided in the picture. In step two, you will have two minutes to answer the practice question regarding the information in the picture you just observed. In order to practice for the actual exam, we recommend that you do not look back at the picture while you are answering the practice question.

Look at the following picture for two minutes and memorize as many details as possible. Rely on your memory of this image to answer the question that follows. Please use the image below to answer Sample Question 11.

COGNITIVE ABILITY MEASURE



COGNITIVE ABILITY MEASURE

11. What color are the officers' shirts in the photo?

- a. White
- b. Black
- c. Green
- d. Blue

Discussion

The correct answer to Sample Question 11 is “d” because the officers' shirts are blue.

Correct answer: D

MEMORIZATION TIPS

Each memorization item will require you to recall specific details from a presented image. Practice on your own by studying a picture for no more than two minutes. Then try to describe everything you observed in the picture or have someone else ask you questions about the picture. Try to answer the questions without looking at the picture, because you will not be able to look back at the picture on the actual exam. It would be best to use a picture that you have never seen before, such as a picture from a newspaper or magazine.

To improve your memorization and ultimately perform at your best on the SAELLEE, you should also refer to the following section, *Additional Resources for Improving Your Cognitive Abilities*.

COGNITIVE ABILITY MEASURE

ADDITIONAL RESOURCES FOR IMPROVING YOUR COGNITIVE ABILITIES

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

- **SAELLEE PRACTICE TESTS.** The *SAELLEE Practice Tests* are highly similar to the actual SAELLEE. For the best chance at improving your cognitive abilities and ultimately performing at your best on the SAELLEE, you should complete the *Practice Tests*.
- **GRAMMAR, SPELLING, AND VOCABULARY WORKBOOKS.** For additional resources to improve your writing (grammar and vocabulary), consider referencing a study aid that focuses on high-school level (8th to 10th grade) grammar, spelling, and/or vocabulary. Appropriate study aids for the SAELLEE would be tailored to individuals studying for high school or for the GED test.
- **STUDY AIDS FOR IOS' FLAGSHIP ENTRY-LEVEL LAW ENFORCEMENT EXAMINATIONS.** IOS publishes several entry-level law enforcement examinations which measure cognitive abilities similar to those measured by the SAELLEE. While the formats of some of the questions found on these examinations differ from the formats of those on the SAELLEE, the underlying cognitive abilities measured by the examinations are similar. Reviewing study materials for the following examinations may prove helpful if you need additional practice:
 - **NCJOSI².** Preparation materials for the NCJOSI² will help you hone the following cognitive abilities: deductive reasoning, flexibility of closure, inductive reasoning, and spatial orientation. NCJOSI² study aids also help with verbal comprehension (similar to the reading items on the SAELLEE), information gathering (similar to information ordering), and verbal expression (similar to the writing and grammar sections on the SAELLEE).
 - **LST.** Preparation materials for the LST will help you with the following cognitive abilities: deductive reasoning, flexibility of closure, inductive reasoning, information ordering, and spatial orientation. LST study aids also help with written comprehension (similar to the reading items on the SAELLEE) and written expression (similar to writing and grammar items).
 - You can find these study aids on IOS' website at <https://iosolutions.com/ios-web-store>. Use the product navigation bar to find study materials for the exams mentioned here, or use the product search bar. If you have questions regarding these products, please contact IOS at 888-784-1290 or info@iosolutions.com.

BEHAVIORAL-ORIENTATION MEASURE

The behavioral-orientation section of the examination is significantly different from the cognitive ability section in terms of design and requirements for your responses. It is important to note that the statements in this section are not scored in terms of correct or incorrect answers. These items are presented as a series of statements for you to respond to by marking the answer that best fits your beliefs. You will determine your level of agreement with a variety of statements using the five-point agreement scale shown below.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

When answering questions in this section, you should briefly consider the statement that is presented and then provide a response that corresponds with your initial reaction regarding your level of agreement or disagreement. Your first reaction is usually the most candid and accurate response.

SAMPLE QUESTIONS

This section contains a series of statements that you must evaluate based on your personal opinion. Read each statement and then provide a response based on the agreement scale above.

1. I am sometimes nervous around friends whom I have not seen for a long time.
2. I enjoy trying to make others feel comfortable in new situations.
3. When I am uncertain of how to do a task, I will usually ask for clarity.

Discussion

You may agree with item 1. You would thus assign answer option “2” to item 1. You may disagree with item 2. You would thus assign answer option “4” to item 2. Finally, you may strongly disagree with item 3. You would thus assign answer option “5” to item 3.

BEHAVIORAL-ORIENTATION SECTION TIPS

Respond to each statement candidly according to how much you agree or disagree with it. Your response should be an indication of how you feel about the statement that is presented. You should respond honestly to each statement. A good guideline for answering these types of items is to put down the first response that feels right. Overanalyzing the statement or looking for hidden meaning can often cause you to misunderstand the statement and respond in a manner that does not reflect your true behavioral attributes.

RESPONDING HONESTLY

This section of the examination has been developed so that responding in a dishonest manner to “look good” or to “game” the test will result in lower scores. For example, in Part 1 of this section, strategies such as using only extreme parts of the scale (using only “1s” and “5s”) or other “patterns” are flagged by the examination, and will result in lower scores. We caution all test takers to avoid any such strategies. Any information, resources or testimonials that you may encounter suggesting that these types of strategies are successful are ill-informed. Following this ill-informed advice will likely result in the lowering of your score, impacting your chance of passing the SAELLEE. Responding honestly according to your personal thoughts, feelings, or opinions is the best strategy.

GENERAL TEST-TAKING TIPS

TIPS FOR THE DAY OF THE EXAMINATION

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

GENERAL STRATEGIES FOR TAKING THE EXAMINATION

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

GENERAL TEST-TAKING TIPS

- **Use a process of elimination.** If a situation presents itself where you are unable to answer a question, use a process of elimination to narrow your options. First, eliminate any answers that are clearly wrong. Then determine how you feel about the remaining choices.
- **Guessing.** It is important that you try to get as many points as possible on the examination. Points are given for correct answers only. Because there is no penalty (i.e., points deducted) for guessing or incorrect answers on this exam, you should try to answer every question. By leaving yourself enough time at the end of the test to answer unanswered questions using your “best guess,” you will increase the possibility of getting a few of them correct.
- **Extra time.** If you finish the exam before the time period is over, review your answers and make any changes that are necessary.

RESPONDING TO QUESTIONS

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

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

QUICK TIPS FOR ANSWERING MULTIPLE-CHOICE QUESTIONS

- Read the entire question carefully and try to answer it without referring to the answer choices.
- Look for any key words in the question that may help you select the correct answer from among the choices. Some common key words are: many, most, least, less, more, good, best, advantage, disadvantage, first, last, never, always, any, not, except, false, and true.
- Always read all of the possible answer alternatives carefully before jumping to the conclusion that a particular one must be the best.
- Use the process of elimination if the correct answer does not immediately occur to you. Eliminate obviously wrong answers and narrow your choice to the ones that directly answer the question. Then select the answer that most exactly answers the question.
- Do not be influenced by the length of the answer choices. The longest answer is not necessarily correct.
- Do not select an answer choice just because it includes technical language. Answer choices using technical terminology may be included in order to see whether you know the difference between what “looks right” and what “is right.”
- Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.

STRATEGIES FOR ANALYZING AND AVOIDING ERRORS

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

1) TIME MANAGEMENT AND GUESSING ERRORS.

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

Suggestion: Be sure you remember to go back to skipped questions before the end of the exam period.

GENERAL TEST-TAKING TIPS

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

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

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

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

2) MISREADING A QUESTION OR ANSWER.

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

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

3) NOT KNOWING THE MEANING OF KEY WORDS.

Reason: This is a problem with vocabulary.

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

4) ANSWERS THAT "LOOK" GOOD.

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

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

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

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

FINAL TIPS

BEFORE THE TEST

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

ON THE DAY OF THE TEST

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

GENERAL TEST-TAKING TIPS

- Do **NOT** bring this guide or sample test materials to the test site.

DURING THE TEST

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

AFTER THE TEST

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

COMMON SENSE SUGGESTIONS

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

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



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