

# Police Aptitude and Character Test™ (PACT™)



## Candidate Orientation Guide

**\*\*VERSION A\*\***

***Reading Ability, Mathematical Reasoning, Writing Ability,  
Reasoning Ability and Human Relations***

Provided by Fire & Police Selection, Inc. (FPSI)—2026

This download is intended for a *single use* guide and has a 2020 Copyright License. Reproducing, communicating or making photocopies of any of the material contained herein is against FPSI policy and federal Copyright laws.



## Table of Contents

Working in the Law Enforcement Industry.....	2
Overview of the PACT.....	4
Helpful Tips for Test Takers.....	5
Practice Test Questions.....	7
Answer Key.....	19

## **Working in the Law Enforcement Industry**

### **Nature of the Job**

Law enforcement officers are responsible for maintaining public safety, protecting life and property, enforcing laws, and preventing crime. They serve as a visible presence in communities—responding to emergencies, investigating offenses, mediating disputes, and building trust through community engagement. Police officers, sheriff’s deputies, and federal agents all fall under the broader umbrella of law enforcement, though their specific duties and jurisdictions vary.

A patrol officer’s day may involve traffic enforcement, responding to calls for service, conducting field interviews, writing reports, and testifying in court. Many officers also engage in proactive policing—identifying suspicious behavior, deterring criminal activity, and maintaining visibility in neighborhoods and business districts. Larger agencies often employ specialized units, such as investigations, K-9, SWAT, cybercrime, narcotics, and community policing divisions.

Modern policing relies heavily on technology and interagency coordination. Officers use mobile data terminals, body-worn cameras, automated license plate readers, and digital reporting systems. Information sharing between local, state, and federal agencies has become critical in tackling organized crime, terrorism, and interstate offenses. At the same time, public accountability, procedural justice, and de-escalation training have become central to the evolving expectations of the profession.

Law enforcement work requires adaptability and sound judgment. Officers must be prepared for high-stress situations—domestic disturbances, violent crimes, vehicle pursuits, or medical emergencies—while maintaining composure and professionalism. They balance the need for quick decision-making with adherence to departmental policy and constitutional rights.

During non-emergency hours, officers complete paperwork, attend court proceedings, train in defensive tactics and firearms proficiency, and engage in community outreach or crime prevention programs. Continuous training is essential to keep pace with changes in law, technology, and community expectations.

### **Working Conditions**

Police work can be physically demanding and emotionally stressful. Officers often work outdoors in all weather conditions, during nights, weekends, and holidays. Shift work is common; typical rotations include 8-, 10-, or 12-hour shifts that may alternate between days and nights. Overtime is frequent, especially for court appearances, investigations, or emergencies.

The job carries inherent risks, including exposure to physical harm, confrontations, and traumatic incidents. Officers wear protective gear—ballistic vests, duty belts, and in some cases, helmets or specialized tactical equipment. Emotional resilience and peer support are critical for coping with stress and maintaining long-term wellness.

Most law enforcement personnel are employed by municipal or county agencies, though positions also exist in state police, highway patrol, tribal police, and federal departments such as the FBI, DEA, ATF, or Homeland Security. While urban departments tend to be larger and more specialized, rural and small-town agencies often require officers to perform a wider range of duties with fewer resources.

## **Employment**

As of early 2024, there are roughly 660,000 sworn law enforcement officers in the United States, with an additional 300,000 civilian employees providing support functions such as dispatch, records, and crime analysis. Employment distribution varies widely by region and jurisdiction size. Local governments account for the majority of positions, though federal and state agencies employ tens of thousands of sworn personnel.

Recruitment and retention have become national concerns. Many agencies report declining applicant pools and increased retirements. Departments have responded with signing bonuses, lateral-hire programs, adjusted fitness requirements, and greater emphasis on diversity and inclusion. Public scrutiny and evolving community expectations have also influenced recruitment messaging and training priorities.

## **Training, Qualification, and Advancement**

Most law enforcement agencies require applicants to be at least 21 years old and hold a high school diploma or GED; however, many departments now prefer or require some college coursework or a degree in criminal justice, public administration, or related fields. Candidates must be U.S. citizens, possess a valid driver's license, and pass extensive background checks that include criminal history, credit, drug screening, and psychological evaluation.

Applicants typically complete a written exam, oral interview, and physical agility test measuring strength, endurance, and coordination. Upon hiring, recruits attend a police academy lasting from 12 to 36 weeks depending on the state. Training covers criminal law, constitutional law, report writing, defensive tactics, firearms, emergency vehicle operations, first aid, and scenario-based simulations. After graduation, new officers usually enter a field training program under the supervision of a senior officer.

Continuing education is a hallmark of professional policing. Officers are required to complete annual in-service training in areas such as use of force, ethics, de-escalation, and legal updates. Specialized assignments—detective, traffic, training officer, or tactical units—often require additional certifications or demonstrated experience.

Promotions typically depend on a combination of seniority, written exams, assessment centers, interviews, and performance evaluations. Supervisory ranks—sergeant, lieutenant, captain—carry greater administrative and leadership responsibilities. Many mid- to upper-level officers pursue advanced education, such as bachelor's or master's degrees in criminal justice, management, or public administration. Leadership development programs offered by organizations like the FBI National Academy or state training commissions are also valued for advancement.

## **Job Outlook**

The demand for qualified law enforcement officers remains steady, though growth is expected to be modest—around average for all occupations. Openings are driven largely by retirements and turnover rather than new position creation. Population growth in certain regions, along with expanding community policing initiatives and specialized investigative needs (cybercrime, forensics, and behavioral threat assessment), continue to create opportunities.

Agencies are focusing more on professionalism, transparency, and data-driven strategies. The role of law enforcement continues to evolve, balancing enforcement with service and prevention. Candidates who demonstrate emotional intelligence, communication skills, cultural awareness, and a community-oriented mindset are increasingly sought after. Despite challenges, policing remains a vital public service career offering stability, diverse work experiences, and the opportunity to make a measurable impact on communities. Those entering the field should expect high accountability, continuous learning, and a lifelong commitment to integrity and service.

## Overview of the PACT

One of the first steps towards becoming a Police Officer begins with passing the written test which is made up of several test/screening components. This candidate orientation guide was written specifically to assist you with understanding the components of the written test, to provide you with helpful hints on test taking, and to offer you *practice* test questions.

The entry-level Police Aptitude and Character Test™ (*PACT*™) consists of five sections designed to measure critical constructs required for successful job performance as a Police Officer. You do not need previous police experience to pass the PACT™. The components of this test have been developed and validated by Police Officers and Sergeants who have experience performing the essential functions of the Police Officer job. Each construct measured by this test has been carefully linked to an entry-level police officer job description and identified as a critical skill or ability necessary for performance of the job.

**The PACT™ entry-level written test is a 100-item test. The constructs measured in this test include:**

- Reading Ability—**10 items** (to include: the ability to read and retain written information)
- Mathematical Reasoning—**10 items** (to include: basic addition, subtraction, multiplication, and division)
- Reasoning/Analyzing—**9 items** (to include: sequential ordering and logical thinking)
- Writing Ability—**15 items** (to include: correct wording, grammar, spelling, punctuation as well as ease of understanding)
- Situational Judgment/Human Relations—**56 items** (to include: ability to work under stressful conditions, integrity, ethics, decision-making, self-control, the ability to maintain confidentiality, interpersonal skills, teamwork, ability to follow rules, demonstrating respect for others)

Subject-matter experts have endorsed every item on the test and have confirmed that the reading level of the passages and the test items are appropriate based upon the materials found on the job and in the academy.

### How to Prepare for the Test

All of the constructs measured on the test are based upon basic skills and abilities that a minimally qualified applicant should possess.

**Carefully follow any oral and written instructions that are given to you by the department or during any orientation sessions (if applicable) given before the test.** Failure to follow instructions can eliminate you from the testing process.

In addition to this orientation guide, there are a variety of preparatory publications available that *may* be helpful to those applicants who could use a refresher in basic math, reasoning, and writing skills. FPSI **cannot** endorse any particular publication or resource in terms of preparing for the test.

### Test Yourself for Success with the Practice Test Items

Sample questions from the constructs being measured on the written test are included in this orientation guide. These sample test items are very similar to the types of items found on the actual test.

## Helpful Tips for the Test Taker

To decrease test anxiety, avoid junk food and concentrate on a well-balanced diet for several days before the test. A good night's sleep the night before the test and a healthy breakfast the morning of the test is strongly recommended.

Familiarize yourself with the test location and the parking requirements. Don't be late for the test. Plan on arriving a few minutes early. Please refer to your particular scheduled appointment date and time. If you do visit the testing site in advance, be aware that on the day of the test administration your movements to certain areas of the building where the test is being held might be restricted. Do not make absolute plans on where you want to sit or which restroom you wish to use. Just familiarize yourself with the location and the facilities. You will be instructed on the test day of any limitations on your movements during the test session.

### The Day of the Test

Arrive at least fifteen minutes early on the day of the test. Applicants who are late may be denied permission to take the test. Be sure to bring photo identification such as a driver's license or other picture I.D. If you fail to bring a picture I.D., you will not be permitted to test. Casual attire is recommended as the written test **may last up to three (3) hours**. You may want to dress in layers in the event the test room is too warm or too cold. Please be advised that applicants are not allowed to bring any test preparation materials or notes into the testing area. **You may NOT refer to any practice materials during the test.**

Carefully read all of the instructions and directions you receive from the agency conducting the test and follow them. Failure to follow the instructions may affect your score or even eliminate you from the testing process. Therefore, don't be afraid to ask the test proctor for help if you do not understand the instructions.

**You will be allotted three (3) hours to complete the written test.** Familiarize yourself with the time limits for the test and be aware of how much time you have used. You can check your remaining time periodically during the test. It is your responsibility to manage your time.

If you do not know the answer to a question, skip it and come back to the question later. Do not spend too much time on one question. If you run out of time, questions you do not answer are counted as incorrect. Be sure you have answered all of the questions in each section. If you have extra time, you should review your answers and be sure to answer any questions you skipped. You are allowed to return to a section once you have completed it providing you have time remaining.

In the Reading Ability, Mathematical Reasoning, Writing Ability, and Reasoning/Analyzing Sections of the test, you will be instructed to choose one "best" or "most correct" alternative from four different alternatives. Most applicants find it helpful to read the entire question and all of the alternatives before choosing the best or most correct alternative. It is better to read all of the alternatives as you may find one that is a better answer than the one you first thought was correct.

In the Situational Judgment/Human Relations Section of the test, you will be asked to identify both the "most appropriate" response and the "least appropriate" response.

It is to your advantage to answer all of the test questions. If you are not sure which answer is correct, eliminate choices you know are wrong. If you can narrow the number of choices, you increase your chances of answering the question correctly.

Rely on your own ability; do not attempt to look at other candidates' answer sheets for assistance answering any of the questions. Anyone caught cheating or attempting to cheat will be disqualified and his or her test results will be invalidated, and the testing process will be stopped.

**DO NOT LEAVE ANY ANSWERS BLANK.** You are scored on the number of correct answers you give in response to the questions. In other words, you will be penalized for any answers left blank. Even if you are not certain of a correct answer, you **SHOULD GUESS** at what the correct answer might be. Try to eliminate alternatives that you know are wrong and guess from the ones that remain. This will increase your chances of guessing the correct answer(s). Answers left blank will NOT be counted towards the number of correct responses in your final score.

All of the items on the test are unit-weighted items (i.e., they are each worth one point). The highest score you can obtain on the written test is a raw score of 100.

### **Dealing with Anxiety**

This test is not a measure of your self-worth or your intelligence. This test is designed to measure your levels of reading, math, reasoning and writing ability and a variety of human relations skills. If you have performed poorly on other tests in the past that does not necessarily mean you will perform poorly on this test. Because unlike many other types of tests, this test is designed to measure a variety of critical skills and abilities that are essential to successful Police Officer job performance in a way that does not overestimate the importance of cognitive skills and other constructs which, historically, result in lower passing rates.

There are no trick questions on the test. Each and every question on the test can be answered based upon basic skills and abilities you should have developed throughout your life.

***We wish you a successful testing experience in your employment endeavors to become a Police Officer!***

## Practice Test Questions

Test Yourself for Success with the *Police Aptitude and Character Test*<sup>™</sup> Practice Test Items. Listed within this orientation guide are sample questions from the five (5) constructs measured on the PACT<sup>™</sup> written test. These sample test items are *very similar* to the types of items found on the actual test. There is an *optional* version B practice test available on our website as well.

<https://www.fpsi.com/police-sheriff-applicants/>

# Reading Ability Section

For this section of the practice test, you will answer five (5) sample items that are *similar* to those items found in the Reading Ability Section of the PACT. Please note the actual test contains ten (10) test items.

You may proceed to the next test section when finished.

*Refer to the following reading passages to answer questions 1 – 5:*

## EVALUATION OF EMPLOYEES

### Purpose and Scope

The objective of the evaluation system is to record work performance for both the department and the employee giving recognition for good work and providing a guide for improvements where needed. The employee performance evaluation report is a gauge in measuring performance and is used for making personnel decisions relating to merit increase, promotion, reassignment, discipline, demotion and termination. The report also provides a guide for mutual work planning and review, and an opportunity to convert general impressions into a more objective history of work performance based on job standards.

### Policy

Employee performance evaluations will be written based on job factors specific to the position occupied by the employee without regard to sex, race, color, or creed. Each evaluation will cover a specific period and should be based on performance during that period. The employee's immediate supervisor will complete each evaluation. Other supervisors having functional supervision over the employee during the rating period should be consulted by the immediate supervisor to provide additional input.

All sworn and civilian supervisory personnel shall be sent to a Peace Officer Standards & Training (POST) approved supervisory course that includes training on the completion of performance evaluations within one year of the supervisory appointment.

Each supervisor should discuss the tasks of the position, standards of performance expected, and the evaluation rating criteria with each employee at the beginning of the rating period. When an employee’s job performance falls below the established standards of the job, the supervisor should, as soon as practical, advise the employee in writing in order to provide an opportunity for the employee to improve performance. The involved employee will be provided the opportunity to initial any such writing and respond in writing within 30 days, if desired. Failure to meet established performance standards is justification for an unsatisfactory rating. Rating factors that are not observed are assumed to be performed at a standard level unless information is received from another source to the contrary.

**Evaluation Frequency**

Employees are evaluated based on the following chart:

<b>Position</b>	<b>Evaluated Every Month</b>	<b>Evaluated Yearly</b>	<b>Length of Probation</b>
Probationary Sworn Employees	X		1 Year
Non-Probationary Sworn Employees		X	
Probationary Civilian Employees	X		6 or 12 months
Non-Probationary Civilian Employees		X	

**Full-Time Probationary Personnel**

Civilian personnel are on probations for six or twelve months, depending on their job assignment before being eligible for certification as permanent employees. An evaluation is completed monthly for full-time civilian personnel during the probationary period.

Sworn personnel are on probation for twelve months before being eligible for certification as permanent employees. Probationary officers may be evaluated on a daily, weekly or monthly basis during the probationary period.

**Full-Time Permanent Status Personnel**

Permanent employees are subject to three types of performance evaluations:

**REGULAR**—For all personnel, an evaluation shall be completed once each year in conjunction with the employee’s anniversary date.

**TRANSFER**—If an employee is transferred from one assignment to another in the middle of an annual evaluation period and more than 90 days have transpired since the shift change, then an evaluation shall be completed by the immediate supervisor before the transfer is made. No additional evaluation will be required at the end of the annual rating period.

**SPECIAL**—A special evaluation may be completed any time the rater and the rater’s supervisor feel one is necessary due to employee performance that is deemed less than standard. Generally, the special evaluation will be the tool used to demonstrate those areas of performance deemed less than standard when follow-up action is planned (action plan, remedial training, retraining, etc.). The evaluation form and the attached documentation shall be submitted as one package.

## Rating Criteria

Raters who are required to evaluate their personnel annually will complete an “Officer Performance Report.” When completing the Officer Performance Report, the rater will place a check mark in the column that best describes the employee’s performance. The definition of each rating category is as follows:

**EXCEPTIONAL** is performance well beyond that required for the position. It is performance that is consistently superior or extraordinary.

**EXCEEDS EXPECTATIONS** represents performance that is better than expected of a fully competent employee. It is superior to what is expected but is not of such rare nature to warrant an exceptional rating.

**MEETS EXPECTATIONS** is the performance of a fully competent employee. It means satisfactory performance that meets the standards required of the position.

**NEEDS IMPROVEMENT** is a level of performance less than that expected of a fully competent employee and less than standards required of the position. A “needs improvement” rating must be thoroughly discussed with the employee.

**UNSATISFACTORY OR UNACCEPTABLE** performance is inferior to the standards required of the position. It is very inadequate or undesirable performance that cannot be tolerated.

## Evaluation Interview

When the supervisor has completed the preliminary evaluation, arrangements shall be made for a private discussion of the evaluation with the employee. If the employee has valid and reasonable protests of any of the ratings, they should be changed accordingly.

The supervisor and employee will sign and date the evaluation. Permanent employees may seek an interview with superiors within their chain of command, up to and including the Chief of Police, to contest the performance evaluation by checking the appropriate box. Permanent employees may also write comments in the EMPLOYEE COMMENTS section of the performance evaluation report.

## Evaluation Review

After the supervisor finishes the discussion with the employee, the signed performance evaluation is forwarded to the rater’s supervisor (division commander). The division commander shall review the evaluation for fairness, impartiality, uniformity, and consistency. The division commander shall evaluate the supervisor on the quality of the ratings given.

## Evaluation Distribution

The original performance evaluation shall be maintained in the employee’s personnel file in the office of the Chief of Police for the tenure of the employee’s employment. A copy will be given to the employee and a copy will be forwarded to City Personnel.

Police Aptitude and Character Test (PACT)

1. Which of the following personnel will have input on an employee's performance evaluation?
  - A. The employee's peers
  - B. The employee's direct supervisor
  - C. Any supervisor who provided functional supervision over the employee
  - D. Both B and C
  
2. An employee who receives an evaluation rating which falls below the established standards of the job will have up to \_\_\_\_ to respond in writing to the performance evaluation.
  - A. one week
  - B. seven business days
  - C. two weeks
  - D. 30 days
  
3. Which of the following employees will have a full 12-month probationary period?
  - A. Probationary Sworn Employees
  - B. Non-probationary Sworn Employees
  - C. Probationary Civilian Employees
  - D. Non-probationary Civilian Employees
  
4. An employee who is considered "fully competent" would be given which of the following rating criteria on a performance evaluation?
  - A. Exceptional
  - B. Exceeds expectations
  - C. Meets expectations
  - D. Needs improvement
  
5. Which of the following statements about the evaluation interview is NOT true?
  - A. The supervisor and employee will sign and date the evaluation form.
  - B. Probationary employees may seek an interview with additional supervisors outside of their chain-of-command.
  - C. Permanent employees may seek an interview with the Chief of Police.
  - D. Permanent employees may write comments on the performance evaluation report.

# Mathematical Reasoning Section

For this section of the practice test, you will answer five (5) sample items that are *similar* to those items found in the Mathematical Reasoning Section of the PACT. Please note the actual test contains ten (10) test items.

You may proceed to the next test section when finished.

6. A woman is traveling in her car at 50 miles per hour. How far will that woman travel in fifteen minutes if her speed is constant? (Distance = Rate x Time)
  - A. 9.75 miles
  - B. 11.50 miles
  - C. 12.50 miles
  - D. 14.75 miles
  
7. Which number should follow this series:  $56/56$ ,  $15/20$ ,  $8/16$ ,
  - A.  $1/2$
  - B.  $1/4$
  - C.  $6/8$
  - D.  $8/8$
  
8. You begin your first day as a police officer earning \$35,000/yr. Assuming that you obtain a full 3% increase each year, what will your salary be in two years?
  - A. \$36,075.50
  - B. \$37,100.00
  - C. \$37,131.50
  - D. \$38,150.00
  
9. A man is 48 years old. His son is exactly three times younger than him. How old will the man's son be when the man is 60 years old?
  - A. 24
  - B. 28
  - C. 32
  - D. 34
  
10. You are about to enter an elevator with a weight capacity of 500 pounds. There are three people already in the elevator. The weights of the passengers are 107 pounds, 172 pounds and 129 pounds. Assuming that you weigh 136 pounds, is it safe for you to enter the elevator?
  - A. No, the weight capacity would be exceeded by 44 pounds
  - B. No, the weight capacity would be exceeded by 32 pounds
  - C. No, the weight capacity would be exceeded by 22 pounds
  - D. No, the weight capacity would be exceeded by 20 pounds

## Reasoning/Analyzing Section

For this section of the practice test, you will answer five (5) sample items that are *similar* to those items found in the Reasoning and Analyzing Section of the PACT. Please note the actual test contains nine (9) test items.

11. How many of the items listed below are EXACT duplicates of one another?

85477	85747
38N69428O	38M649280
44HB8XS42C9	44HB8KS42C9
A846141464HL	A846141464HL
20846Q3981362	20846C39813G2
5J029E7316966	5J029F7316966

- A. none
- B. one
- C. two
- D. three

---

Four people witness the same occurrence and describe a person who was involved. The descriptions of the person involved are:

Witness #1: A female, wearing a blue jacket, and red pants.

Witness #2: A male, wearing a blue jacket, and tan pants.

Witness #3: A female, wearing a black jacket, and red pants.

Witness #4: A female, wearing a brown jacket, and red pants.

12. Based on the witness' descriptions, the MOST LIKELY correct description of the person involved is:
- A. A female, wearing a brown jacket, and red pants.
  - B. A male, wearing a blue jacket, and tan pants.
  - C. A female, wearing a blue jacket, and red pants.
  - D. A female, wearing a black jacket, and red pants.

*On a Monday night in June 2020, a vehicle located on Washington Blvd. in Wickville, Oklahoma was broken into. The owner reported hearing glass break and looked out his window to see two people running from the vehicle carrying what appeared to be a car stereo. Upon inspecting his vehicle, he noticed that his stereo was missing.*

13. Based upon the information above, which of the following statements is most accurate?
- A. The theft occurred around 10:00 p.m.
  - B. The suspect is a male.
  - C. The man's stereo was worth a lot of money.
  - D. The sound of broken glass alerted the man to the burglary.
- 

14. How many of the items listed below are EXACT duplicates of one another?

32487	32487
37E7184AW	337F7184AV
84258HA9H71	84258AH9H71
D746952049GL	D746952049GL
53279R39843G2	5S279R39843G2
4P826Z4423081	4P826Z4423081

- A. none
  - B. one
  - C. two
  - D. three
- 

Four people witness the same occurrence and describe a person who was involved. The descriptions of the person involved are:

Witness #1: A male, with red hair, wearing black shorts, and black shoes.  
Witness #2: A female, with red hair, wearing black shorts, and black shoes.  
Witness #3: A male, with blonde hair, wearing blue shorts, and black shoes.  
Witness #4: A male, with brown hair, wearing brown shorts, and brown shoes.

15. Based on the witness' descriptions, the MOST LIKELY correct description of the person involved is:
- A. A male, with red hair, wearing black shorts, and black shoes.
  - B. A female, with blonde hair, wearing black shorts, and black shoes.
  - C. A male, with brown hair, wearing black shorts, and black shoes.
  - D. A male, with red hair, wearing black shorts, and brown shoes.

# Writing Ability Section

For this section of the practice test, you will answer ten (10) sample items that are *similar* to those items found in the Writing Ability Section of the PACT. Please note the actual test contains fifteen (15) test items.

You may proceed to the next test section when finished.

***For items 16-18, choose the pair of words that best completes the sentence.***

16. Sometimes criminals can be \_\_\_\_\_ and consistent with \_\_\_\_\_ behaviors.
- A. “predictable” and “there”
  - B. “predictable” and “their”
  - C. “predictable” and “their”
  - D. “predictable” and “there”
17. Time management is a \_\_\_\_\_ part of being \_\_\_\_\_ as a police officer.
- A. “signifigant” and “effective”
  - B. “significant” and “affective”
  - C. “signifigant” and “affective”
  - D. “significant” and “effective”
18. Officers are prohibited from \_\_\_\_\_ or \_\_\_\_\_ any fee or compensation for the performance of official duties.
- A. “giving” and “taking”
  - B. “accepting” and “soliciting”
  - C. “getting” and “taking”
  - D. “accepting” and “giving”

***For items 19-21, identify which word is spelled incorrectly.***

19. Listening to what others have to say is always a great idea and can assist with communicating effectivley.
- A. Listening
  - B. Great
  - C. Communicating
  - D. Effectivley

20. Strict traffic law enforcement is the most effective weapon with which the officer may combat the auto theft problem.
- A. Strict
  - B. Enforcement
  - C. Weapon
  - D. Problem
21. Someone has called on the telephone and asks to speak with your supervisor at your police station.
- A. Someone
  - B. Called
  - C. Telephone
  - D. supervisor
22. Identify the type of error that is found in the following sentence:
- Its important for a police department to establish a working relationship with their community.**
- A. Spelling
  - B. Grammar
  - C. Punctuation
  - D. There is no error
23. Identify the type of error that is found in the following sentence:
- Upon immediately turning left at the light, the officer realized that he should've went right instead.**
- A. Spelling
  - B. Grammar
  - C. Punctuation
  - D. There is no error

***For items 24-25, choose the word that is synonymous (meaning the same thing) as the underlined word in the sentence.***

24. The suspect had a(n) extensive set of excuses.
- A. limited
  - B. complicated
  - C. vast
  - D. unlikely
25. The officer was assigned to a(n) monotonous task for the day.
- A. critical
  - B. significant
  - C. repetitive
  - D. independent

## Situational Judgment/ Human Relations Section

For this section of the practice test, you will read samples of short police-related situations and will then answer two multiple-choice questions relating to that situation. You will be asked to identify both the “most appropriate” response and the “least appropriate” response. *For example:*

*You are transporting an injured and intoxicated male who has a large amount of money protruding from his pocket. While transporting him to jail you notice that the money falls out of his pocket.*

- A. Pretend you didn't see the man drop the money.
- B. Wait until you go back outside and take the money if nobody else has found it.
- C. Pick up the money and give it to the staff at the jail for safekeeping.
- D. Pick up the money and place it next to the victim's hand.

1. WHAT IS THE **MOST** APPROPRIATE RESPONSE?    **C**
2. WHAT IS THE **LEAST** APPROPRIATE RESPONSE?    **B**

There are five (5) sample practice situational vignettes and ten (10) questions that are *similar* to those items found in the Human Relations Section of the PACT. Please note the actual test will have twenty-eight (28) situational vignettes requiring two responses per question for a total of fifty-six (56) test items.

You may proceed to the next test section when finished.

### *Sample Situation #1*

*You have been asked to participate in a community workshop about building a better partnership between the neighborhood residents and the police. The neighborhood is known to be higher in crime and is comprised of people from various races and backgrounds. Most of the community has been extremely vocal about their hatred of the police. How would you handle this situation?*

- A. Use a sick to day to avoid the tension that's likely to come from the workshop.
- B. Go to the workshop and listen and talk with the members to try to improve relations.
- C. Go to the workshop and listen but stay quiet during the discussions.
- D. Go to the workshop and use it as an opportunity to forcefully point out the flaws with the negative views the neighbors have against the police.

26. WHAT IS THE **MOST** APPROPRIATE RESPONSE?
  27. WHAT IS THE **LEAST** APPROPRIATE RESPONSE?
-

*Sample Situation #2*

***You are a police officer who has been assigned to the patrol unit for several years. You have noticed that your uniform does not fit you as well as it did when you graduated from the academy and were in better shape. You have also recognized that you have been struggling with keeping up with suspects during foot pursuits recently. How would you handle this situation?***

- A. Request a transfer out of patrol where the physical demands will be lower.
- B. Request a new uniform that fits your changing body.
- C. Talk to a nutritionist and commit to changing your eating and exercise habits.
- D. Talk to some other patrol officers and ask them for advice.

28. WHAT IS THE **MOST** APPROPRIATE RESPONSE?

29. WHAT IS THE **LEAST** APPROPRIATE RESPONSE?

---

*Sample Situation #3*

***Joe is a police officer who has 15 years of experience and is working with another officer who just graduated from the police academy. This officer notices that Joe completed a task in an incorrect way according to how he was just taught in the academy. The officer offers Joe advice on how to complete the task more effectively based on how he was taught in the academy. How should Joe handle this situation?***

- A. Joe should actively listen to the other officer's suggestion and keep an open mind that training in the academy may have changed since he was in the academy.
- B. Joe should tell the other officer that he has more experience and that his way is the right way.
- C. Joe should listen to the other officer, but continue performing the task his way.
- D. Joe should tell the officer he'll check with the academy trainer at a later time.

30. WHAT IS THE **MOST** APPROPRIATE RESPONSE?

31. WHAT IS THE **LEAST** APPROPRIATE RESPONSE?

*Sample Situation #4*

***Rick is a police officer who is testing for the upcoming promotional test to become a sergeant. The written test is going to be given on two days. Rick is taking the test on the first day and his best friend, and fellow police officer, is scheduled to take the test on the second day. His friend asks him tell him what questions were on the test because he hasn't had time to study given the personal issues he's been dealing with. How should Rick handle this situation?***

- A. Rick should only provide general information about the test to his friend.
  - B. Rick should provide his friend with information about the test because he knows how difficult the last few months have been for him.
  - C. Rick should tell his friend he cannot share information about the test as they could both get in trouble and encourage him to study on his own.
  - D. Rick should suggest that his friend study with another officer who is testing on the second day.
32. WHAT IS THE **MOST** APPROPRIATE RESPONSE?
33. WHAT IS THE **LEAST** APPROPRIATE RESPONSE?
- 

*Sample Situation #5*

***You are an officer and your shift is just about over. You are excited as you are going to begin your two-week vacation. Fifteen minutes before your shift ends, another officer is dispatched to an in-progress burglary incident. Dispatch asks for any available officers to respond and assist. You are only two minutes away from the location. How would you handle this situation?***

- A. Ignore the request from dispatch as your shift is just about to end.
  - B. Respond to the call but attempt to assist on tasks that won't require you to stay past your shift.
  - C. Respond and help the officer as much as possible to complete the investigation.
  - D. Respond to the scene and try to be one of the first officers who is released once the assignment is completed.
34. WHAT IS THE **MOST** APPROPRIATE RESPONSE?
35. WHAT IS THE **LEAST** APPROPRIATE RESPONSE?

**Answer Key**

<b>Item #</b>	<b>Key</b>
1	D
2	D
3	A
4	C
5	B
6	C
7	B
8	C
9	B
10	A
11	B
12	C
13	D
14	D
15	A
16	C
17	D
18	B
19	D
20	B
21	C
22	C
23	B
24	C
25	C
26	B
27	D
28	C
29	A
30	A
31	B
32	C
33	B
34	C
35	A