

Job Ready Assessment Blueprint

Criminal Justice



Test Code: 4181 / Version: 01

General Assessment Information

Blueprint Contents

General Assessment Information	Sample Written Items
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Specific Competencies Covered in the Test	Sample Performance Job

Test Type: The Criminal Justice industry-based credential is included in NOCTI's Job Ready assessment battery. Job Ready assessments measure technical skills at the occupational level and include items which gauge factual and theoretical knowledge. Job Ready assessments typically offer both a written and performance component and can be used at the secondary and post-secondary levels. Job Ready assessments can be delivered in an online or paper/pencil format.

Revision Team: The assessment content is based on input from secondary, post-secondary, and business/industry representatives from the states of Georgia, Maine, Minnesota, New Jersey, Pennsylvania, Texas, and Virginia.



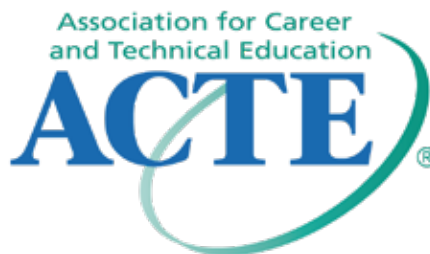
43.0107 - Criminal Justice/
Police Science



Career Cluster 12 -
Law, Public Safety,
Corrections and Security



33-3051.01 - Police Patrol/
Police Officers



The Association for Career and Technical Education (ACTE), the leading professional organization for career and technical educators, commends all students who participate in career and technical education programs and choose to validate their educational attainment through rigorous technical assessments. In taking this assessment you demonstrate to your school, your parents and guardians, your future employers and yourself that you understand the concepts and knowledge needed to succeed in the workplace. Good Luck!



NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund

In the lower division
baccalaureate/associate degree
category, 3 semester hours in
Criminal Justice.

Written Assessment

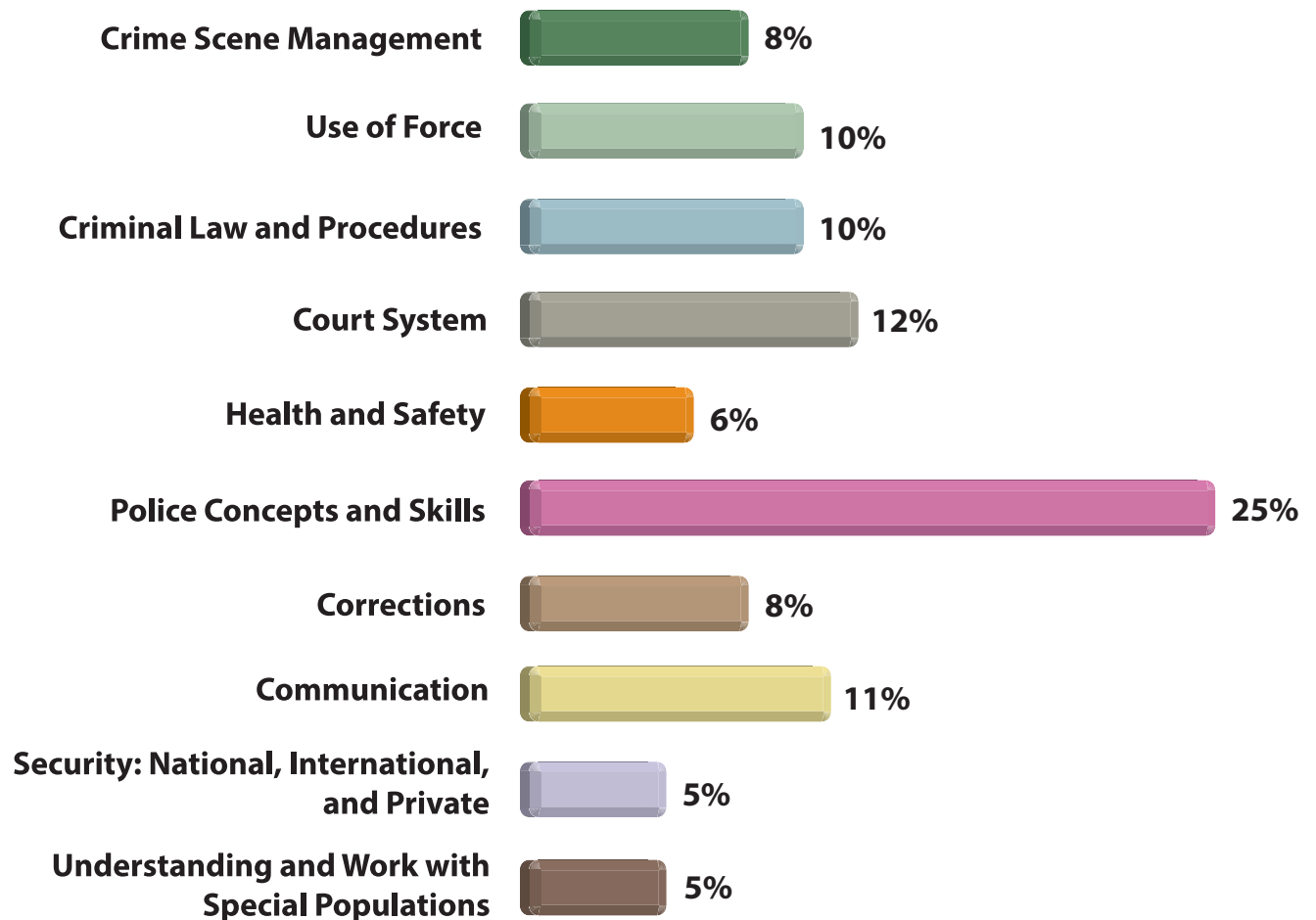
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 3 hours

Number of Questions: 187

Number of Sessions: This assessment may be administered in one, two, or three sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Crime Scene Management

- Exhibit understanding of proper evidence collection practices
- Exhibit knowledge of scientific principles involved in crime scene management including proper evidence preservation practices
- Exhibit understanding of initial crime scene management (e.g., first responder)
- Identify and perform crime scene processing, including crime scene search patterns, measurement, photography, latent print techniques

Use of Force

- Identify and understand the use of force
- Exhibit knowledge and understanding of civil and criminal liabilities
- Identify different case law that applies to the use of force
- Define the differences between less-than-lethal force and deadly force
- Identify non-lethal weapons and techniques
- Describe knowledge of basic firearm safety

Criminal Law and Procedures

- Display knowledge of search and seizure (including Terry v. Ohio, Miranda v. Arizona)
- Identify key constitutional amendments
- Display knowledge of branches of government
- Describe arrest procedures including probable cause and reasonable suspicion
- Define types, categories, and classes of crimes
- Exhibit knowledge of differences between criminal and civil law



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Specific Standards and Competencies (continued)

Court System

- Describe the difference between a search warrant and an arrest warrant
- Display understanding of the different levels of federal courts
- Describe appropriate professional courtroom testimony and demeanor
- Identify occupations, roles, and responsibilities within the court system
- Exhibit knowledge of trial and court procedures
- Define courtroom terminology
- Exhibit knowledge of the juvenile justice system

Health and Safety

- Exhibit knowledge of universal precautions
- Demonstrate knowledge of CPR, AED, first aid, and emergency medical care
- Identify hazardous materials, proper response, and scene management

Police Concepts and Skills

- Display knowledge of radio usage and procedures
- Describe proper traffic stop techniques
- Describe proper handcuffing techniques
- Identify appropriate search procedures for persons, structures, and vehicles
- Identify different types of patrol procedures and techniques
- Display knowledge of different types of investigation (juvenile, robbery)
- Exhibit knowledge of proper interviewing and interrogation techniques
- Describe knowledge of fingerprint processing (e.g., live scan, inked impressions, patterns)
- Describe scene safety techniques for officer response (e.g., domestic abuse, assault)
- Describe scene safety techniques at motor vehicle crash sites
- Describe characteristics of individuals operating a vehicle while impaired
- Display knowledge of professional ethics and conduct
- Exhibit understanding of racial profiling as it relates to policing
- Exhibit knowledge of the history of policing



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Specific Standards and Competencies (continued)

Corrections

- Identify corrections concepts, methods, and history
- Identify various types, security levels, and classifications of correctional institutions
- Understand methods and history of capital punishment
- Display knowledge of intake procedures

Communication

- Exhibit knowledge of accurate report writing and field notes
- Display knowledge of interpersonal communication techniques (e.g., non-verbal, verbal)
- Demonstrate knowledge of proper de-escalation techniques
- Exhibit knowledge of effective community policing
- Display familiarity with law enforcement computer databases
- Exhibit knowledge of emerging police technology and social media

Security: National, International, and Private

- Exhibit awareness of sources and types of domestic and international terrorism
- Exhibit knowledge of private security and property protection
- Identify and understand different types of criminal organizations

Understand and Work with Special Populations

- Display understanding of cultural diversity
- Exhibit appropriate methods of interacting with persons with mental health disabilities
- Identify crisis resources for persons with unique needs (e.g., language interpreters, victims of domestic violence, homeless persons, disaster response)



Sample Questions

In processing a crime scene, all bodily fluids should be considered

- A. blood borne pathogens
- B. cross contaminates
- C. toxic substances
- D. occupational hazards

When escalating the use of force, the officer should consider opportunity, jeopardy, and

- A. location
- B. lighting
- C. ability
- D. ethnicity

Prior to a pat-down search, the officer should

- A. wash his or her hands
- B. inquire about weapon
- C. Mirandize the subject
- D. have back-up present

Which court has ultimate authority?

- A. State Supreme Court
- B. Federal Appellate Court
- C. U.S. Supreme Court
- D. U.S. District Court

When arresting a suspect known to have tuberculosis, the officer should

- A. not touch the suspect
- B. have the suspect wear a mask
- C. not talk to the suspect
- D. wear gloves

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Sample Questions (continued)

While approaching a vehicle during a traffic stop, the police officer should

- A. pull the patrol car in front of the stopped vehicle
- B. make sure all the windows of the stopped vehicle are rolled down
- C. leave his or her handprint on the rear of the stopped vehicle
- D. walk directly to the passenger side of the stopped vehicle

The term, _____, means confinement in jail or prison.

- A. punitive damages
- B. incarceration
- C. demeanor
- D. probation

To be objective, police reports must be written

- A. from the victim's viewpoint
- B. without prejudice or bias
- C. in the order that makes sense
- D. in the first person

The first step in identifying and controlling terrorism is

- A. security
- B. legal assessment
- C. threat assessment
- D. liability

Cultural diversity includes appreciating differences in age, race, gender, ethnicity, language, and

- A. employment
- B. education
- C. sexual orientation
- D. criminal history

Performance Assessment

NOCTI performance assessments allow individuals to demonstrate their acquired skills by completing actual jobs using the tools, materials, machines, and equipment related to the technical area.

Administration Time: 2 hours and 45 minutes

Number of Jobs: 4

Areas Covered:

35% Crime Scene Investigation

Participant will properly prepare, search for evidence, measure the location of evidence, use correct photograph techniques, correctly lift and label fingerprints, package a wet piece of evidence, package additional evidence, and maintain crime scene integrity.

27% Arrest

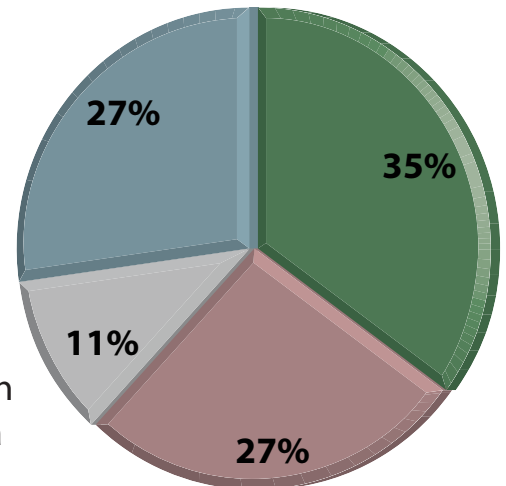
Participant will complete correct arrest, place handcuffs, complete a search, and complete an arrest report with correct grammar and spelling.

11% Visual Memory Test

Participant will answer a series of questions from memory about what they observe and hear at a simulated crime scene, using correct spelling, grammar, and legible writing.

27% Traffic Stop and Citation Issue

Participant will correctly conduct a low-risk traffic stop, including reporting to dispatch, and issue a traffic citation.



Sample Job

Visual Memory Test

Maximum Time: 15 minutes

Participant Activity: Participant will listen to the scenario description and briefly observe the simulated crime scene. Participant will complete a worksheet legibly with a series of questions from memory, using proper spelling and grammar.

