



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide for use with the Career Essentials: Assessments

*Discover, Develop and Validate Student's
Knowledge and Skill*

***Criminal Justice/Crime Scene
Investigation (CSI) Assessment***

Introduction to the Career Essentials: Assessments

The Career Essentials: Assessments can help both students and teachers discover students' occupational strengths. By implementing the Career Essentials: Assessments, students and teachers can collaboratively develop a life-long learning plan to validate and enhance students' skills and knowledge. Assessment data results are beneficial for students, teachers and administrators in validating student learning, and improving programs and their accountability.

This teacher preparation guide is a tool developed for instructors to help students capitalize on their unique strengths, which can improve individual student performance and provide a clear way forward for student success.

The Career Essentials: Assessments Teacher Preparation Guide provides an easy-to-follow road map to implement the Career Essentials: Assessments. The guide is not meant to be curriculum nor should it replace that which already exists. It provides specific information regarding the Career Essentials: Assessments so teachers can identify existing curriculum areas that may need additional emphasis.

The guide ultimately helps teachers provide students with learning opportunities. Its goal is for students to become comfortable and successful with the Career Essentials: Assessments.

Inside the guide, teachers will find:

- Major content areas of the assessment
- A blueprint of the assessment competency areas
- A checklist of the various competency areas within the assessment
- Access to a trade- or technical-specific online 10-question demo assessment
- Resources used for the assessment development
- Access to an employability skills based, online 10-question practice assessment to help students navigate the assessment system

Table of Contents

What are Career Essentials: Assessments?.....	4
Using the Career Essentials: Assessments	4
Preparing Students for the Career Essentials: Assessments	5
Workplace-Ready Skills	6
Assessment Competency Areas	7
Academic Core and Critical Skill Areas	7
Connections to National Standards	8
Student Tools: Access Directions for the Trade- or Technical Specific Online 10-Item Demo.....	9
Student Tools: Test-Taking Reminders	9
Student Testing Tips.....	9
Student Tools: Criminal Justice/Crime Scene Investigation (CSI) Blueprint and Competency Area Knowledge Checksheets.....	10
Summary and Quick Glance Testing Reminders	10
Criminal Justice/Crime Scene Investigation (CSI) Blueprint	11
Knowledge Checksheets.....	16
Helpful Tips and Reminders for Students	28
Sample Assessment Questions	29
Resources	32

What are Career Essentials: Assessments?

Career Essentials: Assessments are online assessments that evaluate technical and employability skills and knowledge. They are the way ahead for the next generation of our American workforce, and they help candidates validate their technical skills and knowledge to potential employers. They also help local instructors demonstrate the value of their programs, while supporting local industries with a pool of potential employees that has been tested by a system they can trust.

Each assessment was developed by a panel of industry, high school and college/postsecondary subject matter experts (SMEs) using national technical standards. Career Essentials: Assessments were created by industry to ensure relevance to entry-level skills, meet Perkins IV accountability requirements and provide certificates to students who achieve industry-defined scores. They ensure your students are workforce ready.

Career Essentials: Assessments incorporate photographs, videos, animations and illustrations to ensure clarity for each technical question. Drag-and-drop and multiple-choice questions appeal to visual and kinesthetic learners and test content knowledge rather than test-taking abilities. Even simple multiple-choice questions are brought to life through pictures and animations.

Assessments are available in more than 40 trade, industrial and technical areas. A rigorous and educationally sound process captures critical competencies, standards and criteria as defined by industry.

Academic core and critical skill areas also exist in each assessment. State-level academic curriculum specialists identified connections to national academic standards.

Each one-hour assessment includes 50 questions. Under the supervision of a proctor, the integrity of each test is ensured by offering multiple unique versions of the assessment, which

For complete information regarding the Career Essentials: Assessments and to see all assessment areas, please visit the website at:

www.careeressentials.org

measure the same core and critical competencies. Even within the same version, questions and answers are displayed in varying orders to prevent test takers from copying others. The Career Essentials: Assessments are designed to be user-friendly and intuitive for students.

Using the Career Essentials: Assessments

Every classroom is unique. You can use the Career Essentials: Assessments in a way that best suits your program and students. The following directions are SkillsUSA's suggested and preferred method to implement the assessments so that your students gain the most from the results.

The most important step in the Career Essentials: Assessments process is to select the correct assessment for your students. You are key to the selection process. Without your involvement, the wrong assessment may be selected. Assessment titles do not provide enough information for proper selection. Review the various assessment categories that best correspond to your program.

Next, look at each of the assessment titles within the category and the corresponding blueprint. The blueprint will tell you which competencies and subjects are addressed in the assessment.

Cross-walk the various blueprints with your classroom curriculum. The assessment blueprint will show what's emphasized and how competencies are weighed. Please remember the Career Essentials: Assessments are based on national industry standards, so the assessment may not perfectly align with the existing curriculum. Content may need to be added or emphasized to better prepare students for the Career Essentials: Assessments.

Once you have selected the assessment that best fits your program, administer that Career Essentials: Assessments at the beginning of your students' final program year. This could be considered a pre-test.

Assessment results are available as soon as your student completes the assessment. The report provides you with a gap analysis to identify your students' learning needs according to each competency area within the assessment. Dynamic reports compare your students' performance to the current state and national averages. Reports also enable you to track a student's progress on an individual basis. The assessment pre-testing results provide you with a benchmark for your students and identify student learning gaps. This data may help you adjust your own curriculum and identify areas that may need more or less emphasis. The data can be shared with students so everyone can focus on learning areas that need improvement during the school year.

Then, at the end of the school year or program semester, administer your specific Career Essentials: Assessments a second time as a post-test.

Use post-test data to improve or adjust curriculum once again for your next program year. This way, curriculum adjustments are made using the student testing data rather than arbitrarily making adjustments.

This pre- and post-test process is a "win-win" situation for the teacher and especially the student! To ensure a quality process, SkillsUSA is ready to help at any time.

Preparing Students for the Career Essentials: Assessments

Provide each student with a copy of their trade- or technical-specific Career Essentials: Assessments Blueprint. Do this at the beginning of your course. Review and discuss the blueprint with your class, providing insight on the assessment weighting and what is emphasized.

Have students discuss how they can assist each other to prepare for the assessment.

Place the Career Essentials: Assessments Blueprint on the classroom wall. The blueprint will help students focus on the appropriate course content areas that align with the assessment. It will also help everyone to be aware of the program's goals and expectations.

The Career Essentials: Assessments at a Glance

- Select the correct assessment title. *Do not* have someone select the assessment for you, as there may be several titles that may relate to your program
- Review the assessment blueprint that best aligns with your existing curriculum
- Identify gaps in your curriculum, and use additional resources to enhance or align the curriculum
- Share the assessment blueprint with the students so everyone is aware of the expectation
- Have your students take the assessment at the beginning of their final program year as a pre-test
- Use pre-test data to identify learning gaps or strengths of individual students or the class
- Remediate the students using the data analysis from pre-test to enhance, emphasize and adjust learning objectives
- Have your students take the assessment a second time (as a post-test) at the end of the program year to determine learning gains/gaps
- Use post-test data to improve or adjust curriculum for your next program year

Administer the Career Essentials: Assessments as a pre-test to identify student gaps. If possible, pre-test your students at the beginning of their final program year to identify learning gaps both individually and as a class. The data will provide an excellent “road map” to prepare students to take the assessment again (post-test) at the end of the program. Using the data, tailor the instruction to better prepare your students.

Use the Career Essentials: Assessments competency areas checksheets included in this guide to encourage class discussion and help students identify strengths and weaknesses.

Use the pre-test data to ascertain problematic learning areas. Have students identify discussion topics based on the various competency areas and their pre-test data results. Exercises, demonstrations and even questions can be developed by the students using their textbooks or other resources listed in this guide.

Assign homework that aligns to the assessment blueprint. Focus on a competency area within the assessment. Using the checksheets in this guide, have students develop questions and potential answers using the resources identified when developing the assessment. Use the questions for class discussion or “quiz bowl” activities.

Have students take the Career Essentials: Assessments trade- or technical-specific online 10-question demo assessment. This could be a homework assignment or done in class 30 days prior to taking the assessment the second time (as a post-test). This not only will provide students with specific sample questions and potential answers, but it will also allow students to experience the online system again and become more familiar with the types of questions they may encounter when taking the actual assessment.

Following the demo assessment, discuss the experience students had. What question(s) did they not understand? Did they have difficulty

navigating the online system? This experience will help students be more comfortable and confident when taking the final assessment.

Discuss as a class or individually with students which question(s) were difficult. Facilitate a discussion to glean more information regarding why certain answers were wrong. Offer techniques students can use to better determine correct answers.

Workplace-Ready Skills

Through the Career Essentials: Assessments, you have the option for your students take an Employability Assessment. This assessments tests a student’s workplace-ready skills such as communication, teamwork, time management and more. It can be used for any student in any occupational area as a practice test or a separate assessment.

If you use the Employability Assessment as a practice test have students take it in class. Not only can the Employability Assessment help students become familiar with the navigational tools of the assessment system, but it can also measure and make your students aware of another important skill set. It may also help them become comfortable in the testing environment.

See the Career Essentials: Assessments website for more information: www.careeressentials.org

The Employability Assessment is *not* intended to familiarize students with the criminal justice/CSI assessment content.

Please note: For all Career Essentials: Assessments to be valid, instructors cannot be present in the room where their students will be taking the test. A proctor is required. Proctors can be other instructors, a school administrator or school counselor.

Assessment Competency Areas

Career Essentials: Assessments Criminal Justice/CSI Assessment covers 12 major technical competency areas (unit areas). In the online assessment, these 12 competencies are tested with 50 interactive, multiple-choice items. Each competency area has a different number of items. The chart lists the major technical competency areas and the percentage of the assessment in each one.

Technical Competency Areas for Criminal Justice/CSI

Competency	Percentage of Area Assessment
Major Principles of Federal Laws Related to Criminal Justice And Crime Scene Investigation	10%
Demonstrate Standard Patrol Procedures in a Simulated Situation	4%
Investigate a Traffic Report and Traffic Accidents Using Standard Procedures in a Given Situation	6%
Demonstrate the Proper Use of Firearms and Chemical Agents Used In Law Enforcement Situations	4%
Demonstrate the Knowledge and Skills Needed for Emergency and Crisis Situations Encountered by Law Enforcement Officers	4%
Explain Trial Procedures and Provide Testimony for a Given Situation	10%
Demonstrate Communication and Interpersonal Skills Used in Criminal Justice and Crime Scene Investigation Situations	6%
Explain and Demonstrate the Use of Crime Scene Photography	10%
Demonstrate Standard Procedures for Searching for, Collecting, Removing And Evaluating Physical Evidence from a Crime Scene	16%

Draw a Crime Scene Sketch Using Proper Measurements, Symbols and Labels 4%

Apply Proper Procedures for Collecting Clear and Legible Latent Fingerprints From a Crime Scene 10%

Demonstrate Procedures to Arrest and Search a Subject in a Simulated Situation 16%

Academic Core and Critical Skill Areas

Academic Core and Critical Skill Areas also exist in each assessment. The SkillsUSA national technical committee identified that the following academic skills are embedded in the Criminal Justice/CSI training program and assessment:

Math Skills

- Measure angles
- Use the rectangular coordinate method to locate evidence (uses two fixed reference points and right angles to indicate the exact location of evidence in the crime scene)
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Organize and describe data using matrixes
- Find arc length and the area of a sector

Science Skills

- Plan and conduct a scientific investigation
- Use the proper method for developing latent fingerprints
- Identify and demonstrate necessary safety precautions for handling and processing DNA evidence
- Use knowledge of the particle theory of matter
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties

- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Describe phases of matter
- Describe and identify physical changes to matter
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)
- Use knowledge of speed, velocity and acceleration
- Use knowledge of Newton's laws of motion
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- Organize and synthesize information for use in written and oral presentations
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing

Connections to National Standards

State-level academic curriculum specialists

identified the following connections to national academic standards.

Math Standards

- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Reasoning and proof
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: www.nctm.org/standards/content.aspx?id=16909. Select "Standards" from menu.

Science Standards

- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands the structure and properties of matter
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry
- Understands biological evolution and the diversity of life

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, arti-

facts, people) to communicate their discoveries in ways that suit their purpose and audience

- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.

Student Tools:

Access Directions for the Trade- or Technical-Specific Online 10-Item Demo Assessment

Have your students copy and paste this link <http://www.careeressentials.org/assessments/demo-our-assessments/> into their browser. The sample programmatic questions will give you and your students an idea of the types of questions on the assessment and how the questions are generally written.

Test-Taking Reminders

Encourage your students to have good study habits. Below are basic reminders to better prepare students for life-long learning and workplace success. You may want to have this discussion at the beginning of the year to encourage students to incorporate these strategies.

- Develop a regular study schedule
- Identify a specific location to study

- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so they can make accommodations.

Student Testing Tips

The most important tip for your students is to be prepared mentally and physically for the testing session. Make sure to tell them to get plenty of rest and eat healthy. Suggest they wear comfortable and appropriate clothing to the testing session. If they are able to bring items to the testing session, such as a non-programmable calculator, make sure they have the items ready the night before. Have students check our website at <http://www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf> for permitted tools or job aids that can be used during testing. The more organized they are before the testing period, the more relaxed they will be during the actual testing session.

Encourage your students to be relaxed and positive. If they begin to panic during the testing, suggest they take some deep breaths to relax and think positive thoughts.

Do not rush through the questions. Instruct your students to read the question and potential answers thoroughly. Tell them to make sure they know exactly what the question is asking before answering. Let them know that if they are unsure, they can mark the question and return to it. Other questions may have clues to the correct answer.

Use process of elimination. If your students are not sure of the correct answer, tell them to study the potential answers and eliminate the

ones that they know are not correct.

If all else fails, tell students to *guess*. After they have exhausted all options, tell them to take their best guess at the correct answer. If they have studied the content area, they may intuitively know the correct answer. The Career Essentials: Assessments system does not penalize students for guessing and they may guess correctly!

Student Tools:

Criminal Justice/CSI Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the criminal justice/CSI assessment. Photocopy and share the following blueprints and checksheets with your students so they can better prepare for each of the competency areas within the criminal justice/CSI assessment.

Summary and Quick Glance Testing

Reminders

The Career Essentials: Assessments process is designed for program and curriculum improvement. This is a continuous improvement process to better meet the educational needs of your students by strategically using data results.

Advanced planning and preparation is a key component in implementing this process. Below we have attempted to summarize the steps in the suggested Career Essentials: Assessments implementation pre- and post-test process.

- Identify the correct assessment for your program
- Share the selected assessment blueprint with your students, parents, advisory board members and others. Place the blueprint on the classroom wall
- Pre-test your students at the beginning of their final programmatic year
- Use the data results to identify “learning gaps”
- Share the pre-test data with the student(s)
- Tailor learning experiences to meet student needs and supplement current curriculum
- Develop homework assignments around the competency knowledge checksheets located in this guide
- Have students take the demo 10-question practice test 30 days prior to the post-test
- For students that need more time in the actual testing environment, use the Employability Assessment to review navigational tools and to make students more comfortable in the testing lab
- Finally, review the blueprint and knowledge checksheets in totality before taking the post-test to ensure students are aware of the expectation

Using the above steps, you and your students should see improvement in the post-test assessment score report and a percentage of knowledge gained.

Criminal Justice / CSI Blueprint

This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for **Criminal Justice / CSI** SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies

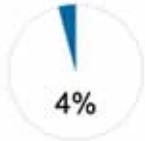
Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Explain concepts and applications of the major principles of federal laws related to criminal justice and crime scene investigation



- ∞ Identify major themes of constitutional law and criminal law
- ∞ Describe applicable laws of arrest
- ∞ Describe rules of evidence
- ∞ Explain and demonstrate knowledge of federal laws related to search and seizure
- ∞ Describe principles of juvenile law
- ∞ Explain surcharges and civil and criminal liabilities

Demonstrate standard patrol procedures in a simulated situation



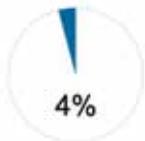
- ∞ Describe commonly accepted procedures used for patrol
- ∞ Plan patrol routes and practices
- ∞ Use protocols in communicating with dispatcher
- ∞ Describe safe operation of a police vehicle
- ∞ Direct and control traffic as needed

Investigate a traffic report and traffic accidents using standard procedures in a given situation



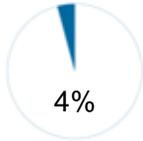
- ∞ Write a clear and concise report
- ∞ Use proper grammar, punctuation and spelling
- ∞ Identify persons involved
- ∞ Provide a full description of the person(s) and vehicle(s) involved
- ∞ Obtain a statement from the victim
- ∞ Accurately describe an incident
- ∞ Conduct a records check of suspicious subjects
- ∞ Exhibit defensive techniques when encountering a suspicious subject

Demonstrate the proper use of firearms and chemical agents used in law enforcement situations



- ∞ Describe standard protocols that govern the use of firearms and chemical agents
- ∞ Identify components of common firearms and chemical agents
- ∞ Explain the use and effect of common firearms and chemical agents
- ∞ Show the use of a firearm in a simulated situation
- ∞ Show the use of a chemical agent in simulated situation

Demonstrate the knowledge and skills needed for emergency and crisis situations encountered by law enforcement officers



- ∞ Use crisis intervention techniques
- ∞ Apply basic elements of emergency response
- ∞ Demonstrate first aid procedures
- ∞ Demonstrate water safety and rescue procedures
- ∞ Explain first responder techniques

Explain trial procedures and provide testimony for a given situation



- ∞ Explain typical trial procedures
- ∞ Describe roles of those involved in trials and hearings
- ∞ Prepare for trial as a witness
- ∞ Provide testimony in a given situation

Demonstrate communication and interpersonal skills used in criminal justice and crime scene investigation situations



- ∞ Show courtesy and professionalism
- ∞ Listen intently to others and use eye contact to establish rapport
- ∞ Shake hands and introduce self to others
- ∞ Speak clearly and effectively and use proper grammar
- ∞ Answer questions precisely
- ∞ Follow protocol in communicating to a dispatcher

Explain and demonstrate the use of crime scene photography



- ∞ Demonstrate proper crime scene photography
- ∞ Document photographs taken at the crime scene

Demonstrate standard procedures for searching for, collecting, removing and evaluating physical evidence from a crime scene



- ∞ Explain and demonstrate appropriate search method to use
- ∞ Identify evidence at a crime scene
- ∞ Document location where evidence was collected
- ∞ Explain methods for collecting DNA evidence
- ∞ Explain and demonstrate proper bagging and marking of all evidence
- ∞ Follow chain of custody protocols

Draw a crime scene sketch using proper measurements, symbols and labels



- ∞ Demonstrate proper use of measurements
- ∞ Demonstrate proper use of symbols and labels

Apply proper procedures for collecting clear and legible latent fingerprints from a crime scene



- ∞ Explain and demonstrate the ability to properly lift and mount a latent fingerprint from a designated item of evidence
- ∞ Demonstrate the proper technique for marking a latent fingerprint card
- ∞ Check for legibility of collected prints

Demonstrate procedures to arrest and search a subject in a simulated situation



- ∞ Approach subject safely and professionally and use procedures that insure safety at all times
- ∞ Obtain identification from subject
- ∞ Identify and describe probable cause prior to arrest
- ∞ Check for active warrants through dispatcher
- ∞ Place subject under arrest and notify subject of reason for arrest
- ∞ Use safe handcuffing procedure to secure subject
- ∞ Pat down or search subject using safe procedure
- ∞ Find and remove weapons from subject
- ∞ Secure removed weapons

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the crime scene investigation training program and assessment:

Math Skills

- ∞ Measure angles
- ∞ Use the rectangular coordinate method to locate evidence (uses two fixed reference points and right angles to indicate the exact location of evidence in the crime scene)
- ∞ Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- ∞ Construct three-dimensional models
- ∞ Organize and describe data using matrixes
- ∞ Find arc length and the area of a sector

Science Skills

- ∞ Plan and conduct a scientific investigation
- ∞ Use the proper method for developing latent fingerprints
- ∞ Identify and demonstrate necessary safety precautions for handling and processing DNA evidence
- ∞ Use knowledge of the particle theory of matter
- ∞ Describe and recognize elements, compounds, mixtures, acids, bases and salts
- ∞ Describe and recognize solids, liquids and gases
- ∞ Describe characteristics of types of matter based on physical and chemical properties
- ∞ Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- ∞ Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- ∞ Describe phases of matter
- ∞ Describe and identify physical changes to matter
- ∞ Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)
- ∞ Use knowledge of speed, velocity and acceleration
- ∞ Use knowledge of Newton's laws of motion

- ∞ Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices

Language Arts Skills

- ∞ Provide information in conversations and in group discussions
- ∞ Provide information in oral presentations
- ∞ Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- ∞ Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- ∞ Organize and synthesize information for use in written and oral presentations
- ∞ Demonstrate informational writing
- ∞ Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing
- ∞ Demonstrate comprehension of a variety of informational texts
- ∞ Use text structures to aid comprehension
- ∞ Demonstrate knowledge of appropriate reference materials
- ∞ Use print, electronic databases and online resources to access information in books and articles
- ∞ Demonstrate narrative writing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- ∞ Algebra
- ∞ Geometry
- ∞ Measurement
- ∞ Data analysis and probability
- ∞ Problem solving
- ∞ Reasoning and proof
- ∞ Communication
- ∞ Connections
- ∞ Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: <http://www.nctm.org/standards/content.aspx?id=16909>. Select “Standards” from menu.

Science Standards

- ∞ Understands the principles of heredity and related concepts
- ∞ Understands the structure and function of cells and organisms
- ∞ Understands the structure and properties of matter
- ∞ Understands the nature of scientific knowledge
- ∞ Understands the nature of scientific inquiry
- ∞ Understands biological evolution and the diversity of life

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards

- ∞ Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- ∞ Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- ∞ Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)
- ∞ Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- ∞ Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- ∞ Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.



Review Date:

Competency Area 1: Explain Concepts and Applications of the Major Principles of Federal Laws Related to Criminal Justice and Crime Scene Investigation

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Identify major themes of constitutional law and criminal law?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe applicable laws of arrest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe rules of evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain and demonstrate knowledge of federal laws related to search and seizure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe principles of juvenile law?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Explain surcharges and civil and criminal liabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Date:

Competency Area 2: Demonstrate Standard Patrol Procedures in a Simulated Situation

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Describe commonly accepted procedures used for patrol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Plan patrol routes and practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use protocols in communicating with dispatcher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe safe operation of a police vehicle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Direct and control traffic as needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Date:

Competency Area 3: Investigate a Traffic Report and Traffic Accidents Using Standard Procedures in a Given Situation

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Write a clear and concise report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use proper grammar, punctuation and spelling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify persons involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide a full description of the person(s) and vehicles(s) involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Obtain a statement from the victim?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Accurately describe an incident?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conduct a records check of suspicious subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Exhibit defensive techniques when encountering a suspicious subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need to Review:



Review Date:

**Competency Area 4: Demonstrate the Proper Use of Firearms
and Chemical Agents used in Law Enforcement**

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Describe standard protocols that govern the use of firearms and chemical agents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify components of common firearms and chemical agents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explain the use and effect of common firearms and chemical agents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Show the use of a firearm in a simulated situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Show the use of a chemical agent in a simulated situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need to Review:



Review Date:

Competency Area 5: Demonstrate the Knowledge and Skills needed for Emergency and Crisis Situations Encountered by Law Enforcement Officers

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Use crisis intervention techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply basic elements of emergency response?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate first aid procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate water safety and rescue procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explain first responder techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Date:

Competency Area 6: Explain Trial Procedures and Provide Testimony for a Given Situation

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Explain typical trial procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe roles of those involved in trials and hearings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare for trial as a witness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide testimony in a given situation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Date:

**Competency Area 7: Demonstrate Communication and Interpersonal Skills
used in Criminal Justice and Crime Scene Investigation Situations**

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Show courtesy and professionalism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Listen intently to others and use eye contact to establish rapport?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shake hands and introduce yourself to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Speak clearly and effectively and use proper grammar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Answer questions precisely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Follow protocol in communicating to a dispatcher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Date:

**Competency Area 8: Explain and Demonstrate
the use of Crime Scene Photography**

Knowledge Check Sheet

How well do you know how to:

1. Demonstrate proper crime scene photography?

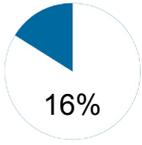
Very Well

Somewhat Well

Not Well

2. Document photographs taken at the crime scene?

Areas I Need To Review:



Review Date:

Competency Area 9: Demonstrate Standard Procedures for searching Collecting, Removing and Evaluating Physical Evidence from a Crime Scene

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Explain and demonstrate appropriate search method to use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify evidence at a crime scene?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Document location where evidence was collected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explain methods for collecting DNA evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explain and demonstrate proper bagging and marking of all evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Follow chain of custody protocols?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Review Date:

Competency Area 10: Draw a Crime Scene Sketch Using Proper Measurements, Symbols and Labels

Knowledge Check Sheet

How well do you know how to:

1. Demonstrate proper use of measurements?

Very Well

Somewhat Well

Not Well

2. Demonstrate proper use of symbols and labels?

Areas I Need To Review:



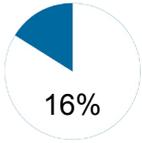
Review Date:

Competency Area 11: Apply Proper Procedures for Collecting Clear and Legible Latent Fingerprints from a Crime Scene

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Explain and demonstrate properly lifting and mounting a latent fingerprint from a designated item of evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate the proper technique for marking a latent fingerprint card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Check for legibility of collected prints?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I need to review:



Review Date:

Competency Area 12: Demonstrate Procedures to Arrest and Search a Subject in a Simulated Situation

Knowledge Check Sheet

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Approach subject safely and professionally and use procedures that insure safety at all times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtain identification from subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify and describe probable cause prior to arrest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Check for active warrants through dispatcher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Place subject under arrest and notify subject of reason for arrest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use safe handcuffing procedure to secure subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Pat down or search subject using safe procedure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Find and remove weapons from subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Secure removed weapons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:

Helpful Tips and Reminders for Students

Access Directions to the Trade- or Technical-Specific Online 10-question Demo Assessment

Access the Web link <http://www.careeressentials.org/assessments/demo-our-assessments/> with your browser. The sample programmatic questions will help give you an idea of the types of questions on the assessment and how they are generally written.

Test-Taking Reminders

Implementing good study habits is essential for any test or class. Below are basic reminders to better prepare you for life-long learning and workplace success. Incorporate these strategies into your everyday habits.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so he or she can make accommodations

Student Testing Tips

The most important tip for you is to be prepared mentally and physically for the testing session. Make sure to get plenty of rest and eat healthy. Wear comfortable and appropriate clothing to the testing session. Find out if you can bring items to the testing session, such as a non-programmable calculator, and make sure you have the items ready the night before. Check the website at <http://www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf> for permitted tools or job aids that can be used during testing. The more organized you are before the testing period, the more relaxed you will be during the actual testing session.

Be relaxed and positive. If you begin to panic during the testing, take some deep breaths to relax, and think positive thoughts.

Do not rush through the questions. Read the question and potential answers thoroughly. Make sure you know exactly what the question is asking before answering. If you are unsure, note the question and return to it. Other questions may have clues to the correct answer. Use process of elimination. If you are not sure of the correct answer, study the potential answers and eliminate the ones that you know are not correct.

If all else fails – *guess*. After you have exhausted all options, take your best guess at the correct answer. If you have studied the content area, you may intuitively know the correct answer. The Career Essentials: Assessments does not penalize you for guessing, and you may guess correctly!

Sample Assessment Questions

Criminal Justice Sample Questions

The following questions are examples of the types of questions you may see within the assessment test. The questions could be in the form of a video clip, drop and drag, sequential or a typical multiple choice. At the bottom of each question there is a comment about the section or portion of the Blueprint that it came from.

Question 1

Which amendment to the U.S. Constitution gives citizens the right to sue other citizens for damages in civil court?

Choose one answer.

- Fourth
- Sixth
- Seventh*
- Eighth



Mapped skill standards

Criminal Justice/Crime Scene Investigation - Career Essentials: Assessments Blueprint Explain concepts and applications of the major principles of federal laws related to criminal justice and crime scene investigation. Identify major themes of constitutional law and criminal law. Differentiate between civil and criminal liabilities.

Question 2

Which of the following U. S. Supreme Court decisions gives law enforcement officers the ability to pat and frisk a suspect to insure their own safety?

Choose one answer.

- Terry v. Ohio*
- Mapp v. Ohio
- Escobedo v. Illinois
- Miranda v. Arizona



Mapped skill standards

Criminal Justice/Crime Scene Investigation - Career Essentials: Assessments Blueprint Explain concepts and applications of the major principles of federal laws related to criminal justice and crime scene investigation Identify major themes of constitutional law and criminal law. Describe applicable laws of arrest.

Question 3

To minimize crime scene contamination, the crime scene investigator should seek to keep other officers, family members, witnesses and other non-essential personnel out of the crime scene by asking assistance from:

Choose one answer.

- the patrol division assigning the first responding officer to the scene.*
- the witnesses at the scene when the crime scene investigator arrives.
- the responding fire company.
- the emergency medical team members responding to the crime scene.

Mapped skill standards

Criminal Justice/Crime Scene Investigation - Career Essentials: Assessments Blueprint Apply proper procedures for collecting clear and legible latent fingerprints from a crime scene. Explain the different types of fingerprints.

Question 4

Place following steps in the correct sequence to be performed by a law enforcement officer dispatched to a domestic dispute.

- Notify the dispatcher of your arrival at the scene of the disturbance.
- Determine the need for medical assistance and determine how many people are in the residence.
- Determine if children are involved and the location of the children.
- Identify the relationship between the parties in the dispute and who owns the residence.

Mapped skill standards

Criminal Justice/Crime Scene Investigation - Career Essentials: Assessments Blueprint Investigate a traffic stop, traffic accident, or other incident using standard procedures in a given situation. Accurately describe an incident. Conduct a records check of suspicious subjects Exhibit defensive techniques when encountering a suspicious subject. Write a clear and concise report. Use proper grammar, punctuation and spelling. Identify persons involved. Obtain a statement from the victim.

Question 5

The use of force continuum is:

Choose one answer.

- a nationwide guideline when considering when and how much force is necessary to perform one's duties.*
- a product of the officer's discretion.
- determined by the state or local jurisdiction in which the officer is working.
- a nationwide movement to give broadened powers to the police when encountering a violent suspect.

Mapped skill standards

Criminal Justice/Crime Scene Investigation - Career Essentials: Assessments Blueprint Demonstrate the proper use of firearms and chemical agents used in law enforcement situations. Explain the use of force continuum. Show the use of a firearm in a simulated situation. Show the use of a chemical agent in simulated situation.

Question 6

Which of the following scenarios BEST describes how a crime scene investigator should document photos taken of a crime scene?

Choose one answer.

- Create a photo library, title each picture with a number and description of items or areas photographed, include the date, time, location and name of officer taking the photographs.
- Create a photo log, identify each picture with a number and description of items or areas photographed, include the date, time, location and name of officer taking the photographs.*
- Create a photo log, number each picture, provide a description of items or areas photographed, include the date, time, location and name of officer taking the photographs.
- Create a record, identify each picture with a number and description of items or areas photographed, include the date, time, location and name of officer taking the photographs.

Mapped skill standards

Criminal Justice/Crime Scene Investigation - Career Essentials: Assessments Blueprint Explain and demonstrate the use of crime scene photography. Document photographs taken at the crime scene.

Resources

Additional Resources

Below are resources that will be helpful in preparing for the Assessments which were created based on industry standards nationwide. Use the Career Essentials: Assessments Blueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

Criminal Justice/CSI Resources:

Criminal Justice by Bennett & Hess 7th Edition