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# **Criminal Justice**

## General Assessment Information

### Blueprint Contents

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| General Assessment Information            | Sample Written Items               |
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**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 Florida, Georgia, Maine, Michigan, Pennsylvania, Texas, and Virginia.



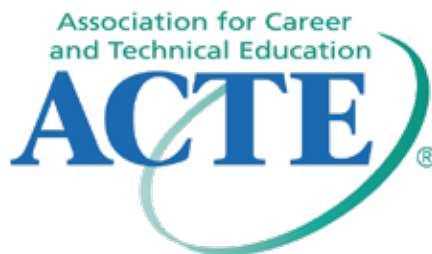
43.0107 - Criminal Justice/  
Police Science



Career Cluster  
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

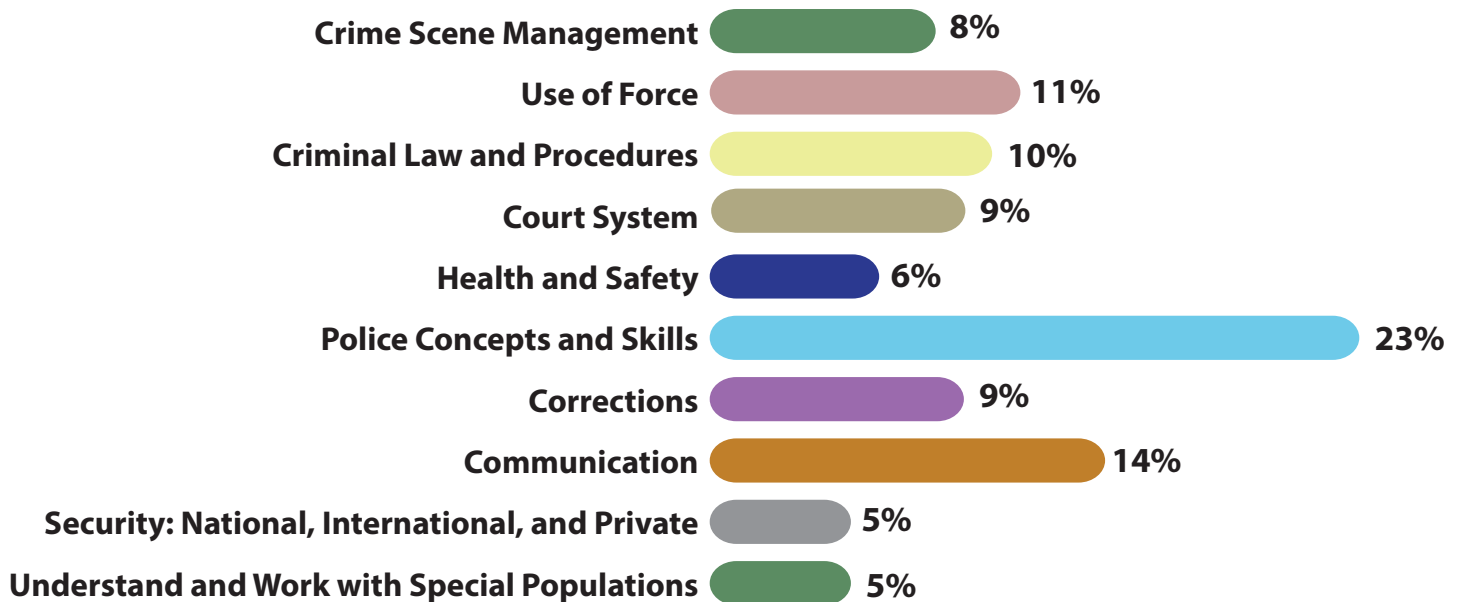
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 3 hours

**Number of Questions:** 195

**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
- Identify and perform crime scene processing (e.g., crime scene search patterns, measurement, photography, latent print techniques)

### Use of Force

- Identify and understand use of force options
- Exhibit knowledge and understanding of civil and criminal liability
- Identify relevant case law that applies to the use of force
- Define the difference between less-than-lethal force and deadly force
- Identify less-than-lethal weapons and techniques
- Demonstrate knowledge of basic firearm safety

### Criminal Law and Procedures

- Display knowledge of significant case laws (e.g., Terry v. Ohio, Carroll v. United States)
- Identify key constitutional amendments (e.g., search and seizure)
- Display knowledge of branches of government
- Describe search and arrest procedures (e.g., probable cause)
- 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
- Exhibit knowledge of trial and court procedures (e.g., courtroom terminology, personnel)
- Exhibit knowledge of the juvenile justice system

### Health and Safety

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

### Police Concepts and Skills

- 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 (e.g., property crimes)
- Exhibit knowledge of proper interview and interrogation techniques
- Describe knowledge of fingerprinting and booking procedures
- Describe scene safety techniques for officer response (e.g., domestic dispute)
- 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 knowledge of the history of policing

### Corrections

- Identify corrections concepts, methods, and history (e.g., recidivism)
- Identify various types, security levels, and classifications of correctional institutions



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## Specific Standards and Competencies (continued)

### Corrections (continued)

- Understand methods and history of capital punishment
- Display knowledge of intake procedures
- Understand early release and diversionary programs (e.g., parole, probation)

### 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
- Display knowledge of radio usage and procedures
- Describe the role of incident command (e.g., NIMS, transfer of command)

### 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 (e.g., racial profiling)
- Exhibit appropriate methods of interacting with persons with mental health disabilities
- Identify crisis resources for persons with unique needs (e.g., victim advocates)



## Sample Questions

**Wet evidence should be packaged in a paper bag because**

- A. it prevents the evidence from becoming moldy
- B. it is less expensive than other materials
- C. it allows for growth of microorganisms
- D. paper is easier to store

**A compliance weapon that uses a wire to transmit the control is called**

- A. pepper spray
- B. a TASER
- C. a stun gun
- D. an expandable baton

**Protection against double jeopardy is found in which amendment?**

- A. Fourth
- B. Fifth
- C. Sixth
- D. Eighth

**Courts that have the authority to review decisions of a lower court are known as \_\_\_\_\_ courts.**

- A. appellate
- B. magistrate
- C. district
- D. parliamentary

**Anaphylaxis significantly impacts the \_\_\_\_\_ system.**

- A. respiratory
- B. nervous
- C. musculoskeletal
- D. endocrine

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### Sample Questions (continued)

**An officer should place handcuffs on an arrestee before**

- A. reading Miranda warnings
- B. placing them in the patrol unit
- C. issuing an arrest warrant
- D. field sobriety tests

**What are three levels of prison classifications?**

- A. minimum, low, and maximum
- B. minimum, medium, and maximum
- C. pre-release, low, and medium
- D. restricted, medium, and maximum

**A recognized program aimed at neighborhood crime prevention is known as**

- A. community policing
- B. juvenile justice
- C. internal affairs
- D. homeland security

**Most employers of private security officers prefer persons with prior experience and training as \_\_\_\_\_ officers.**

- A. parole
- B. probation
- C. immigration
- D. law enforcement

**If an individual is exhibiting signs and symptoms of psychosis, an officer must immediately request**

- A. a victim advocate
- B. the chief or sheriff
- C. paramedics or EMS
- D. agency-directed resources



## 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 50 minutes

**Number of Jobs:** 5

### Areas Covered:

#### 26% Crime Scene Investigation

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

#### 20% Arrest

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

#### 8% Visual and Auditory Observation Test

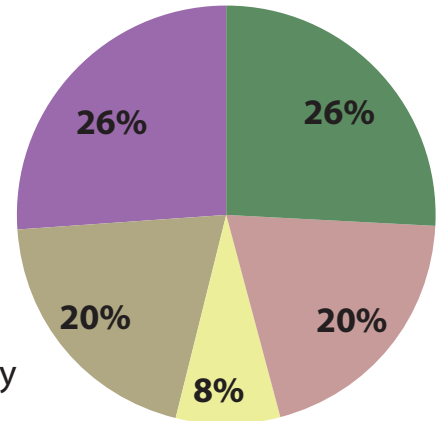
Participant will answer a series of questions from memory about what is observed and heard at a simulated crime scene, using correct spelling, grammar, and legible writing.

#### 20% Traffic Stop and Citation Issue

Participant will correctly conduct a low-risk traffic stop, including reporting to dispatch, issuing a traffic citation, and maintaining proper safety.

#### 26% Sobriety Testing

Participant will conduct three sobriety tests, including the Horizontal Gaze Nystagmus, the Walk and Turn, and the One Leg Stand.



## Sample Job

### Visual and Auditory Observation Memory Test

**Maximum Time:** 15 minutes

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

