

CORRECTION OFFICER EXAMINATION
PREPARATION AND PRACTICE BOOKLET

COMMONWEALTH OF MASSACHUSETTS
HUMAN RESOURCES DIVISION

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INTRODUCTION

This *Correction Officer Examination Preparation and Practice Booklet* has been developed to help you prepare for the written portion of the Commonwealth of Massachusetts Correction Officer Examination. This booklet covers material for the written examination only. The written test will consist of 80 multiple-choice questions designed to measure six abilities that are important to the performance of the correction officer job. This booklet is divided into two major sections which include some test-taking strategies, sample answer sheet, a procedure to analyze errors, and a practice examination. The information provided in this booklet is not exhaustive. We encourage you to act upon whatever additional course of study or strategies you believe will enhance your chances of performing effectively on the written examination and on the job.

Section I of the Booklet provides information that you may find useful when taking an examination with multiple choice format questions. General test-taking strategies will be presented (e.g. underlining important words; reading the instructions regarding how to record your answer on the answer sheet). This section also lists the six ability areas that will be tested on the examination.

Section II of the Booklet contains a fifteen-question practice examination, including questions covering all six ability areas. We recommend that you take the practice examination after reviewing Section I to assess your understanding of the information and test-taking strategies presented. Taking the practice examination may help you to identify areas that may need additional study effort on your part.

This booklet is comprised of test preparation information written for a previous public safety exam. The information is modified and abbreviated for the purpose of the Correction Officer examination.

SECTION I: GENERAL WRITTEN TEST INFORMATION

A. OBJECTIVES

To inform you of the six ability areas covered on the test:

- Ability to gather information
- Ability to write concisely and accurately
- Ability to read, understand, explain, and apply information (laws, rules, etc.)
- Ability to work accurately with names, numbers, codes and/or symbols
- Ability to analyze and determine the applicability of quantitative and qualitative data
- Ability to maintain accurate records

To provide you with some general test-taking strategies:

This Booklet provides some general suggestions for taking an examination with multiple-choice format questions.

To familiarize you with the procedures and materials you will encounter during the actual examination session:

This Booklet includes the procedures that you should follow during the actual examination. It also provides you with practice examination questions, which give you an idea of the types of questions to expect. Answering the practice questions allows you to assess your own ability and identify those ability areas on which you should focus your study efforts. In addition, the familiarity with the test process gained in taking the practice examination could serve to increase your confidence level and reduce anxiety about taking the test. Some of the anxiety associated with test-taking situations may be related to the novelty of the situation, that is, applicants simply are not used to taking tests or taking a test with thousands of other individuals. Having this first-hand experience with the test-taking situation can help reduce your anxiety level.

To provide some strategies to offset common test-taking errors:

This Booklet explains errors typically made by examinees when taking a test with multiple choice format questions. It includes steps to identify the types of errors and strategies to help minimize making the same errors in the future. Please keep in mind the following guidelines:

1. **REPETITION** and **PRACTICE** are the key elements to familiarizing yourself with the strategies.
2. Many of the strategies suggested for each of the six ability areas apply only to questions testing those areas. For example, suggestions that pertain to Memory questions apply only to those types of content questions.
3. Consider using the general test-taking techniques only when you are uncertain or do not know the answer to a question.

B. GENERAL TEST-TAKING STRATEGIES

Here are some general test-taking strategies that may be helpful:

Understand the test format and requirements

1. Read all of the directions carefully.
2. Understand how to correctly mark the answer sheet. (You will be given specific instructions at the test site.)
3. Ask the test Proctor to re-read the instructions on the marking of your answer sheet if you are not sure if you understand the instructions.
4. Know how many hours and minutes you have to complete the examination. You are responsible for monitoring your use of the allotted time. (Applicants are typically given three hours to complete the 80-question entry-level Correction examination.)

Understand the test question

1. Read each question carefully. Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the choice closest in meaning to your answer.
2. Mark the test questions to make them easier to read as you may write in your test booklet. Specifically:
 - a. Use slash marks to break down sentences into small segments. This approach helps to separate ideas in long sentences.
 - b. Circle key words that identify the subject of a sentence or passage. This makes it easier when you have to look for the answers later.
 - c. Find and underline clue words such as SOME, ALL, EVERY, SOMETIMES, AND, and OR.
 - (1) Words such as ALL, NEVER, NONE, and EVERY harden a statement and indicate there are no exceptions. As a rule, statements including these words have less of a chance of being correct.
 - (2) Words such as SOMETIMES, MAY, GENERALLY, and POSSIBLY soften a statement and leave more room for the statement to be correct.
 - (3) The word, "AND" means that one element of the statement must be present or true, in addition to another.
 - (4) The word "OR" means there is a choice of situations; only one of the elements of the statement must be true for it to be a correct answer.

Proceed through the questions strategically

1. *Answer "easy" questions first:* Answer test questions where you know the answer first. Skip the "unsure" or "do not know" questions and return to these questions after you have answered all of the questions of which you are sure. This will prevent you from spending too much time on any one question and ensure that you have the time to respond to, and receive credit for, every question that you can answer correctly. Whenever you skip a question, use some type of code to identify it as skipped in your test booklet and do not forget to return to it.
2. *Do not get stuck on words or sentences you do not understand:* You may still get the main idea of the sentence or paragraph without understanding the individual word or the individual sentence.
3. *Use the process of elimination:* If you do not know the answer to a question, first eliminate those choices that are clearly incorrect. Then, put a mark next to each remaining choice to indicate what you think about it (e.g., maybe, likely, or probable). This will save you time, particularly if you decide to skip the question and come back to it later, by reducing the number of answers you have to reread and re-evaluate before making your final choice.
4. *Guess:* There is no penalty for selecting an incorrect answer in this examination, so answer every question. If the examination period is about to end and you are not able to complete all of the questions, reserve some time (e.g., 1 minute; 3 minutes) toward the

very end of the examination period to answer these questions, even if you must guess. While your guesses may not be all correct, the alternative is to leave these questions blank and receive no credit at all.

Use extra time wisely

1. If you finish the examination before the examination period is over, go back and review your answers. Make any changes that are necessary.
2. Make sure that you have marked your answers on the answer sheet correctly.

C. ERROR ANALYSIS

Strategies for Analyzing and Avoiding Errors

Each one of us has strengths and weaknesses in our test taking behavior. This section is to provide you with a procedure to help you focus on areas for further study, if desired. The process of comparing your answers with the answer key and identifying patterns, if any, of where errors commonly occur is termed, “error analysis.”

The practice examination questions are very similar to the types of questions that will appear on the actual examination. After answering these questions and checking them against the answer key, complete the *Error Analysis Form* contained later in this section of the Booklet. Focus on the questions you answered incorrectly. Read through the test taking strategies presented below and apply the strategies to help you avoid making the same errors in the future.

There are several possible reasons for choosing an incorrect answer. Seven common reasons along with suggestions to minimize repeating such errors are presented below.

Reasons for Choosing Incorrect Responses

1. Answer sheet errors and guessing errors.

Since there are a limited number of questions on the examination, errors related to the proper use of the answer sheet may lower your test score. Check yourself as you mark each choice on the answer sheet to ensure you are marking the answer you have chosen. Also, make sure you are filling in the correct circle/space corresponding to the question on which you are working. As an additional check, after you complete the examination, as time permits, review every question again.

You may also miss questions because you failed to provide an answer or were forced to quickly mark any answer (that is, guess) before time was called. If either of these situations happened, consider why. Possible reasons and suggestions include:

- a. You may have missed a question because you skipped it and failed to return to it later. If this is the case, be sure to use some kind of code to identify skipped questions in your test booklet and remember to go back to them before the end of the examination period.

- b. You may have “lost track of the time” and been unaware that the examination period was about to end before you could mark any remaining unanswered questions. Be sure to check your watch every so often so that you can keep track of how much time you have left. If you do not wear a timepiece, the classroom proctor is instructed to write the remaining examination time on the chalkboard or screen so that all examinees are informed of the remaining minutes left to take the examination. If necessary, be sure to save the last minute or two to mark any unanswered questions.
- c. You may have been forced to make guesses for questions placed toward the end of the examination because you spent too much time working on difficult questions earlier, rather than skipping them and saving them for later. Skipping questions that are difficult for you, may give you more time with questions that you have a better chance of answering correctly.
- d. You may have skipped difficult questions but in returning to them did not save yourself time by reducing the number of answer choices (e.g., maybe, likely, or probable). Be sure to use a coding system for any skipped questions so that when you return to them, you may decide on an answer based on the reduced numbers of choices marked earlier.

2. Misreading a question or answer by overlooking a key word or phrase.

The solution to this type of error is underlining. Underlining makes those key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases in a question, check the details of the possible answers with the details you underlined, one-by-one. If every detail does not match, consider that answer suspect and try another, always keeping in mind you are looking for the best possible answer.

3. Not knowing the meaning of one or more key terms.

This is a problem of vocabulary. When you come to an unfamiliar word, reread the sentence to determine its meaning without worrying about the meaning of the unfamiliar word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once you understand the phrases and ideas that surround it.

4. Having difficulty telling the difference between the important and unimportant parts of a question because it is complicated or difficult to understand.

First, these are the questions you should skip until the end of the test. These are also the questions on which you will use the slash mark technique mentioned earlier (general test-taking strategies). It's called *divide and conquer*. Use slash marks to break up the question into smaller parts; then concentrate on one part at a time. When you return to these difficult questions, first read the possible answers before reading the question. This helps you to direct your concentration while reading the question. Also, focus on the topic sentences that are usually the first and last sentences in a question. Read these difficult questions twice. The first time, read for the general idea. Do not spend time on individual words or phrases you do not understand. The second time, read for more detailed understanding. The first reading will give you the general meaning so that the second reading will be easier. Lastly, visualize what the question is asking.

5. Not being familiar with comparing combinations of information.

This is a problem of re-arranging information in the correct way so that it makes sense. Underline important pieces of information in the question and then compare this information with the possible answers point-by-point. Concentrate on eliminating the wrong answers first.

6. Choosing an answer simply because it "looks" good.

Several factors may cause you to choose incorrect answers that "look good":

- a. An incorrect answer may contain an exact phrase from the original question.
- b. An incorrect answer may contain a phrase or sentence from the original question, but present it in a different way. For example, an idea that is rejected in the question may be presented in the answer as an idea that was supported.
- c. An incorrect answer may overstate what the question has stated. For example, if the question says, "Some incidents..." the incorrect answer may say, "All incidents...."

Some strategies for avoiding the tendency to select incorrect answers that "look good" include:

- a. Have an answer before you review the answer choices. This will make you less likely to choose an answer that just "looks good."
- b. Use the method of marking each probable answer to indicate what you think about it (e.g., unlikely, likely, could be) before choosing one.
- c. Beware of choosing answers based on common sense or previous knowledge and experience. Answer only on the basis of the material presented in the test question itself.
- d. Stick strictly to the facts or rules described in the test question itself. Do not be drawn to answers that stretch or exaggerate these facts or rules. This is the time to watch out for words such as "only," "never," "always," "whenever," "all," etc.
- e. Beware of answers containing exact words or phrases from the question material. Do not simply assume that such answers are correct.
- f. Prepare a defense for your answer choice. Find something in the test question that will allow you to give a strong defense for your particular answer choice.

7. You may not know why you missed a question.

Finally, if you just do not know why you missed a question, we suggest you review the *Preparation* Booklet again. Also, talk with someone else who may be taking the test to compare answers and information or ask a tutor, friend, or a family member for help.

Remember, as you review your answers to the practice examination questions, use the Error Analysis form to evaluate your test-taking behavior.

Instructions for Using the Error Analysis Form

Use the form below to analyze the practice examination questions that you answer incorrectly in Section II of this booklet. Review each question as follows.

1. If you answered the question correctly, place a check mark in the blank in the column labeled "CORRECT."
2. If you answered the question incorrectly:
 - a. identify which of the seven reasons was the likely basis in making the error.
 - b. mark the appropriate blank in the set of columns labeled "REASONS FOR INCORRECT ANSWERS."
 - c. total the number of marks in each column.
3. If errors occur in the same ability area (row), focus your study in the ability area.
4. If errors are concentrated in one or more columns, go back and review the test taking strategies for the specific ability area or areas.
5. Concentrate on the ability area or areas where errors occur most often.

Error Analysis Form: Practice Examination Questions for the Six Ability Areas

SAMPLE QUESTION NUMBER	ABILITY AREA	<u>REASONS FOR INCORRECT ANSWERS</u>							
		CORRECT	1	2	3	4	5	6	7
1	GATHER INFO	_____	___	___	___	___	___	___	___
2	GATHER INFO	_____	___	___	___	___	___	___	___
3	GATHER INFO	_____	___	___	___	___	___	___	___
4	WRITE CONCISELY/ACCURATELY	_____	___	___	___	___	___	___	___
5	WRITE CONCISELY/ACCURATELY	_____	___	___	___	___	___	___	___
6	READ LAWS/RULES	_____	___	___	___	___	___	___	___
7	READ LAWS/RULES	_____	___	___	___	___	___	___	___
8	READ LAWS/RULES	_____	___	___	___	___	___	___	___
9	READ LAWS/RULES	_____	___	___	___	___	___	___	___
10	READ LAWS/RULES	_____	___	___	___	___	___	___	___
11	WORK WITH NAMES, #'S, CODES	_____	___	___	___	___	___	___	___
12	WORK WITH NAMES, #'S, CODES	_____	___	___	___	___	___	___	___
13	ANALYZE/APPLY DATA	_____	___	___	___	___	___	___	___
14	MAINTAIN ACCURATE RECORDS	_____	___	___	___	___	___	___	___
15	MAINTAIN ACCURATE RECORDS	_____	___	___	___	___	___	___	___
TOTAL FOR EACH ERROR TYPE		_____	___	___	___	___	___	___	___
TOTAL QUESTIONS CORRECT		_____							

D. ANSWER SHEET PROCEDURES

Instructions for Using the Answer Sheet

This section describes the procedures to complete the answer sheet during the actual examination. All of the questions on the examination will be multiple-choice format. You will mark your answers on a separate answer sheet that will be distributed at the examination site. A sample of a portion of this answer sheet is included on the bottom of this page. The procedure for marking the answer sheet is described below.

When marking the answer sheet:

1. Be sure that the test item number in the test booklet matches the test item number you are marking on the answer sheet. For example, if you are on question 12 in the test booklet, be sure you are marking question 12 on the answer sheet.
2. Be sure to place all of your answers on the answer sheet. Do not make any stray marks or notes on the answer sheet. Instead, use your test booklet for scratch work or to mark questions to return to later. Although you may write in your test booklet, your score will be based only on the answers that appear on your answer sheet.
3. Although the answer sheet provides space for five responses, there are only four answer choices to each question, that is, A, B, C, or D. **Do not mark circle "E"** under any condition.

Sample Test Answer Sheet

This is a sample of a portion of the answer sheet that you will use during the actual examination. We have filled in that question number to show you the correct way to record each answer on the answer sheet. Notice that circle "B" is filled to indicate that answer choice "B" was selected as the correct answer. Also note that the entire circle has been filled and no stray marks extend outside the circle.

1 2 3 4 5 1 A B C D E	11 1 2 3 4 5 11 A B C D E
2 1 2 3 4 5 2 A B C D E	12 1 2 3 4 5 12 A B C D E
3 1 2 3 4 5 3 A B C D E	13 1 2 3 4 5 13 A B C D E
4 1 2 3 4 5 4 A B C D E	14 1 2 3 4 5 14 A B C D E
5 1 2 3 4 5 5 A B C D E	15 1 2 3 4 5 15 A B C D E
6 1 2 3 4 5 6 A B C D E	16 1 2 3 4 5 16 A B C D E
7 1 2 3 4 5 7 A B C D E	17 1 2 3 4 5 17 A B C D E
8 1 2 3 4 5 8 A B C D E	18 1 2 3 4 5 18 A B C D E
9 1 2 3 4 5 9 A B C D E	19 1 2 3 4 5 19 A B C D E
10 1 2 3 4 5 10 A B C D E	20 1 2 3 4 5 20 A B C D E

EXAMPLES

WRONG
1 O O O O
WRONG
2 O O O O
WRONG
3 O O O O
RIGHT
4 O O O O

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use #2 pencil only.
- Do not use ink or ballpoint pen.
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on the answer sheet.

E. THE SIX ABILITY AREAS TO BE TESTED

1. Ability to gather information

Examples of application: Gather information through examining records and documents, and through observing and questioning individuals.

2. Ability to write concisely and accurately

Examples of application: Extract facts, express thoughts clearly, and develop ideas in logical order for incident, disciplinary, climate, and other general report writing.

3. Ability to read, understand, explain, and apply information

Examples of information: laws, rules, regulations, policies and procedures, specifications, standards, guidelines, and instructions/post orders governing assigned unit activities,

4. Ability to work accurately with names, numbers, codes and/or symbols

Examples of application: communicate via two-way radios and issue keys and equipment

5. Ability to analyze and determine the applicability of quantitative and qualitative data

Examples of data and application: demographic breakdowns, meal counts, and activity counts; to draw conclusions, identify trends or problems, and make appropriate recommendations.

6. Ability to maintain accurate records

Examples of application: maintain records in Inmate Management System (IMS), record books, and logs to track inmates, supplies, and movement of equipment, vehicles, and inmates to ensure accountability and security.

SAMPLE TECHNIQUES OF ANSWERING CERTAIN TYPES OF TEST QUESTIONS

Ability to Write Concisely and Accurately

There are two types of questions that you may encounter. The first type requires that you identify the most appropriate way to communicate a particular thought or idea to another individual. For these questions, it is important to ensure that the answer chosen accurately reflects the content of the original idea, and also expresses the original idea in the most clear and concise manner. Consider the Example Questions below.

The second type of question requires that you order your thoughts or statements in a logical sequence so that others will understand you. Such questions will start with a list of statements to be made by an individual. For example, the statements may represent sentences contained within a Correction report describing the sequence of events that occurred at an incident. These statements will not be presented in the correct order. The answer choices will present you with several possible orderings of the statements, only one of which makes sense.

When working with a question like this, look at the content of each statement or phrase separately and determine whether it can stand alone or if it must precede or follow another statement. If it cannot stand alone, look for the statement that contains the information you need. However, do not forget to evaluate that statement in the same way as the first. Ask the questions, what happened first and what happened next? Similarly, consider whether there are statements that the statement under consideration cannot precede or follow. This also will help to narrow down the choices.

While you should identify the pairs of statements that must (or cannot) go together, you should not attempt to determine the correct order of all of the statements before checking the answer choices provided. There may be several logical ways in which to order the statements; however, only one possibility will be included among the answer choices provided. Therefore, you should work through each of the answer choices presented one by one, keeping in mind the statements that must (or cannot) appear together. Answer choices that are not feasible should be eliminated until you find the one answer choice that places the statements in the appropriate order.

Ability to Read, Understand, Explain, and Apply Information

This is the ability to understand language, either written or spoken. This ability involves both the understanding of individual words as well as patterns of words (sentences and phrases), so it is more than simply possessing a good vocabulary. It is the ability to hear a description of an event and understand what happened. It is also the ability to read a sentence or series of sentences and understand the meaning. This involves listening, not giving it. This ability is used in reading materials such as an offense report, listening to descriptions of events, places, or people, receiving radio communications, or following instructions.

To test this ability, you will be provided with a passage describing an incident or set of operating procedures. These passages will be approximately 1/2 to 2/3 of a page in length and will be followed by two or more test questions. These questions will test your ability to understand instructions.

For some candidates, these questions may prove to be difficult simply because of the initial amount of information presented. Some of the techniques you can use on these questions have already been discussed as part of the general test-taking strategies.

- A. One of the most useful techniques involves reading the test questions and possible answers before reading the passage to help you identify and focus on the information that is being sought. You may find that you locate the answer to one of the questions related to a passage before you even finish reading the passage for the first time. If so, answer the question right away. As you go from one sentence or paragraph to the next in the initial passage, you may have to glance back at the questions to remind yourself of the specific details for which you are searching.
- B. Another extremely useful technique is to circle key words in the passage after you have read the questions related to the passage. For example, if the questions related to the passage seek information about a particular person (e.g., Mr. Jones), then circle Mr. Jones's name when you come to it in the passage so you don't waste time looking back through the passage later. You may also use slash marks between key phrases to make the passage easier to understand.
- C. A third technique is to initially read for understanding and avoid becoming bogged down by individual words that you do not understand. (These tend to be time-consuming questions that you may not have the opportunity to read more than once.) Sometimes the meaning of a word can be realized from the context in which it is used, or you may not need to understand the word at all to understand the passage. We caution you, however, do not try to read faster than you can read with comprehension.

- D. Try to form a picture in your mind as you read. Schoolbooks used to teach reading contain many pictures as pictures aid comprehension.
- E. Ask yourself questions as you read. When you finish reading a paragraph or a long sentence, ask yourself what the passage was saying. What was the point of the paragraph or sentence?

It's important to note that most of the suggested strategies for these questions are directed toward helping applicants understand the relatively lengthy passages of information which tend to precede these questions. Thus, these strategies would be useful with any type of question that requires applicants to read and understand a considerable amount of information.

SECTION II: PRACTICE EXAMINATION

Allocate no more than 30 minutes to complete the following (15) practice questions.

Questions 1 to 3 are based on the following table.

Admissions of Inmates to Municipal, County & State Penal Institutions

Institution Number	Direct Admission from the Courts		Admissions by Transfer from other Institutions		Total Admissions	
	Male	Female	Male	Female	Male	Female
1	3,483	1,024	67,789	0	71,272	1,024
2	100	0	25,371	0	25,471	0
3	1,542	0	9,748	0	11,290	0
4	342	45	5,275	125	5,617	170
5	822	150	642	82	1,464	232
6	483	44	1,743	238	2,226	282
7	675	12	522	65	1,197	77
8	744	98	3,755	174	4,499	272
9	691	26	679	17	1,370	43
10	0	1,214	0	8,432	0	9,646
	8,882	2,613	115,524	9,133	124,406	11,746

1. According to the table above, in institutions that received both male and female inmates by transfer, which institution received the largest number?

- A. Institution Number 4
- B. Institution Number 6
- C. Institution Number 8
- D. Institution Number 10

2. According to the table above, the number of female admissions by transfers from other institutions to Institution Number 8 is 10 percent of the number of male admissions by transfers from other institutions to Institution Number X of both male and female inmates. What is X?

- A. 2.
- B. 4.
- C. 6.
- D. 8.

3. According to the table above, which of the institutions had the LARGEST difference between the total admissions of male and female inmates?

- A. Institution Number 8
- B. Institution Number 6
- C. Institution Number 2
- D. Institution Number 1

For Question 4, mark your answer sheet as follows:

- A. If the sentence contains a punctuation error.
- B. If the sentence contains a grammatical error.
- C. If the sentence contains a spelling error.
- D. If the sentence contains no errors.

4. Officer Clark has the ability to work accurately with names numbers and codes.

5. In this item, please read the underlined sentences. Then choose the sentence that best combines those sentences into one.

Carl was a correction officer.

Carl was thirty years old.

Carl had been working at the Cedar Junction correction facility for five years.

- A. A thirty-year-old correction officer at the Cedar Junction correction facility, Carl had been working for five years.
- B. Carl was a thirty-year-old correction officer who had been working at the Cedar Junction correction facility for five years.
- C. For five years, Carl was a thirty-year-old worker at the Cedar Junction correction facility as a correction officer.
- D. Working at the Cedar Junction correction facility for five years, Carl was a thirty-year-old correction officer.

Questions 6 and 7 are based on and are to be answered solely in accordance with the information given in the passage below. Read the six rules for inmates to follow during meal periods in a correctional institution. You may refer to the rules as often as you wish.

Six Rules for Inmates to Follow During Meal Periods

- I. When the signal is given to go to the dining room, get ready to leave your cell or place of assignment and proceed as instructed by your officer.
- II. At the serving counter, you are not allowed to reach into food containers, but must accept what is given to you by the inmate waiter.
- III. Take only the amount of food you feel you can eat. Do not take more than you can eat. You are not allowed to leave food on your plate at the end of the meal.
- IV. Upon getting the signal that the meal period is ended, you will immediately clean up what remains of the food on your plate; pick up your knife, fork, and spoon; and be prepared to leave the dining room.
- V. A knife, fork, and spoon box is provided at the exit from the dining room. Take the knife, fork, and spoon with you and place them into the box so that the officer supervising the box may see that you have put them in the box.
- VI. You are not allowed to take food from the dining room except at special times when you are specifically told what you may take with you and how much.

6. According to the rules in the passage on the preceding page, inmates may take food from the dining room:

- A. at their discretion providing that no more than one meal's worth is removed at one time.
- B. only if it is food requiring no refrigeration.
- C. only if they have left no food on their plates at the end of the meal.
- D. at special times when they are specifically told that they may do so.

7. According to the rules in the passage on the preceding page, which of the following statements about inmates obtaining food in the dining area is CORRECT?

- A. Inmates may not obtain extra food from the dining area; however, it may be issued from other areas within the institution with prior permission from the appropriate Correction Officer.
- B. Food is eaten with the use of utensils taken by the inmates at the meal's beginning and returned to a specified container at the meal's end under the direct supervision of a Correction Officer.
- C. Inmates may take from the food containers only for that food which they can eat at that particular meal.
- D. On reporting to the dining area the inmates are responsible for informing the inmate waiters of the amounts of food they wish to eat, and then for consuming only the amount they can finish comfortably.

Answer Questions 8 to 10 based on the following regulation from "The Rules and Regulations Governing All Employees of the Massachusetts Department of Correction".

Inmate Count/Escape

- A. You shall be responsible for the whereabouts of all inmates assigned under your charge at the start of your work shift, and must check the whereabouts of such inmates each hour through personal observation or through contact with another employee, unless the charge of such inmate is transferred to and accepted by another employee. Head counts for inmate census must be taken and computed at hours stipulated by the Superintendent. You must see living, breathing flesh in taking all major inmate head counts. If an inmate under your charge should attempt to escape or escapes, immediately notify the Superintendent or his/her designee and your direct supervisor. Employees must submit a written report concerning any escape or escape attempt as soon as possible after the fact, but in no case later than the end of their work shift.
 - B. If an inmate under your charge should obtain over one hour's start in escaping before his/her absence is noticed and reported, you shall be subject to disciplinary action up to and including discharge. The Superintendent may make exceptions to the hourly check rule for those few inmates carefully selected for assigned tasks at widely remote check points, and for those inmates inside a secure (walled or fenced) perimeter during recreation or free periods when subject to zone checks.
-

8. The last time that Correction Officer Bill Long saw inmate Mark Charles was at 3:45 p.m. Charles escaped at about quarter past four. According to the regulation stated above, Long will be in violation of the regulation and will be subject to disciplinary action if he does NOT report Charles' absence BEFORE:

- A. 3:45 p.m.
- B. 4:15 p.m.
- C. 4:45 p.m.
- D. 5:15 p.m.

9. According to the regulation above, which of the rules listed below DOES NOT apply to inmate counting procedures?

- A. Written reports must be submitted for each major inmate head count.
- B. It is necessary that the Correction Officer see living, breathing flesh for every inmate counted.
- C. The frequency of major inmate head counts must be stipulated by the Superintendent.
- D. Exceptions to the check rule may be made for inmates who are inside a walled or fenced enclosure at certain times.

10. According to the regulation on the preceding page, disciplinary action up to and including discharge is MOST LIKELY to occur as a result of:

- A. an inmate under your charge making an escape attempt.
- B. not reporting an escape or attempted escape within one hour of its occurrence.
- C. your failure to submit a timely written report about an inmate escape.
- D. violation of a head count especially for those inmates under your charge, at widely remote points.

Use the Code Table to answer Questions 11 to 12. Each code alphabet corresponds to a number.

CODE TABLE

CODE LETTER	H	P	D	X	T	K	N	F	B	E
NUMBER	0	1	2	3	4	5	6	7	8	9

Compare the numbers and code letters in each column for each question below. Determine how many lines in each question contain an error. Answer each question according to the following instructions:

ANSWER:

- A. If NONE of the lines contains an error.
- B. If ONE of the lines contains an error.
- C. If TWO of the lines contain errors.
- D. If ALL THREE of the lines contain errors.

	Column A	Column B
11.	PXNFET HDKXHE EXHTNB	136794 025309 930468
12.	998261 267300 853947	EEBDPN DNFKHH BNXETF

13. Consider the following regulation concerning the conditions of your employment as a correction officer:

Report promptly to the Superintendent any significant changes occurring during your employment at the institution such as residential address, home telephone number, marital status (insofar as it is a matter of public record), and any involvement with law enforcement officials in your personal life, including investigations, arrests, court appearances, etc., must be reported immediately.

According to the above regulation, you would be required to report to the Superintendent any changes in all but one of the following items of personal information. The EXCEPTION is:

- A. birth of children
- B. home phone number
- C. residential address
- D. an arrest for disorderly conduct

Answer Question 14 based on the following information:

Assume that you are the Correction Officer in charge of a housing unit with five tiers and a total inmate head count of 100 inmates. At 9:00 a.m. the head count in the housing unit is:

Tier #1	15
Tier #2	14
Tier #3	17
Tier #4	18
Tier #5	14

Several groups of inmates are out working on details as follows:

Infirmery	2
Barber shop	9
Sanitation	7
Kitchen	(X)

14. According to the above information, the number of inmates indicated by (X) working on kitchen detail is:

- A. 0
- B. 1
- C. 2
- D. 4

15. Assume that you are the correction officer in charge of a housing unit that houses a total of 100 inmates. At 11:00 a.m., several inmates housed in that unit are out working on details as follows:

Infirmery	2
Barber shop	0
Kitchen	9

At 11:00 a.m., a count is taken of inmates under your care and custody within the housing unit. According to the above information, how many inmates are NOT part of your count?

- A. 9
- B. 11
- C. 89
- D. 91

END OF PRACTICE EXAMINATION

C. PRACTICE EXAMINATION ANSWER KEY

The answers to the Practice Examination are listed below.

- | | | | | |
|------|------|------|-------|-------|
| 1. A | 4. A | 7. B | 10. B | 13. A |
| 2. C | 5. B | 8. C | 11. A | 14. D |
| 3. D | 6. D | 9. A | 12. D | 15. B |

ADDITIONAL ERROR ANALYSIS FORM FOR THE PRACTICE EXAMINATION

PRACTICE EXAM.		REASON FOR INCORRECT ANSWER								
QUESTION NO.	ABILITY AREA	CORRECT	1	2	3	4	5	6	7	
1	GATHER INFO	_____	_____	_____	_____	_____	_____	_____	_____	
2	GATHER INFO	_____	_____	_____	_____	_____	_____	_____	_____	
3	GATHER INFO	_____	_____	_____	_____	_____	_____	_____	_____	
4	WRITE CONCISELY/ACCURATELY	_____	_____	_____	_____	_____	_____	_____	_____	
5	WRITE CONCISELY/ACCURATELY	_____	_____	_____	_____	_____	_____	_____	_____	
6	READ LAWS/RULES	_____	_____	_____	_____	_____	_____	_____	_____	
7	READ LAWS/RULES	_____	_____	_____	_____	_____	_____	_____	_____	
8	READ LAWS/RULES	_____	_____	_____	_____	_____	_____	_____	_____	
9	READ LAWS/RULES	_____	_____	_____	_____	_____	_____	_____	_____	
10	READ LAWS/RULES	_____	_____	_____	_____	_____	_____	_____	_____	
11	WORK WITH NAMES, #'S, CODES	_____	_____	_____	_____	_____	_____	_____	_____	
12	WORK WITH NAMES, #'S, CODES	_____	_____	_____	_____	_____	_____	_____	_____	
13	ANALYZE/APPLY DATA	_____	_____	_____	_____	_____	_____	_____	_____	
14	MAINTAIN ACCURATE RECORDS	_____	_____	_____	_____	_____	_____	_____	_____	
15	MAINTAIN ACCURATE RECORDS	_____	_____	_____	_____	_____	_____	_____	_____	
TOTAL FOR EACH ERROR TYPE		_____	_____	_____	_____	_____	_____	_____	_____	
TOTAL QUESTIONS CORRECT		_____								

EXAMINATION NUMBER →

DO NOT WRITE IN THIS BLOCK

RECORD INFORMATION BELOW COMPLETELY WITHIN SPECIFIED BLOCKS

PRINT NAME (LAST, FIRST, MI)

BIRTHDATE DAY MONTH YEAR TODAY'S DATE DAY MONTH YEAR

SIGNATURE

SOCIAL SECURITY NO.

Grid for recording examination number and other information.

ANNOUNCEMENT NO.

Grid for recording announcement number.

Practice Examination Answer Sheet

Human Resources Division

DIRECTIONS

- 1. Use ONLY No. 2 pencil to fill out this form.
2. Erase errors completely and cleanly.
3. Do not make stray marks on form.

Acceptable marks

Unacceptable marks

Table of 120 numbered bubbles for marking answers, arranged in two columns of 60 items each.