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# **Criminal Justice**

## General Assessment Information

### Blueprint Contents

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Specific Competencies Covered in the Test	Sample Performance Job

**Test Type:** The Criminal Justice assessment is included in NOCTI's Teacher assessment battery. Teacher assessments measure an individual's technical knowledge and skills in a proctored proficiency examination format. These assessments are used in a large number of states as part of the teacher licensing and/or certification process, assessing competency in all aspects of a particular industry. NOCTI Teacher tests typically offer both a written and performance component that must be administered at a NOCTI-approved Area Test Center. Teacher assessments can be delivered in an online or paper/pencil format.

**Revision Team:** The assessment content is based on input from subject matter experts representing the following states: Florida, Georgia, Maine, Michigan, Pennsylvania, Texas, Virginia.



43.0107- Criminal  
Justice/Police Science



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



33-3051.01- Police  
Patrol Officers

## Written Assessment

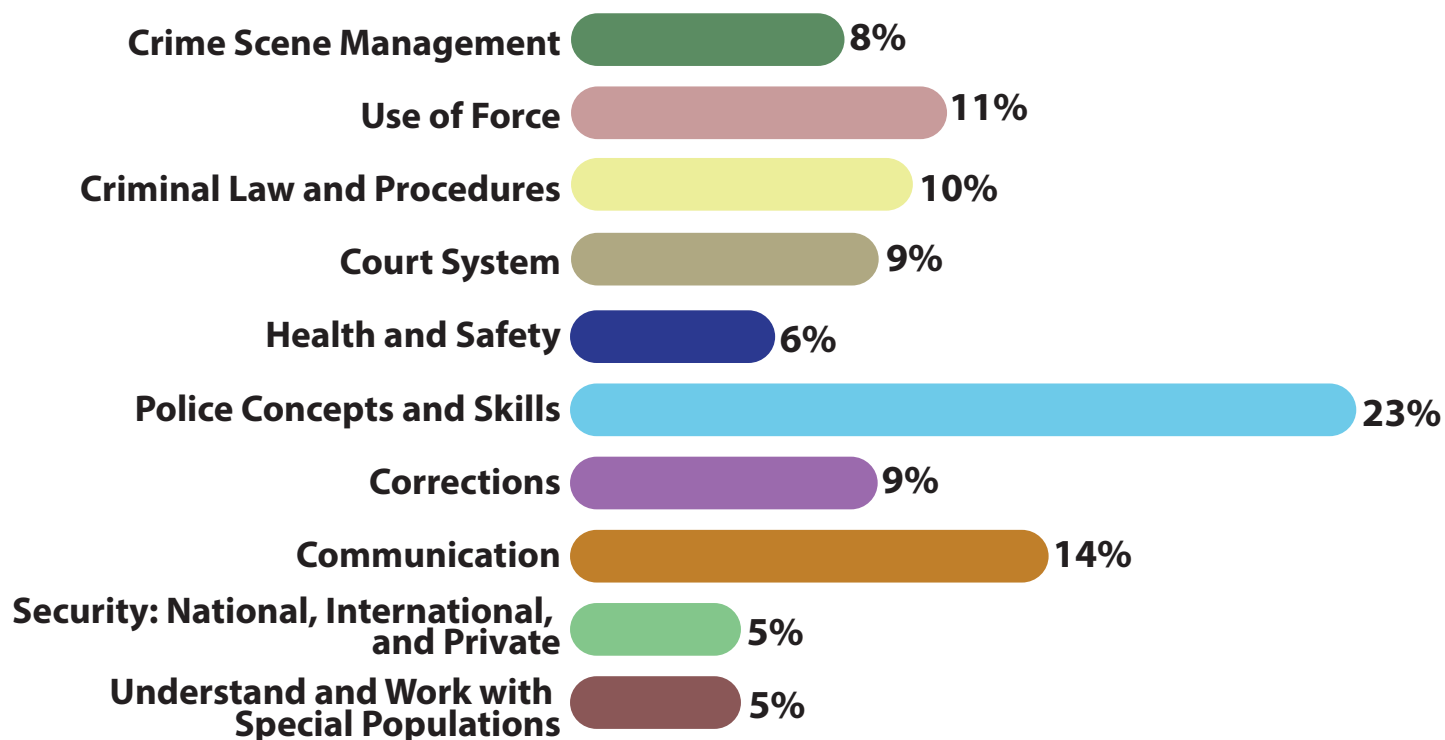
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**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

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## Specific Standards and Competencies (continued)

### Corrections

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

### Understanding 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



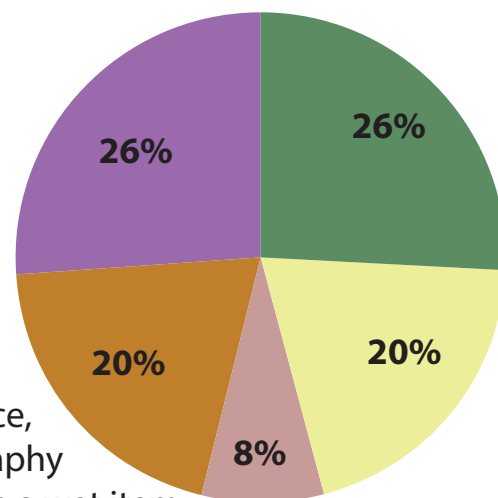
## Performance Assessment

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 Memory 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.