PREPARATION GUIDE

Uniformed Division Entrance Exam

U.S. Department of Homeland Security

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TABLE OF CONTENTS

INTRODUCTION 2

CHAPTER 1: OVERVIEW OF THE UDEE 3

CHAPTER 2: PREPARING FOR THE UDEE 6

- CRITICAL THINKING TEST 7
- SITUATIONAL JUDGMENT TEST 13
- MEMORY SKILLS TEST 22
- FIGURAL REASONING TEST 26
- OFFICER WRITING TEST 34
- WORK STYLE INVENTORY 40

CHAPTER 3: UDEE TEST PREPARATION 42

- TEST PREPARATION TIPS 42
- TEST TAKING TIPS 42

INTRODUCTION

The purpose of this study guide is to help you prepare to take the Uniformed Division Entrance Exam (UDEE). This guide will familiarize you with the sections of the UDEE and provide you with sample test questions and explanations for the correct answers to these questions.

The study guide is organized into three chapters. The first chapter introduces the test, to include summary information about the six sections of the test. The second chapter provides detailed instructions of each test section and sample test questions with explanations. The final chapter provides information on test preparation, including test taking tips.

Please note: As you complete the UDEE, please describe yourself honestly and accurately. Cheating, deliberate attempts to falsify information or other dishonest conduct when completing the test may lead to your disqualification from the application process and from seeking Federal employment in the future. If you are a current Federal employee, you may be removed or debarred from Federal Service (5 C.F.R. part 731).

CHAPTER 1: OVERVIEW OF THE UDEE

The UDEE was developed to assess the range of skills and abilities required for successful performance in the Uniformed Division (UD) Officer position. It is a computer-based exam consisting of multiple-choice questions. The entire testing time, including breaks, will not exceed 3 hours and 45 minutes. The UDEE is made up of six separately timed tests:

Section 1: Critical Thinking Test. This section contains 5 passages, each of which describes a set of facts. Each passage is followed by a set of possible conclusions based on the set of facts presented in the passage. Applicants read the passage and then decide whether each conclusion is true, false, or if there is insufficient information to determine whether the conclusion is true or false (indeterminable). Section 1 contains 23 questions. Applicants will have 30 minutes to complete this section.

Section 2: Situational Judgment Test. This section contains 15 scenarios. Each scenario consists of a short video presenting a situation that a UD Officer might encounter. Applicants are then presented with various actions that can be taken to respond to the situation presented and are asked to rate the effectiveness of each action. Section 2 contains 82 questions. Applicants will have 34 minutes to complete this section.

Section 3: Memory Skills Test. This section contains 12 questions asking about details from the situations presented in Section 2. Applicants will be asked to recall various aspects of the situations, with some questions asking about specific situations and other questions asking participants to remember more general details that apply across multiple situations. Applicants will have 8 minutes to complete this section.

Section 4: Figural Reasoning Test. Each question in this section contains a series of four figures, and applicants are asked to determine the fifth figure in the series by selecting one of five possible options. The four figures shown follow a specific pattern, and in order to answer each question correctly applicants should identify the pattern and choose the option that follows that pattern. Section 4 contains 14 questions. Applicants will have 32 minutes to complete this section.

Section 5: Officer Writing Test. In this section, applicants are presented with sentences or paragraphs that may or may not need correcting, and applicants are asked to choose the option that improves the sentence or paragraph. This section contains 3 item types and a total of 30 questions. Applicants will have 35 minutes to complete this section.

Section 6: Work Style Inventory. In this section, applicants are presented with descriptive statements and are asked to indicate the extent to which they agree that each statement describes them. Section 6 contains 139 questions. Applicants will have 25 minutes to complete this section.

UDEE Administrations at Pearson VUE Test Centers

Most applicants will take the UDEE in a Pearson VUE Test Center. Pearson VUE Test Centers are located nation-wide.

Scheduling a Test Session. Eligible applicants will receive an Exam Authorization Email from Pearson VUE. This email will contain important information regarding your exam (i.e., your candidate ID, testing open period, and exam series) and available testing dates. You must schedule your exam on a date within the specified testing open period. Scheduling or rescheduling outside of this open period is not permitted. You are encouraged to schedule your exam as soon as possible as the availability at certain Pearson VUE test centers can be limited.

Planning for Your Test Session. Please give yourself plenty of time to locate and travel to the Pearson VUE Test Center. If you arrive late, you will not be permitted to enter the test session.

Pearson VUE Admission Policy

We ask that you arrive at the test center **30 minutes before** your scheduled testing appointment time. This will give you adequate time to complete the necessary sign-in procedures. Please be prepared to show two (2) valid forms of personal identification. Both forms must contain your photo, must be current (not expired), and at least one form must contain your signature. Acceptable forms of IDs include Driver's License, Passport Book/Card, State/Local ID, Military ID, Employee ID, and School ID.

If you arrive more than 15 minutes late for your scheduled testing appointment, you will be refused admission, denoted as a no-show, and removed from consideration in the hiring process. As a no-show, you will have to wait six (6) months from the date you were refused admission to be able to attempt to take the UDEE again. You will also have to reapply to the position and submit a new application packet when there is an open vacancy announcement posted.

No personal items may be taken into the testing room. This includes all bags, backpacks, purses, books, newspapers, notes, cellular phones, tablets, watches, and wallets. Weapons of any kind (including those of law enforcement personnel) are prohibited and will not be permitted in the testing center.

Requests for reasonable accommodations for taking the UDEE are reviewed on a case-by-case basis. If you need to request a reasonable accommodation for taking the UDEE, please send an e-mail to udsupport@usss.dhs.gov with your request and supporting documents prior to your scheduled test appointment. Accommodation requests must be submitted and approved in advance of testing.

Reschedule Policy

If you wish to reschedule your exam, you must contact Pearson VUE at least **48 hours prior** to your scheduled testing appointment. Rescheduling less than 48 hours prior to your testing appointment will result in removal from consideration in the hiring process. Please note that rescheduling alternatives are limited to the testing time frame or testing window in which you have been provided. Rescheduling outside of this testing window is not permitted.

If you reschedule your testing appointment with less than the required 48-hour notice, you will be considered a no-show and removed from consideration in the hiring process. You will have to wait 6 months from your most recent missed scheduled testing appointment date to be able to attempt to take the UDEE again. Note that you will have to reapply to the position and submit a new application packet when there is an open vacancy announcement posted.

Cancellation Policy

If you wish to cancel your exam, you must contact Pearson VUE at least **48 hours prior** to your scheduled testing appointment. Cancelling an exam less than 48 hours prior to your testing appointment or missing your exam will result in removal from consideration in the hiring process.

If you cancel your scheduled testing appointment with less than the required 48-hour notice, you will be considered a no-show and removed from consideration in the hiring process. You will have to wait six (6) months from the most recent missed scheduled testing appointment date to be able to attempt to take the UDEE again. Note that you will have to reapply to the position and submit a new application packet when there is an open vacancy announcement posted.

UDEE Administrations at Military Sites or Government Facilities

Some applicants will take the UDEE at a military post or other government facility. A Secret Service representative will provide you with the details you will need concerning your test location and scheduling. There may be differences in the mode of administration. For example, you might complete a paper-based form of the UDEE in a classroom setting. The test content will be the same regardless of the administration location or mode.

CHAPTER 2: PREPARING FOR THE UDEE

CRITICAL THINKING TEST

OVERVIEW

The first test you will complete is the Critical Thinking Test. This test consists of 5 passages, and each passage presents a set of facts. Each passage is followed by a set of possible conclusions based on the set of facts presented in the passage. You will read the passage and then decide whether each conclusion is true, false, or whether there is insufficient information to determine (indeterminable). **This section contains 23 questions and you will have 30 minutes to complete it.** Ample time has been provided for you to be able to complete this test section. Do not spend too much time on any one question; if you finish early, you may go back and review your responses within this section.

Critical thinking is involved in a variety of job-related situations that require reasoning, problem solving, judgment, and decision-making. The questions in this section of the UDEE will assess your ability to comprehend information that is presented and draw conclusions from that information. This will require you to read carefully and think about the information that is provided as well as the information that is **NOT** provided.

Critical thinking involves drawing conclusions based on the information that is available. Conclusions are valid when they are justified given the evidence. Critical thinking allows an individual to understand which conclusions can and cannot be drawn based on statements provided. Sometimes conclusions are not necessarily true <u>or</u> false because complete information is not available.

Further explanation for how to approach Critical Thinking questions is provided next.

TYPES OF STATEMENTS

There are a number of different types of statements that are used in the passages and questions for the Critical Thinking Test. The types of statements and examples in this section describe how you should use information provided about groups or categories in the test.

"All" Statements

A statement about two groups often begins with the word "all" or "every." These statements tell you that everything in the first group is also in the second group. However, the statement does not allow you to conclude that everything in the second group is also in the first group.

Example Statement: All Secret Service officers are U.S. government employees.
Invalid conclusion: All government employees are Secret Service officers.
Valid conclusion: Some U.S. government employees are Secret Service officers.

"No" statements

These statements indicate that one group is not part of another group. These statements may use the words "none" or "not" and allow you to conclude that these two groups have no common members. You can conclude that the members of either group are not members of the other group.

Example Statement: No U.S. Senators are under 30 years of age.
Invalid conclusion: Some people under 30 years of age are U.S. Senators.
Valid conclusion: No one under 30 years of age is a U.S. Senator.

"Some" statements

These statements refer to part of a group by using terms such as "some," "most," "a few," or another term which indicates a portion of a group. Such statements about a portion of a group imply nothing about the remaining portion of the group. You should not jump to a conclusion that you might make in typical conversational speech.

Example Statement: Many Secret Service officers are not from Alaska.
Invalid conclusion: A few Secret Service officers are from Alaska.
Valid conclusion: A few Secret Service officers may or may not be from Alaska.

"If-then" statements

These statements provide information about a sequence of events that will happen or has already happened. These statements may also use terms such as "whenever" or "every time." Such statements let you know that the events must follow the specified order and may not be reversed. Additionally, the events may not be negated <u>and</u> follow the same order. To validly reverse the order, both of the statements must be negated.

Example Statement: If a person is charged with identity theft, then the person will be put on trial.
Invalid conclusion: If a person is put on trial, then the person has been charged with identity theft.
Invalid conclusion: If a person is not charged with identity theft, then the person will not be put on trial.
Valid conclusion: If a person has not been put on trial, then the person has not been charged with identity theft.

TEST DIRECTIONS

The Critical Thinking section consists of 5 passages, each of which describes a set of facts. All of the facts in the passages should be accepted as true and accurate for the purposes of this test. The information provided may not reflect actual Secret Service policies or practices. Each passage is followed by test questions that are conclusions based on the set of facts presented in the passage. In the test, you will read the passage and then decide whether each conclusion

is:

True, which means that you can infer the conclusion from the facts given; or

False, which means that the conclusion is contrary to the facts given; or whether there is

Indeterminable, which means that there is insufficient information for you to determine whether the facts imply the conclusion or are contrary to the conclusion.

It is essential that you use ONLY the information provided in each passage when judging the statements. Do not base your answer on your own knowledge of the subject or make any assumptions beyond the facts presented in the passage. No prior knowledge of the subjects described in the passages is required to make accurate judgments about the statements.

For each question, you will select one of the following answer:

a) **True**
b) **False**
c) **Indeterminable**

PREPARATION TIPS

1. Thoroughly read through the descriptions of the types of statements above; be sure you understand what is meant by "all," "some," and "no" within the context of this test.

2. Remember that the words described above are used more precisely in the Critical Thinking section compared to everyday usage. Read the section above on how everyday language is more precisely used in this test.

3. Do NOT use any outside information to reach your conclusions. You should ONLY use the information provided in the test, even if the topic of the question is a topic on which you have additional information.

4. Read through the passages very carefully and be attentive to words that may affect how you answer the question. For example, words like "not" or "all" likely have an impact on the answer to questions about the passage.

5. Review each of the sample questions on the following pages. Read the explanation for each question to ensure that you understand why the conclusion was drawn.

CRITICAL THINKING SAMPLE QUESTIONS

Passage:

All Uniformed Division (UD) officers are required to comply with the Department of Homeland Security (DHS) standards of conduct concerning the use of intoxicants (this includes low-alcohol beverages).

In addition, all UD Officers, whether or not they are actually carrying firearms, may not use intoxicants during working hours.

This includes periods while on official travel, or at any time when they may reasonably expect that they may be called upon to perform official duty.

Further, no UD Officers may use intoxicants for 10 hours prior to the time they are scheduled to report for duty.

Indicate whether the statement is True, False, or Indeterminable.

Passage Questions:

1. UD Officers may use intoxicants as long as it is not during working hours.
   a) True
   b) False
   c) Indeterminable

2. All persons who are required to comply with the DHS standards of conduct concerning the use of intoxicants are UD Officers.
   a) True
   b) False
   c) Indeterminable

3. There are at least some UD Officers who may use intoxicants within 10 hours prior to the time they are scheduled to report for duty.
   a) True
   b) False
   c) Indeterminable

4. No individuals who are required to comply with the DHS standards of conduct concerning the use of intoxicants may use intoxicants within 10 hours prior to the time they are scheduled to report for duty.
   a) True

b) False
c) Indeterminable

5. If someone is not required to comply with the DHS standards of conduct concerning the use of intoxicants, then he/she is not a UD Officer.
   a) True
   b) False
   c) Indeterminable

6. Individuals who are not UD Officers are not required to comply with the DHS standards of conduct concerning the use of intoxicants.
   a) True
   b) False
   c) Indeterminable

7. No UD Officers may use intoxicants during working hours, whether or not they are actually carrying firearms.
   a) True
   b) False
   c) Indeterminable

Passage Explanations:

1. The facts state that UD Officers may not use intoxicants for 10 hours prior to the time they are scheduled to report for duty. Thus, even though those 10 hours are not considered working hours, officers nevertheless are prohibited from using intoxicants during that time. The facts do not mention the use of intoxicants during other periods of non-working hours, but given that there are some periods of time during non-working hours when officers may NOT use intoxicants (specifically, the 10 hours before a shift). Thus, ***FALSE*** is the correct option.

2. While we know that UD Officers are required to comply with DHS standards, we are not given any information about other individuals who have to follow DHS standards. There may be multiple other agencies requiring adherence to DHS standards, or there may be no other agencies requiring adherence to such standards. Based on the facts presented, we cannot say. Consequently, the correct option is ***INDETERMINABLE***.

3. The facts state that no UD Officers may use intoxicants for 10 hours prior to the time they are scheduled to report for duty. This means that all UD Officers must follow this rule, which means there are no UD Officers who are allowed to use intoxicants within 10 hours of reporting for duty. This means that **FALSE** is the correct option.

4. Although the facts state that UD Officers must comply with DHS standards of conduct concerning the use of intoxicants, and that UD Officers must not use intoxicants within 10 hours or reporting for duty, the facts do not make it clear whether the rule against using intoxicants is actually part of the DHS standards of conduct. Rather, it may be an extra regulation mandated by the Secret Service. Furthermore, even if the rule against using intoxicants within 10 hours of reporting for duty is NOT part of the DHS standards of conduct, all the organizations that require compliance with the DHS standards of conduct may also have adopted the rule in addition to the DHS standards of conduct. Ultimately, we do not know enough about the DHS standards of conduct or the rules in other organizations requiring compliance with the DHS standards of conduct. Thus, **INDETERMINABLE i**s the correct option.

5. The facts state that every UD Officer must comply with the DHS standards of conduct. This means that every single officer must comply with those standards. Thus, any individual who is not required to comply with the DHS standards of conduct is NOT a UD Officer. Therefore, **TRUE** is the correct option.

6. The facts state that all UD Officers must comply with the DHS standards of conduct. However, the facts do not indicate whether other organizations require compliance with the DHS standards of conduct. Thus, we know nothing about individuals who are not UD Officers. There may be many other organizations requiring compliance, or UD Officers may be the only individuals who have to comply. Ultimately, the facts do not provide any information on the issue. Thus, **INDETERMINABLE** is the correct option.

7. The facts state that all UD Officers may not use intoxicants during working hours, no matter what. This includes whether they are carrying a firearm or not. Given that all UD Officers must follow this rule, not a single UD Officer is allowed to use intoxicants during working hours. This means that **TRUE** is the correct option.

SITUATIONAL JUDGMENT TEST

OVERVIEW

In the Situational Judgment Test you will be asked to assume the role of a UD Officer. You will then watch short videos presenting situations you might encounter as a UD Officer. Following the video you will be presented with a set of possible actions you could take and will rate the effectiveness of each action. You will view a total of 15 scenarios. **This section contains 82 questions and you will have 34 minutes to complete it.**

TEST DIRECTIONS

This test includes a number of animated scenarios. As you watch the scenarios, assume that you are a UD Officer and the person(s) in the scenario is talking directly to you. Following each scenario, you will see several ways of responding to that situation. You will be asked to rate the effectiveness of each response, using a 1 through 7 rating scale, where 7 is very effective and 1 is very ineffective. You will use the same 7-point effectiveness scale for every situation.

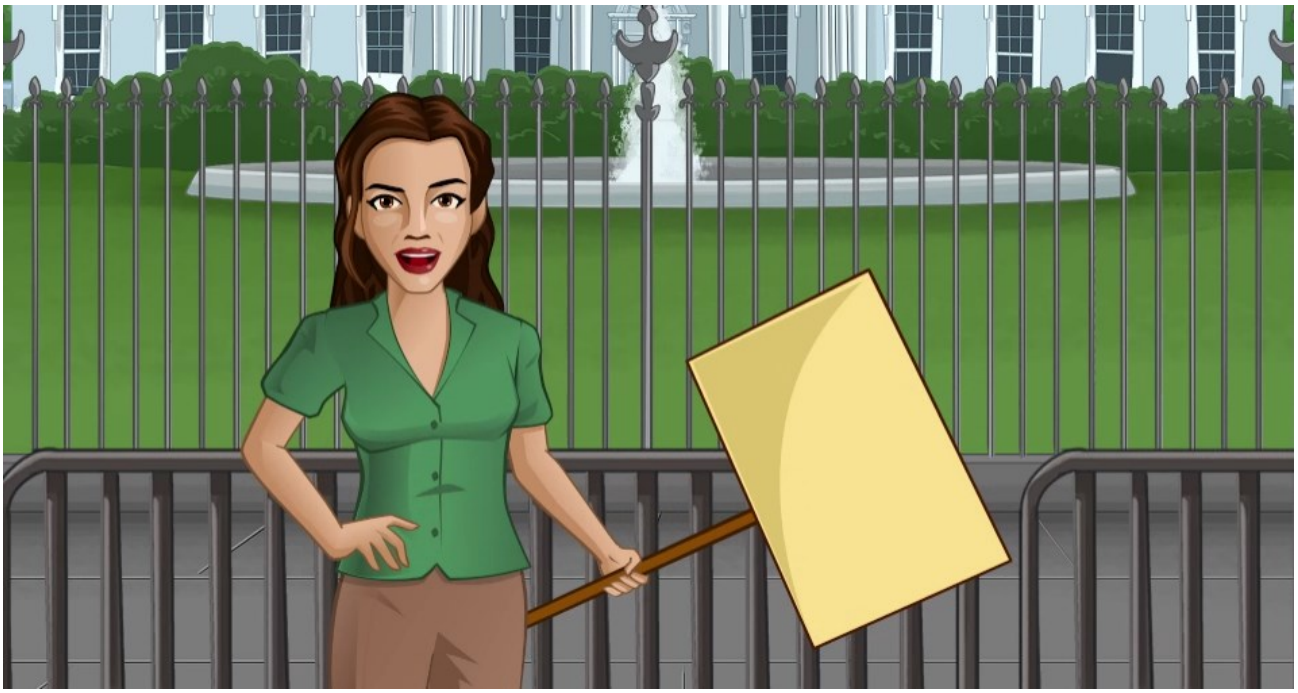
You may replay the scenario more than once before evaluating the effectiveness of possible responses to the situation.

When evaluating the actions following a scenario, treat each one as if it is the **first and only** action that would be taken by the UD Officer. Evaluate each action entirely on its own merits.

You may use the same effectiveness rating for more than one action if you feel they are of the same level of effectiveness. For example, if you think two of the possible actions are very ineffective, you can assign a rating of "1" (very ineffective) to both of them. Similarly, if you consider several actions to be moderately effective, you could assign all of them a rating of "4". Do **NOT** rank order the actions. Do **NOT** assume that there must be one action that gets a rating of "1" and another that gets a rating of "7."

SITUATIONAL JUDGMENT TEST SAMPLE QUESTIONS

Scenario 1:



(Voice over radio): "This radio message is for all officers working perimeter patrol. You need to do something about the protester in your area. That area has now become restricted due to a security concern and we need to clear the area of all people."

(Woman protestor): "Officer, I have a constitutional right to protest and I won't leave until my voice is heard! This is a peaceful protest so you can't tell me what to do."

Please judge the effectiveness of each statement for handling the situation using the following rating scale.

Response Options						
1	2	3	4	5	6	7
Very Ineffective	Moderately Ineffective	Slightly Ineffective	Neutral	Slightly Effective	Moderately Effective	Very Effective

1. Explain that this has just become a restricted area and tell her to leave.
2. Tell her she must leave the restricted area immediately.
3. Warn her to stop raising her voice at you.
4. Tell her that in order to continue her peaceful protest, she will need to move it out of the area.
5. Explain that she is allowed to protest outside the restricted area.

6. Explain why her cooperation is important.

Scenario 1 Question Explanations:

1. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of "5" or "6."

2. Experienced UD Officers indicated that this action is somewhat effective. It deserves a rating of "4" or "5."

3. Experienced UD Officers indicated that this action is ineffective, so it deserves a rating of "1" or "2".

4. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of "5" or "6."

5. Experienced UD Officers indicated that this action is very effective. Therefore, it deserves a rating of "6" or "7."

6. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of "5" or "6."

Scenario 2:

"Officer! Glad I caught you before you left for the day. We just got notice that the Leader Summit Event scheduled for tomorrow will require more security details than originally anticipated. I know you have been working double shifts this week, and tomorrow is your scheduled day off. But, I'm afraid we'll need you to work tomorrow to provide security for this event."

Please judge the effectiveness of each statement for handling the situation using the following rating scale.

Response Options						
1	2	3	4	5	6	7
Very Ineffective	Moderately Ineffective	Slightly Ineffective	Neutral	Slightly Effective	Moderately Effective	Very Effective

1. Tell him you will accept whatever assignment he gives you.
2. Tell him that you will ask around to see if there is another Officer willing to cover that shift.
3. Remind him that you have been working multiple shifts and will burn out if you do not get a day off soon.
4. Accept the assignment, but tell him you really need a day off soon.
5. Tell him that it will not be a problem and ask if he needs any help planning the security detail.

Scenario 2 Question Explanations:

1. Experienced UD Officers indicated that this action is somewhat effective. It deserves a rating of “4” or “5.”

2. Experienced UD Officers indicated that this action is somewhat ineffective. It deserves a rating of “3” or “4.”

3. Experienced UD Officers indicated that this action is somewhat ineffective. It deserves a rating of “3” or “4.”

4. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of “5” or “6.”

5. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of “5” or “6.”

Scenario 3:

"Hey Officer. Wow, this shift is killing me. I was up all night last night because my daughter was sick and now I have been on my feet for eight hours. To make matters worse, Officer Nelson called in sick, so I agreed to stay on for four more hours to cover for him. I am completely exhausted."

Please judge the effectiveness of each statement for handling the situation using the following rating scale.

Response Options						
1	2	3	4	5	6	7
Very Ineffective	Moderately Ineffective	Slightly Ineffective	Neutral	Slightly Effective	Moderately Effective	Very Effective

1. Offer to get her a caffeinated beverage to help her wake up.
2. Acknowledge that working long hours is sometimes part of the job.
3. Sympathize with her about being very tired at work sometimes.
4. Recommend that she explain how she feels to her Sergeant and ask to be relieved of the extra duty.
5. Tell her to walk around a little to wake herself up.

Scenario 3 Question Explanations:

1. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of “5” or “6.”

2. Experienced UD Officers indicated that this action is somewhat effective. It deserves a rating of “4” or “5.”

3. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of “5” or “6.”

4. Experienced UD Officers indicated that this action is pretty effective, but not maximally effective. Therefore, it deserves a rating of “5” or “6.”

5. Experienced UD Officers indicated that this action is somewhat ineffective. It deserves a rating of “3” or “4.”

Scenario 4:

"Excuse me, my name is Edward Burns, and I'm a senior aide for Senator Ramirez. I'm sure you know how important Senator Ramirez is. I've been waiting in this security line forever and I need to get to an important meeting with the Senator. I'm going to be late and my cell phone is dead, so I can't even call the Senator to let him know I'm going to be late. The senator will not be happy about this!"

Please judge the effectiveness of each statement for handling the situation using the following rating scale.

Response Options						
1	2	3	4	5	6	7
Very Ineffective	Moderately Ineffective	Slightly Ineffective	Neutral	Slightly Effective	Moderately Effective	Very Effective

1. Inform Mr. Burns that he will have to wait in line with everyone else.
2. Assure Mr. Burns that you are moving as fast as possible.
3. Explain the importance of the security process and that you cannot make any exceptions.
4. Ask your Sergeant to talk with Mr. Burns.
5. Tell Mr. Burns that you will do your best to speed up the process.
6. Explain that ensuring the security of the building cannot be rushed.

Scenario 4 Question Explanations:

1. Experienced UD Officers indicated that this action is ineffective, so it deserves a rating of "1" or "2".

2. Experienced UD Officers indicated that this action is somewhat ineffective. It deserves a rating of "3" or "4."

3. Experienced UD Officers indicated that this action is somewhat effective. Therefore, it deserves a rating of "4" or "5."

4. Experienced UD Officers indicated that this action is somewhat effective. It deserves a rating of "4" or "5."

5. Experienced UD Officers indicated that this action is somewhat ineffective. It deserves a rating of "3" or "4."

6. Experienced UD Officers indicated that this action is somewhat ineffective. It deserves a rating of "3" or "4."

MEMORY SKILLS TEST

OVERVIEW

This section of the test assesses your ability to remember details. It consists of questions asking you to remember specific details from the Situational Judgment Test. **This section contains 12 questions and you will have 8 minutes to complete the section.**

TEST DIRECTIONS

Immediately following the last scenario in the Situational Judgment Test, you will see 12 questions that require you to recall something about the scenarios. During this part, you will **NOT** be able to review the scenarios; your answers must be based on memory. You may be asked to recall things that characters did or said, or things that were happening in the background. You may be asked to recall which scenarios happened before others or which scenario included a particular event. The questions will focus on things that would be readily observed in the daily routine of a UD Officer. You do **NOT** need to memorize the scenarios or tiny details about them.

MEMORY SKILLS TEST SAMPLE QUESTIONS

1. Which character asked the officer to work on a scheduled day off?
   a) Sergeant Ramirez
   b) Sergeant Davis
   c) Sergeant Chen
   d) Sergeant Amadi
   e) Sergeant Rodriguez

2. How many of the scenarios involved a character wearing a short-sleeved shirt?
   a) 0
   b) 1
   c) 2
   d) 3
   e) 4

3. This character talked about:

   a) Feeling frustrated because of individuals not being respectful toward Secret Service officers.
   b) Feeling exhausted after staying up all night and then working a full shift and having to continue working.
   c) Feeling angry because of the number of people who want special treatment in the security line.
   d) Feeling upset because she was not recognized for the great work she did on a recent assignment.
   e) Feeling discouraged because of a poor recent performance review from her supervisor.

4. Consider this statement: A senior aide for Senator Ramirez, who needed to attend an important meeting with the senator, is going to be late to the meeting but is unable to inform the Senator due to his cell phone being broken. Which part of the statement is incorrect based on the actual scenario?
   a) The Senator's name was Senator Martinez.
   b) The Senator's cell phone was dead, not broken.
   c) The individual is a junior aide, not a senior aide.
   d) The aide needed to attend a press conference.
   e) All parts of the statement are correct.

5. Which of the following scenarios appeared earliest?
   a) A sergeant asks the officer to work on a scheduled day off.
   b) An individual expresses frustration at being late because of waiting in line.
   c) An officer feels ill and wants to know if he should ask to leave his shift early.
   d) A protester insists that she will not leave her protest location.
   e) An officer asks for advice about working with a new recruit.

6. One scenario involved a balding individual in a dark blue shirt. What was located behind the individual?
   a) A metal detector
   b) A brown door
   c) A statue of a man on a horse
   d) A picture of George Washington
   e) A picture of the Capitol

Practice Memory Skills Test Explanations:

1. Although the sergeant who requested the officer to work on a scheduled day off never stated his name, his nametag was visible, which showed his last name to be Ramirez. Thus, option **A** is the correct answer.

2. The protester in the first scenario was wearing a short-sleeved shirt, along with each of the 2 officers. Thus, option **D** is the correct answer.

3. The character shown is officer Wells, who described her fatigue after staying up all night with her sick daughter, working a full shift, and offering to cover for another officer. Thus, option **B** is the correct answer.

4. The individual was a senior aide for Senator Ramirez, and he did need to attend a meeting. However, his phone was dead, not broken. Thus, option **B** is the correct answer.

5. The very first scenario involved the protester who insisted that she would not leave. Thus, option **D** is the correct answer.

6. There were two objects behind the aide to Senator Ramirez: a picture of the White House and a brown door. Thus, option **B** is correct.

FIGURAL REASONING TEST

OVERVIEW

The Figural Reasoning Test examines your ability to identify patterns in a series of figures and apply those patterns for predicting subsequent figures.

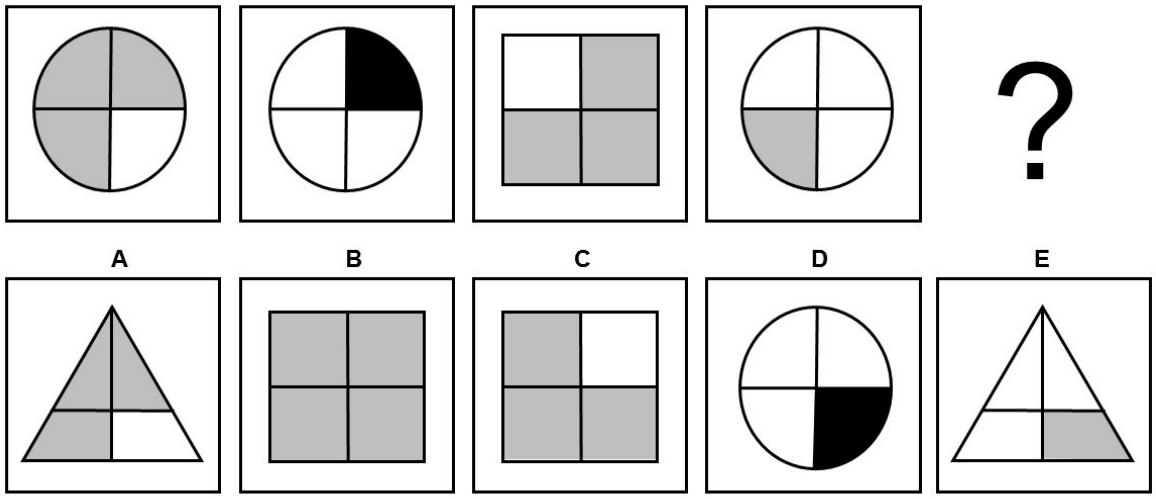
You will see a series of four figures and will be asked to identify the next figure in the series. You will be given five figures to choose from. **Section 4 contains 14 questions and you will have 32 minutes to complete this section.**

TEST DIRECTIONS

This test contains figures like the one shown below. Note that each question includes four boxes in the top row, followed by a question mark. In the second row are five boxes showing possible choices for the figure that would fit next in the sequence in the first row.

Your task is to figure out the pattern in the first row (what is going on as you move from one figure to the next), and then decide which one of the possible boxes in the second row would appear next in the series. The pattern may be based on the shape, size, shading, location, orientation, or number of objects in the boxes, or some combination of these. Sometimes, features vary randomly and have no bearing on the underlying pattern. There is only one correct answer for each question.

Here is a sample question and explanation.

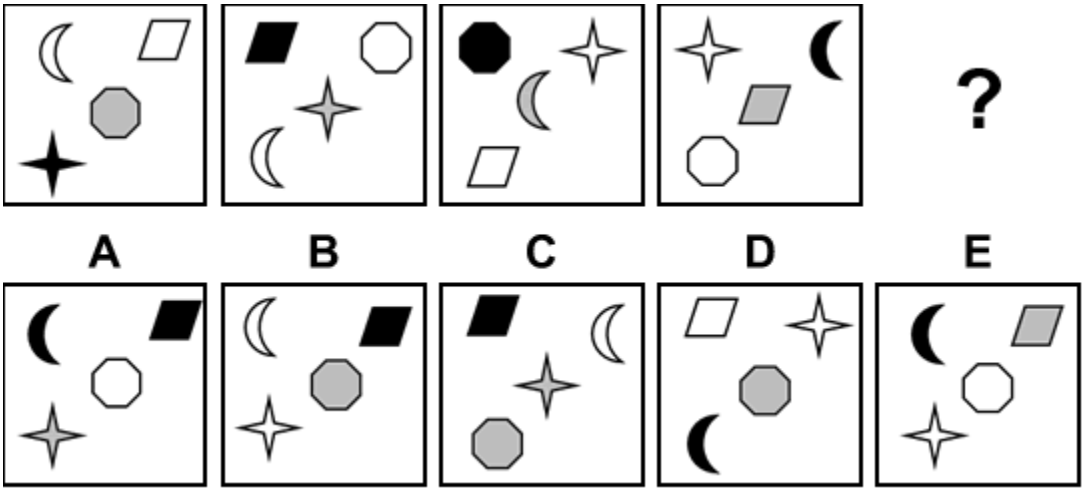


Focusing just on the first row, notice that the object is always divided into four parts, and that it contains either three gray parts or three white parts in succession. More specifically, the object in the first box has three shaded gray parts, the object in the second box has three white parts, the object in the third box has three gray parts, and the object in the fourth box has three white parts. Therefore, the next box in the series should include an object with three gray parts. This is the 1st rule in the pattern.

Next, notice that, in each object, the single part that is shaded differently (gray, black, or white) changes position in a counter-clockwise direction, starting in the lower right position in the first box, moving to the upper right position in the second box, then to the upper left position in the third box, and finally to the lower left position in the fourth box. Therefore, the next box in the series should include an object with a differently-shaded single part in the lower right position. This is the 2nd rule in the pattern.

When reviewing the boxes in the second row, only Box A follows both rules (three gray parts and the single differently-shaded part is in the lower right). Box B does not follow either rule, so it is incorrect. Box C follows the 1st rule (three gray parts), but not the 2nd rule (single differently-shaded part is in the upper right position). Box D follows the 2nd rule (single differently-shaded box is in the lower right position), but not the 1st (zero gray parts). Finally, Box E follows the 1st rule (single differently-shaded part in the lower right position), but not the 2nd rule (only one gray part). In this sample question, the shape of the object (round, triangle, square) has no bearing on the pattern.

Here is another sample question:

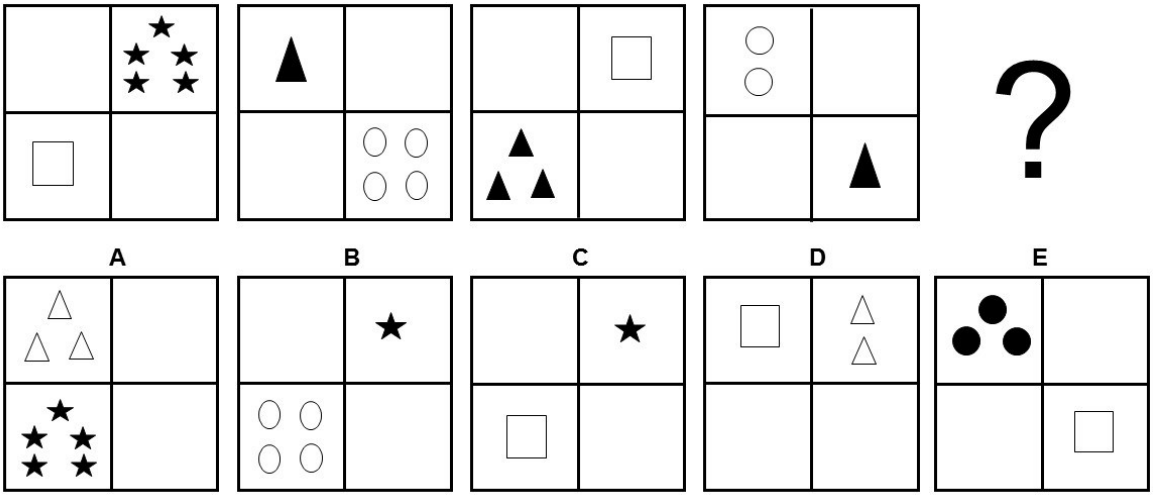


In this sample question, focusing just on the first row, notice that the location of the objects within the box rotates counter-clockwise in each successive box. This is the 1st rule. Second, the object in the center of the box is always gray, regardless of its shape. This is the 2nd rule. If you apply these two rules to the boxes in the second row, you can see that only Box B follows both rules, so it is the correct answer. Box A follows the first rule (counter-clockwise rotation) but does not follow the 2nd rule (center object is white, not gray). Box C follows the 2nd rule (center object is gray) but does not follow the 1st rule (rotation is not counter-clockwise). Likewise, Box D follows the 2nd rule, but not the 1st (rotation is not counter-

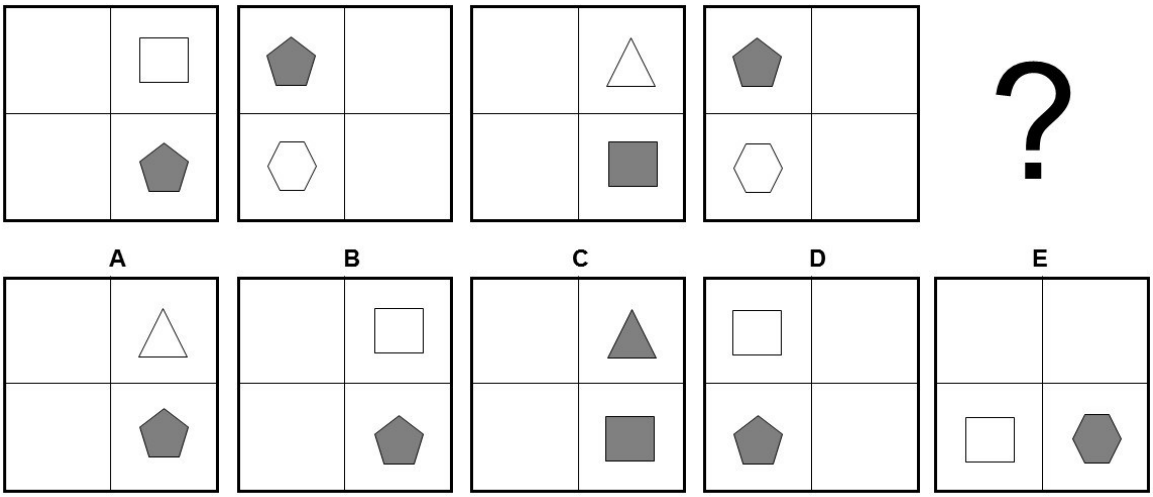
clockwise). Finally, Box E follows the 1st rule, but not the 2nd (object in the center is not gray).

FIGURAL REASONING SAMPLE QUESTIONS

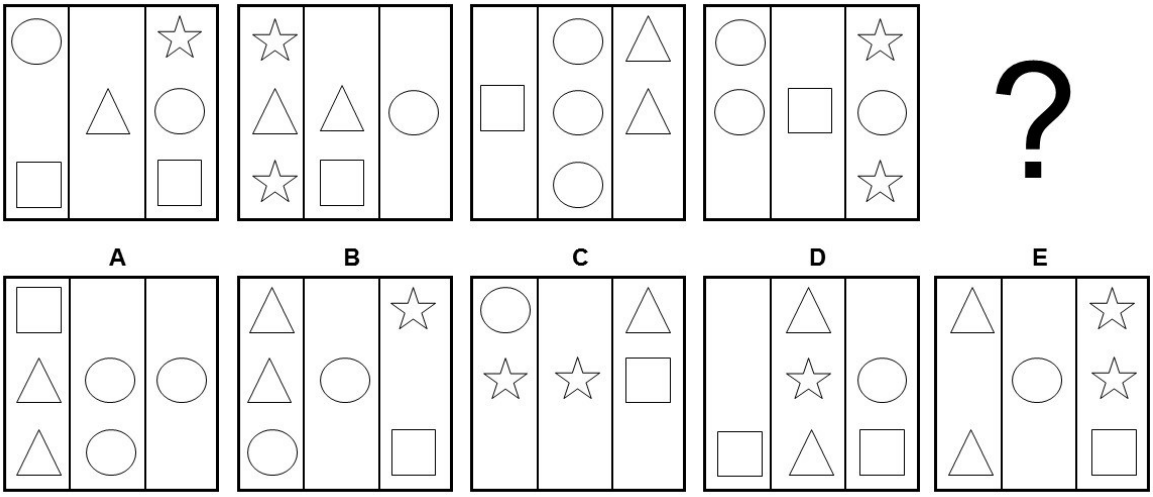
1.



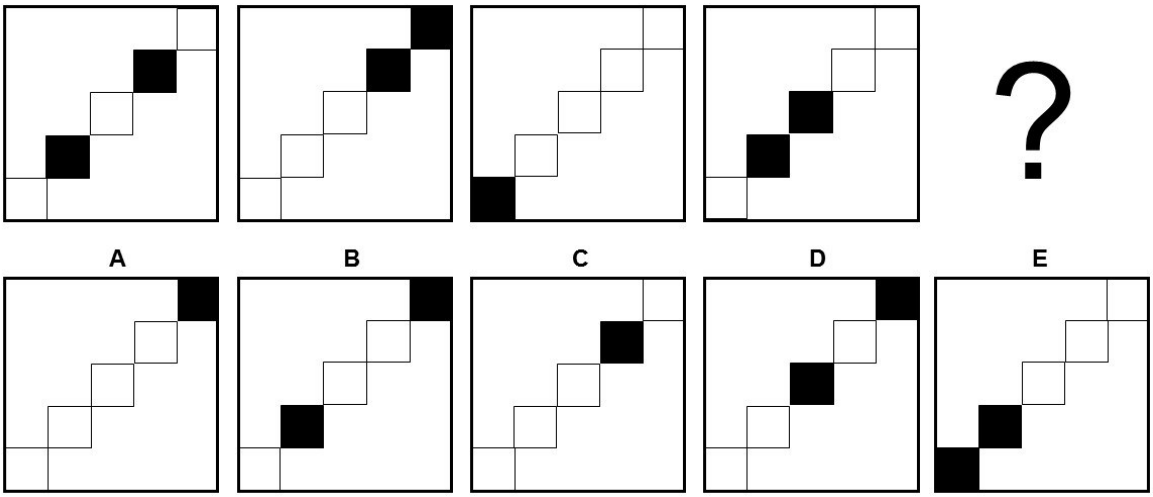
2.



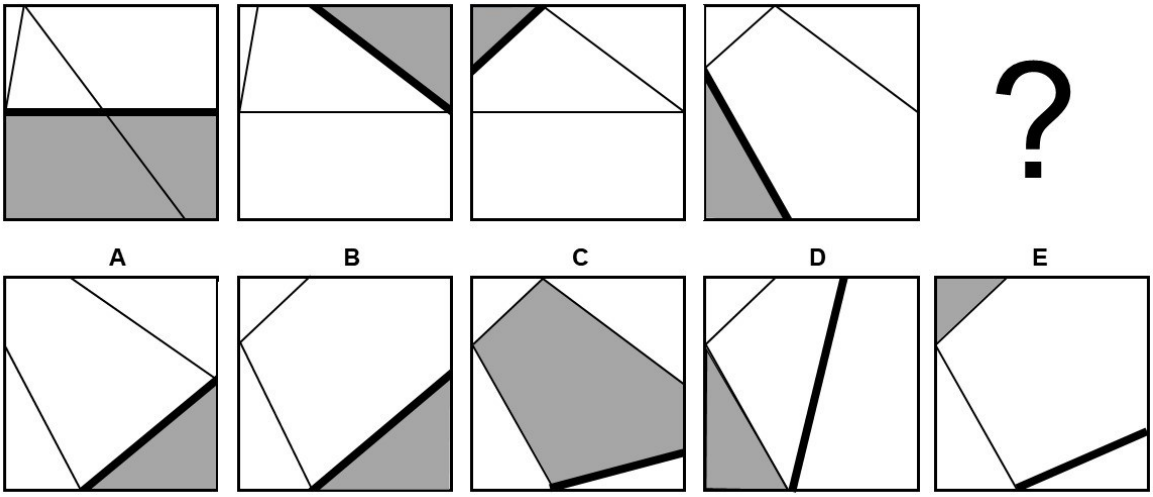
3.



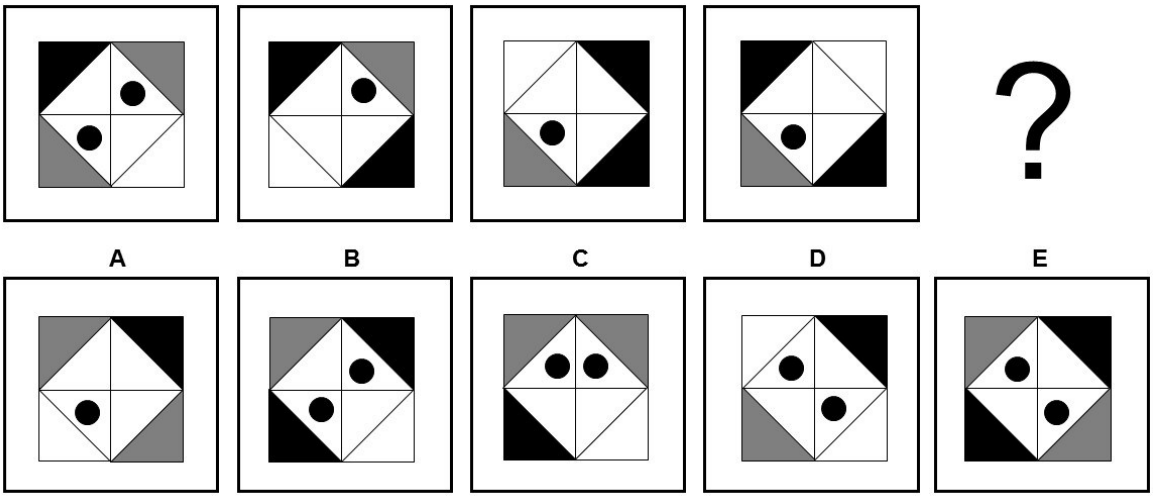
4.



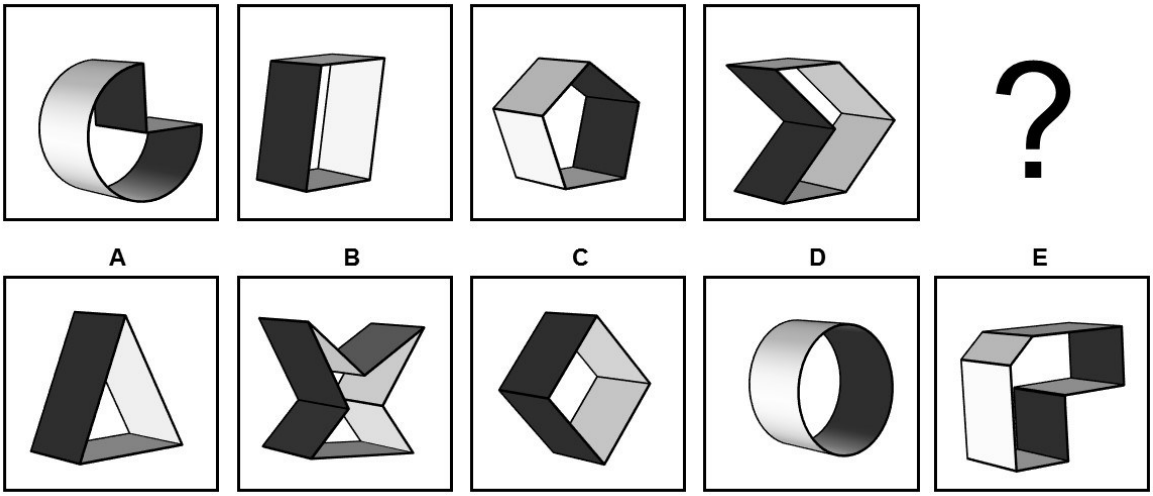
5.



6.



7.



Figural Reasoning Question Explanations:

1. There are four patterns in this series of figures. First, there is always one box with a single shape in it, and the location of that box rotates clockwise. That is, it starts in the lower left corner, then in the next figure it is in the upper left corner, etc. Second, there is another box with shapes in it, and the location of the box also rotates clockwise. Third, the number of shapes in that box decreases by one shape with each successive figure. That is, in the first figure there are five shapes, then four in the second, three in the third, two in the fourth, meaning that there should only be one shape in the corresponding position in the fifth figure. Fourth, the pattern of shading reverses each time, where the single shape is unshaded, then shaded, then unshaded. Correspondingly, the box with multiple shapes switches back and forth from the shapes being shaded, to not shaded to shaded. The only option following all patterns is option **C**. In options A, D and E all of the patterns are violated. In option B, the first pattern is violated. Also, note that the changing of shapes in the figures (for example, in the first figure there are stars and a square, while in the second figure there are circles and a triangle) is random and has no bearing on the pattern.

2. There are three patterns in this series of figures. First, every figure has two shapes stacked on top of each other, and the stacked shapes rotate right to left. Second, in each figure, there is one shape that is shaded while the other is not shaded, and in each successive figure the position of the shading switches such that the top shape is unshaded, then shaded, then unshaded, etc. The third pattern relates to the number of sides on each shape. Specifically, the shape on the bottom always has one more side than the shape on the top. The number of sides of the top shape is random (that is, it goes from 4 to 5 to 3 to 5). However, regardless of what the top shape is, the bottom shape always has one more side than the top shape. The only option that matches all three of these patterns is option **B.** In option A, the third pattern is violated. In option C, the second pattern is violated. In option D, the first pattern is violated. In option E, all three patterns are violated.

3. There are two patterns in this series of figures. First, the columns contain 2, 1 or 3 shapes. Second, the number of shapes in the columns rotates from left to right. That is, in the first shape there are two shapes in the column on the left, one shape in the middle, and three shapes on the right. In the next figure, all of those numbers rotate to the right, such that the number of shapes that were on the left (2) is now in the middle, the number of shapes that was in the middle (1), is now on the right, and the number of shapes that was on the right (3) has moved back to the start (that is, the left side). Notice that the type of shape (e.g., star, circle, square, etc.) does not matter. Thus, option **A** is the correct answer. In options B, D, and E the second pattern is violated. In option C both patterns are violated.

4. There are two patterns in this series of figures. First, the shaded box that starts second from left (the lower of the two shaded boxes) moves two positions to the right in each new figure. Second, the other shaded box moves one position to the right each time. Thus, in the third figure the two shaded boxes are actually occupying the same position. Consequently, option **D** is the correct answer. In options A and B, the first pattern is violated. In options C and E both patterns are violated.

5. There are three patterns in this series of figures. First, in each figure there is a thick line and the position of the thick line changes in subsequent figures. When the thick line changes positions, a thin line takes the place previously occupied by the thick line. For example, the thick horizontal line in the first figure is replaced by a thin horizontal line in the second figure. Second, there is always a gray space shaded adjacent to the thick line. Third, one line segment is removed in each successive figure. The line that is removed is the line that was not touching either end of the thick line in the previous figure. For example, in the first box, the line going from the upper left corner to the lower right corner crosses the thick line at the middle, and thus does not touch either end. Thus, option **B** is the correct answer, given that a thick line was added, the space underneath the thick line is shaded, and the line that was removed from the previous figure (the fourth figure) had not been touching the ends of the thick line in that figure. In options A and C, the third pattern is violated. In options D and E, the second pattern is violated.

6. There are three patterns in this series of figures. First, in each figure the corners of the square consist of one white triangle and three shaded triangles. Second, the position of the white triangle moves clockwise. Third, for the triangles on the four corners of the square, the triangle(s) next to the circle(s) is always gray. The circles are randomly placed, but no matter what, if there is a circle in the figure, the triangle that is on the corner of the square and next to that circle must be gray. Only option **C** meets these criteria. In option A, the second and third patterns are violated. In option B, the third pattern is violated. In option D, the first and third patterns are violated. In option E, the first and second patterns are violated.

7. There are two main patterns in this series of figures. First, the number of sides in each figure increases by one each time. Thus, the correct figure should have seven sides. The other pattern is that the side with the darkest shading switches from inside the shape to outside (on the first figure, the darkest shading is inside the figure, on the next figure it's outside, etc.). Thus, the final figure should have seven sides, with the darker shading appearing on the inside of the figure. Thus, option **E** is the correct answer. In options A and C, the both patterns are violated. In option B, the second pattern is violated. In option D the first pattern is violated.

OFFICER WRITING TEST

OVERVIEW

In this section, you will be answering questions about how to correct grammatical errors in sentences and improve their structure and clarity. **This section contains 30 questions and you will have 35 minutes to complete it.**

TEST DIRECTIONS

The questions in this test measure writing skills required in the UD Officer job. This test includes 3 types of question formats. The first question type provides a sentence with one or more portions written in boldface. You must choose the response option that best completes the sentence according to the rules of standard English. The second question type provides a sentence that may contain an error in spelling, grammar, word usage, or punctuation, and you must choose the response that fixes the error, or indicate that there is no error to be fixed. The third question type involves reading a short paragraph, and then choosing a response that makes the paragraph easier to understand.

There is one correct answer for each question.

OFFICER WRITING TEST SAMPLE QUESTIONS

Sample Type 1 Questions:

1. **After Action Report**

   …
   Officers questioned the suspect but were unable to **illicit** a response to any of their questions.
   …
   Which of the following options best addresses the bolded text in the report above?
   a. illicet
   b. ilicit
   c. ellicit
   d. elicit
   e. No correction is necessary

2. **Traffic Crash Report**

   …
   The driver, **who's** view of the road was impaired **do** to frost on the windshield, failed to see the other vehicle enter the intersection.
   …
   Which of the following options best addresses the bolded text in the report above?
   a. whose/do
   b. whose/due
   c. who's/due
   d. who's/dew
   e. No correction is necessary

3. **To: Sergeant Anderson**
   Subject: Leave request

   …
   I have **spoken** with the some of the other officers about some of the security processes and I have a few ideas of how to improve them. I would have **ran** my ideas by you today but when I walked by your office you were on the phone.
   …
   Which of the following options best addresses the bolded text in the report above?
   a. spoken/run
   b. spoke/ran
   c. spoke/run
   d. spoked/run
   e. No correction is necessary

4. **To: Sergeant Klein**
   Subject: Stray Animal
   …
   You'll never guess what happened this morning. **I saw a stray horse driving to the embassy**.
   …
   Which of the following options best addresses the bolded text in the report above?
   a. Driving to the embassy, I saw a stray horse.
   b. A stray horse, I saw driving to the embassy.
   c. Driving to the embassy, a stray horse was seen.
   d. Driving to the embassy, a stray horse I saw.
   e. No correction is necessary.

Sample Type 2 Questions:

5. **Traffic Crash Report**
   …
   After listening to instructions officers performed a training exercise in which they had to run 100 yards, do 50 push-ups, pull out a firearm, and shoot a target across the field.
   …
   Which of the following replacements corrects the report?

   a. Replace **instructions officers** with **instructions, officers**
   b. Replace **performed a training exercise** with **performing a training exercise**
   c. Replace **in which** with **which**
   d. Replace **target across** with **target, across**
   e. No correction is necessary

6. **Traffic Crash Report**
   …
   The individual collided with the barrier because he was holding his coffee, adjusting his radio and sent a text while driving.
   ….
   Which of the following replacements corrects the report?

   a. Replace **with** with **to**
   b. Replace **adjusting** with **adjusted**
   c. Replace **was** with **had been**
   d. Replace **sent a text** with **sending a text**
   e. No correction is necessary

Sample Type 3 Questions:

7. Incident and Offense Report

…

[1] An attendee at the rally was delayed in entering due to the need to go through enhanced screening. [2] After this incident, he was removed from the premises. [3] The attendee then became verbally abusive toward the officer in charge of the checkpoint. [4] The attendee became agitated and claimed that the delay was unwarranted. [5] The officer in charge attempted to explain the need for added security.

…

Which of the following options best addresses the bolded text in the report above?

a. 1, 2, 3, 4, 5
b. 1, 4, 5, 3, 2
c. 1, 3, 5, 2, 4
d. 3, 1, 4, 5, 2
e. 5, 4, 3, 2, 1

8. After Action Report

…

Protesters at the Embassy began throwing rocks through the windows. Officers repelled the crowd and gained control of the situation, making 10 arrests.

…

Which of the following sentences, if added to the beginning of the paragraph, provides the best introduction?

a. There are many beautiful embassies in the area, but one was damaged yesterday.
b. Officers were working hard throughout the city yesterday, including at a very large embassy.
c. There are large rocks in front of one of the Embassies, which caused damage yesterday.
d. A peaceful protest yesterday at an Embassy became riotous and officers intervened.
e. Although a protest was held yesterday, no officers were injured despite multiple rocks being thrown.

Officer Writing Test Explanations:

1. "Elicit" and "illicit" are homonyms, as both sound the same but mean very different things. "Illicit" is an adjective used to describe things that are illegal (e.g., illicit drugs), while "elicit" has a similar meaning as the words "produce" or "evoke". Thus, option **D** is correct, given that option C is spelled incorrectly.

2. The word "who's" is a contraction meaning "who is", while the pronoun "whose" is needed in this sentence. Furthermore, the word "do" should be replaced with "due", as "do" means "to perform" and "dew" refers to moisture. Thus, option **B** is the correct response.

3. When using the word "have" before a verb, the past participle of the verb is needed, which is "spoken" for the verb "to speak" and "run" for the verb "to run". Thus, option **A** is the correct response.

4. The way the sentence is currently written, it is unclear whether the writer saw a stray horse while he or she was driving to the embassy, or if the individual saw a stray horse that was driving a vehicle to the embassy. Although most readers will understand that the writer is referring to the first option, it is nevertheless important for the writer to avoid ambiguity. While there are better ways to write this sentence, of the options presented option A is the best, as the subject of the sentence ("I"), immediately follows what is referred to as the dangling modifier ("Driving to the embassy", making clear who was doing the driving.

5. The first part of this sentence ("After listening to instructions") is an introductory clause. An introductory clause should be followed by a comma. Thus, option **A** is the correct response.

6. In the sentence, the construction shifts from past progressive ("was holding", "adjusting") to simple past ("set"). To improve this sentence, all should be written using the same construction. The best way to do this is using option **D** so that they all are written using the past progressive tense.

7. The order that is most logical is the order in option **B.** Option A is incorrect because sentence 2 (the attendee being removed) cannot occur before the argument that ensued due to the delay. Option C is incorrect because sentence 4 (the individual becoming agitated) must occur before sentence 2 (the individual being removed from the premises). Option D is incorrect because it suggests that the attendee became verbally abusive (sentence 3) before anything occurred that could produce such a response. Option E is incorrect because it does not mention the delay (sentence 1) until the end of the paragraph, while the rest of the paragraph is based on the individual becoming upset because of the delay.

8. The first sentence of a paragraph should serve to introduce the material in the rest of the paragraph. While all of the sentences are indeed related to the rocks being thrown, crowd control and arrests, option **D** does this most clearly. Option A focuses on the beauty of the embassies, option B is focused on officers working hard, option C focuses

on the rocks, and option E focuses on vehicle damage, none of which are the focus of the paragraph.

WORK STYLE INVENTORY

OVERVIEW

In this section, you will be presented with statements that may or may not describe you. You will be asked to indicate the extent to which you agree with each statement. **This section contains 139 questions and you will have 25 minutes to complete it.**

TEST DIRECTIONS

This inventory measures several personal characteristics or tendencies related to performing effectively in a Uniformed Division officer job.

Read each of the statements carefully and decide to what extent you agree with the statement. It is best to work at a fairly rapid pace without spending a lot of time thinking about each statement.

Whenever possible, respond to the statements in terms of what you have done in a work setting. If you cannot relate the statement to your work experiences, think about activities that are similar to work, such as school or volunteer activities. For example, if a statement involves getting into arguments with others, think in terms of how often you have gotten into arguments with co-workers. If you have not held a job before, or cannot relate the statement to your work experiences, draw on whatever personal experiences are needed to choose the response that is most true for you. Please respond as accurately and honestly as possible.

WORK STYLE INVENTORY SAMPLE QUESTIONS

1. I am usually the person who spots errors and inconsistencies.
2. Others describe me as a flexible person who can handle a variety of situations.
3. I respond to emails while I am on the phone to be more productive.
4. I prefer that others lead in new situations.
5. I prefer to avoid physical activities when possible.
6. I enjoy the feeling I get when completing tasks, especially in challenging situations.
7. I can be entrusted with confidential information.
8. Other people tell me that I dress nicely.
9. I get frustrated when those around me don't consider the needs of others.
10. I sometimes get injured due to my own carelessness.
11. I am a calm person under almost any circumstances.

Work Style Inventory Explanations:

There are no correct or incorrect responses to the Work Style inventory. Rather, individuals with certain personal characteristics will likely be a better fit in the role of UD Officer, and this test simply assesses those characteristics in each applicant.

CHAPTER 3: UDEE TEST PREPARATION

This section provides tips for preparing for the UDEE, as well as test taking tips for the day of the test.

TEST PREPARATION TIPS

1. Review the directions and sample questions provided in this preparation guide so that you are familiar with the format and content of the test.

2. Practice going through each of the test sections to ensure you understand the directions and types of questions on the test before you take it.

3. Be sure to get enough sleep in the days leading up to the test.

4. Exercising in the days leading up to the test can help reduce stress.

5. Minimize stress on the test day by making sure you know how to get to the test location and how long it will take you. It is a good idea to make a "practice run" to the test location before the day of the test.

6. Plan to arrive at the test location early on the test day.

7. The night before the test, set an alarm and have a back-up alarm as well to ensure you arrive on time.

8. Eat a good breakfast on the morning of the test.

9. Remember to bring an acceptable form of photo ID to the test location.

TEST TAKING TIPS

1. Read all directions carefully. It will be helpful to familiarize yourself with the directions for each section prior to taking the test.

2. Read the entire question and all answer options before selecting a response. This will help ensure you understand what the question is asking and which answer choice is the best answer.

3. The computer-administered assessment will require a response to each question. You will <u>not</u> be penalized for guessing. If you do not know the answer, try to eliminate one or two of the answer choices and make your best guess.

4. Do not spend too much time on any one question.

5. If you finish a section and have time remaining, go back and review your answers.

6. Try to stay calm and keep a positive attitude throughout the test. Do not panic if you do not know an answer. Take a deep breath and do your best with each question.

7. Double-check your answers. Go back through the answers (if time allows) to make sure the answers you intended to select are marked and reflect what you believe is the best answer to the question. This will help minimize mistakes due to carelessness.

8. Do **NOT** select responses based on the pattern of answers. Response options are randomly selected as the correct answer and do not follow any identifiable pattern.

U.S. Department of Homeland Security

United States Secret Service