

# Criminal Justice 1

Exam Information	Description														
<b>Exam number</b> <b>5310</b>  <b>Items</b> <b>50</b>  <b>Points</b> <b>50</b>  <b>Prerequisites</b> <b>None</b>  <b>Recommended course length</b> <b>One semester</b>  <b>National Career Cluster</b> <b>Law, Public Safety,</b> <b>Corrections, &amp; Security</b>  <b>Performance standards</b> <b>Included (Optional)</b>  <b>Certificate available</b> <b>Yes</b>	<p>The Criminal Justice 1 industry certification exam assesses learners' preparation to enter the fields of law enforcement and the criminal justice system. It covers the history of law enforcement and the legal system, report writing and recordkeeping, criminal investigation techniques, and routine police procedures. Learners demonstrate their ability to use communications and dispatch equipment, perform proper search and seizure techniques, conduct basic criminal investigations, and execute correct pursuit and arrest procedures. The exam also evaluates patrolling techniques, private security operations, traffic investigations, and community relations. Major topics include the History of Criminal Justice, Criminal Law &amp; Procedures, Communications, Legal Responsibilities and Ethics, Basic Police Procedures, and Basic Police Equipment.</p>														
	Exam Blueprint														
	<table> <tr> <th>Standard</th><th>Percentage of exam</th></tr> <tr> <td>1. History</td><td>16%</td></tr> <tr> <td>2. Law &amp; procedures</td><td>20%</td></tr> <tr> <td>3. Communications</td><td>20%</td></tr> <tr> <td>4. Legal responsibilities &amp; ethics</td><td>18%</td></tr> <tr> <td>5. Police concepts &amp; procedures</td><td>16%</td></tr> <tr> <td>6. Police equipment</td><td>10%</td></tr> </table>	Standard	Percentage of exam	1. History	16%	2. Law & procedures	20%	3. Communications	20%	4. Legal responsibilities & ethics	18%	5. Police concepts & procedures	16%	6. Police equipment	10%
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## Standard 1

Students will understand the history of criminal justice.

- Objective 1** Recognize the Historical Development of Policing
1. English Roots:
    - a. Bow Street Runners
    - b. The new Police
    - c. Peel's (12) Principles of Policing
- Objective 2** Examine the Early American Policing
1. Vigilantism
  2. Decentralized
- Objective 3** Describe the Prohibition Era
1. The Wickersham Commission
  2. Corruption in the criminal justice system, need for sound hiring practices and well-trained police force.
- Objective 4** Recognize the Evidence-Based Policing Era
1. The Kansas City Experiment, 1974
  2. The Knapp Commission
- Objective 5** Differentiate Policing after 9/11
1. Terrorism's Impact on Policing
  2. Intelligence – Led Policing
  3. USA PATRIOT ACT
- Objective 6** Illustrate American policing Today
1. Federal
  2. State
  3. Local

Standard 1 Performance Evaluation included below (Optional)

## Standard 2

Students will understand criminal law and procedures.

- Objective 1** Understand the history and origin of criminal laws in the United States.
1. Common Law
  2. Model Penal Code

- Objective 2** Analyze the Bill of Rights and its application.
1. Define how the Bill of Rights impacts the criminal justice system.
  2. Identify the application of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> amendments found in the Bill of Rights.
- Objective 3** Distinguish between the types and sources of law.
1. Common Law
  2. Statutory Law
  3. Case Law
  4. Administrative Law
- Objective 4** Understand the procedures for prosecuting violations of the law.
1. Procedures and Due Process
  2. Burden of Proof
  3. Appeal process
- Objective 5** Locate and identify federal criminal laws.
1. U.S.C: Title 18 – Crimes and Criminal Procedures
- Objective 6** Understand the structure and application of criminal laws, ordinances, and regulations.
1. Criminal Code
  2. Vehicle Code
  3. Juvenile Court Act
  4. Local laws and ordinances

## Standard 2 Performance Evaluation included below (Optional)

## Standard 3

Students will demonstrate criminal communications.

- Objective 1** Demonstrate knowledge and skill of radio procedures and practices.
1. Understand the use and non-use of special codes and phrases such as “Ten-Codes.”
  2. Demonstrate a basic understanding of the phonetic alphabet commonly used in law enforcement.
- Objective 2** Display knowledge of appropriate interpersonal communication techniques.
1. Understand basic conflict resolution technique and strategies.
  2. Distinguish between professional and non-professional verbal, non-verbal, and written communication.
  3. Demonstrate active listening skills, including need to listen

to questions from the public in a patient, courteous manner.

### **Objective 3**

Exhibit knowledge of effective report writing and field notes.

1. Identify factors which make it necessary to record personal notes based on nature of complaint or situation.
2. Identify proper methods for recording field notes.
3. Identify the need to write concise and factual account of witness and complainant interviews by including all pertinent information.
4. Identify sources of information for written reports.
5. Identify proper content and sequence of information for police reports using “who, what, where, when, how, and why” format.
6. Demonstrate proper paragraph and sentence structure using correct grammar and punctuation.
7. Identify desirable elements of an acceptable narrative report.
8. Identify proper methods to record location of physical evidence at a crime scene.
9. Identify need to proofread written report and, if necessary, make corrections.

### **Objective 4**

Exhibit knowledge of effective public relations and media relations.

1. Identify the need to follow department rules and regulations regarding giving out information in response to requests from the public.
2. Understand the concept of “civic mindedness”.
3. Explain the importance of being “civic minded” when working in the Criminal Justice Field.

### **Objective 5**

Demonstrate the Ability to speak in public settings.

1. Need for public speaking skills by police officers
2. Understanding one’s audience
3. Dealing with disruptive crowds

### **Objective 6**

Display familiarity with computerized data bases used in the criminal justice field.

1. Identify how the Law Enforcement Agency Data System (L.E.A.D.S.) is used.
2. Identify how the National Crime Information Center (N.C.I.C.) is used throughout the criminal justice.

## **Standard 3 Performance Evaluation included below (Optional)**

## **Standard 4**

Students will understand legal responsibilities & ethics.

### **Objective 1**

Understand the concept and application of ethical and legal issues consistent with workplace standards.

1. Police Code of Ethics
2. Corrections Code of Ethics 3
3. Code of Conduct for Judges and Lawyers

4. Identify laws, regulations, and codes pertinent to a specific agency
5. Define liability and negligence
6. Discuss protections against liability

**Objective 2** Understand the roles of personal integrity and ethical behavior in the workplace.

1. Define "ethical" issues
2. Differentiate legal and ethical issues

**Objective 3** Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.

1. Perform duties impartially
2. Use of discretion
3. Confidentiality
4. Integrity
5. Off duty conduct

**Objective 4** Know strategies and requirements for individual and organizations to respond to unethical and illegal actions in a variety of workplace situations.

1. Internal affairs
2. Sexual harassment

#### Standard 4 Performance Evaluation included below (Optional)

### Standard 5

Students will understand basic police concepts and procedures.

**Objective 1** Arrest procedures: The student will know and demonstrate the proper procedure and safety for arrest from taking the person into custody through the booking process.

1. Probable cause - understand what probable cause is and how probable cause is necessary for an arrest.
2. Handcuffing and searching - Demonstrate the proper technique for handcuffing and searching a suspect. Differentiate between a custodial arrest and a detention, or "Free to Leave" test.
3. Booking process - Understand and demonstrate proper booking procedures.

**Objective 2** The student will know the steps in both the interview and interrogation process.

1. Interview

- a. The student will understand and demonstrate the various techniques used for interviewing and understand the difference between investigatory questioning and accusatory questioning.
2. Interrogation
  - a. The student will understand and demonstrate the proper technique in the interrogation of a suspect, including the implementation of Miranda Rights, both verbal and written, and also the psychology involved in various techniques such as body language of the suspect, the physical makeup of the interrogation room, videotaping the interrogation, and all pertinent case law involved in the interrogation process.

### **Objective 3**

Upon completion of this course, the student will be able to demonstrate the proper steps in crime scene investigation, including if a crime occurred, secure a crime scene, and evidence collection.

1. Determination if a crime occurred - student will understand and demonstrate the proper elements of a crime needed to determine if a crime has occurred.
2. Securing the crime scene - the student will demonstrate the proper securing of a crime scene and determine where the crime scene is at, the actual physical securing and setting up a log system to document the visitors to the crime scene.
3. Evidence collection - the student will learn the proper packaging of evidence, the chain of custody of evidence and documentation of the evidence. The student will be able to determine and demonstrate the procedure with a mock crime scene.
4. Photography - the student will explain the use of proper photography of a crime scene including video and cameras, including what a photograph log sheet is.

### **Objective 4**

Upon completion, the student will be able to know the various types of patrol that is used by:

1. Mobile patrol - upon completion, the student will be able to discuss and relate the advantages and disadvantages of mobile patrol. Also, to be considered in this is the Kansas City Experiment on patrol effectiveness. Students will also be able to discuss advantages and disadvantages of one- man vs two-man patrol units.
2. Foot patrol - upon completion, the student will be able to relate the advantages and disadvantages of foot patrol, including what "walking the beat" means in today's police world.
3. Specialized patrol - students will be able to relate the various other specialized patrol units that police use and when they would be used. They would also be able to relate the advantages and disadvantages of these patrols, such as motorcycle, bicycle, boat, undercover squads, DUI or other traffic enforcement details and patrols, and horse patrol.

- Objective 5** Understand traffic stops, crash investigation, and other traffic related activities.
1. Traffic stops - The student will become familiar with the police initiated traffic stop by demonstrating and observing training of other police officers on the proper procedure to conduct a safe traffic stop, including squad car positioning and officer approach to the unit. Included in this are the discussion of probable cause and the necessity of it in a traffic stop. There will also be case law discussion in order to understand the reason for search or not to search a motor vehicle. Also discussion will be had on the difference between a high risk stop and a "normal" stop.
  2. Crash investigation - upon completion, the student will be able to fill out a police crash report, safely respond to a crash scene and position the squad car, and identify the at fault unit by looking at vehicle damage, tire marks in the roadway, and witness/driver testimony. The student will also learn and demonstrate the proper measuring technique used and the difference between triangulation and coordinate method of measurement

**Standard 5 Performance Evaluation included below (Optional)**

**Standard 6**

Students will understand basic police equipment.

- Objective 1** Understand the purpose of Basic Police Equipment as it pertains to the criminal justice system.
1. Personal Equipment
    - a. Holsters
    - b. Weapon / Ammo
    - c. Pepper spray
    - d. TASER (EDP)
    - e. Handcuffs
    - f. Gloves
    - g. Baton
    - h. Body Armor
  2. Vehicle Equipment
    - a. Radio
    - b. Lights / Siren
    - c. Cameras
    - d. Computers

## Standard 6 Performance Evaluation included below (Optional)

### Criminal Justice 1

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

**Student's Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_



## Performance standards rating scale

0	Limited skills	2	→	4	Moderate skills	6	→	8	High skills	10
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### Field Notes

- Field notes are the basis for a complete and accurate police report
- Field notetaking is essential to capture information that might otherwise be lost
- Field notes are written impressions and facts gathered during all investigative activities
  - Arrival at the scene
  - Witness interviews
  - Interrogations
  - Crime scene searches
  - Record searches and reviews
  - Crime scene sketches
  - Serve as the factual foundation for the report
  - Good notes turn into good reports
  - Serve as memory aids
    - Future interviews
    - Briefing other officers or supervisors
    - Testifying in court
  - Enhance the credibility of the officer and the report

### Field Notes – How to Write Them

- Notes should be legible and orderly
- Keep them organized
- Follow a standardized pattern, regardless of the type of case
- Be systematic
- Don't put the names of confidential informants in your notebook
  - Field notes are subject to Discovery
  - Use a code or number to refer to any informant (CI-1)
- Keep them professional
- Times
  - When you were dispatched
  - Arrival time
  - Beginning and end of interviews
  - All times!
- Verbatim statements Proper names and date of birth
- Phone number, address, etc.

Remember: Effective notes are essential for effective reports!!!

## Police Field Notes: Scorecard

Student Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

Components	2 points each
1. WHO is included in the field notes	____/2
2. WHAT is included in the field notes	____/2
3. WHEN is included in the field notes	____/2
4. WHERE is included in the field notes	____/2
5. WHY is included in the field notes	____/2
6. HOW is included in the field notes	____/2
7. Student shall successfully transfer field notes to a police report form	____/2
8. Student report is done in a chronological order	____/2
9. All blanks are filled in on the police report form	____/2
10. Report is legible	____/2
11. Report is hand printed in black ink	____/2
12. Student report will have proper grammar 0-5 Grammatical Errors = 2 pts; 5-10 Grammatical Errors = 1 point; more than 10 errors = 0 points	____/2
13. Student report will have proper punctuation 0-5 Punctuation Errors = 2 pts; 5-10 Punctuation Errors = 1 point; more than 10 punctuation errors = 0 points	____/2
14. Student report will have properly spelled words (spelling aids may be used ex. dictionary, word processor, etc.) 0-5 Spelling Errors = 2 pts; 5-10 Spelling Errors = 1 point; more than 10 spelling errors = 0 points	____/2
<b>TOTAL</b>	<b>____/28</b>

## Police Reports

- Police reports are the natural culmination of field notes
- Reports are a permanent record and are intended to preserve information
- 15-20 % of an officer's duty time is expended on report writing
- Reports are written:
  - Whenever an arrest is made
  - For all serious incidents including felonies that may include
  - Bomb threats
  - All unnatural death investigations
  - Robberies
- Officer discretion is involved in the report decision for minor incidents, when no arrest is made, or when a crime has not been committed
  - Civil complaints
  - Minor disturbances
  - Noise complaints
  - Minor thefts (CAD notes, computer log)

## The Six Questions All Police Reports Should Answer

- Who
  - Committed the crime
  - Was the victim
  - Are the witnesses
  - Reported the incident
- What
  - Happened
  - Was stolen
  - Evidence exists
- When
  - Did the crime occur
  - Was the crime reported
- Where
  - Did the crime occur
  - Is the evidence
- How
  - Did the crime occur
  - Was the crime discovered
  - Were the police notified
- Why
  - Did the suspect commit the crime

## General Report Writing Guidelines

- It must contain precise data
- The typical report is totally objective
- Opinions and conclusions not based on fact do not belong in a report
- Information in the report should be based on fact
- The majority of facts in a report will have been experienced by the officer directly
  - What the officer heard

- What the officer observed
- What the officer smelled
- What the officer touched

### **Specific Report Writing Rules**

- It should be well organized
- Events should be in chronological order
- Reports should be accurate and brief
- Reports must be complete
- No slang, police jargon or ten codes should be used
- Quotations should be accurate and reflect exactly what was said—including vulgarities, slang, profanity, etc.

### **Preliminary Reports: What the Officer Documents**

- The criminal offense or complaint
- Current date and time
- Date and time of the offense, if known
- Identification data pertaining to the victim or other reporting party
- Location of the offense
- Method of operation (M.O.)
- Identification data pertaining to the suspect
- Identification of the officer

### **Reports are Links to Successful Prosecution**

- Well-organized, accurate, and complete reports are key
- If it's not in your report, you cannot testify to it in court
- Many successful plea negotiations resulting in guilty pleas are due to well-written police reports
- One of the biggest factors to a case going to trial is a poorly written police report

### **Items to Include in the Report:**

- Existing witness reports
- Description of the crime scene:
- Address
- Specific crime committed
- Crime scene evidence
- Locations
- Date
- Time

### **Chronological narrative (include each of the following, if they apply):**

- How did you come upon the scene?
- Who was involved?
- Which investigative avenues are being taken?

- What was said?
- Arrests made
- Evidence
- Reason why the officer was on the scene
- Booking
- Description of witnesses
- Description of crime committed
- Details about other officers involved
- Any other relevant factors

### Editing Steps:

- Reviewed and Approved by Supervisor
- Report is typed (unless specifically requested to be hand-written)

### Police Report: Scorecard

Student Name \_\_\_\_\_ Section \_\_\_\_ Date \_\_\_\_\_

Components	5 points each
1. WHO is included in the Police Report	____/5
2. WHAT is included in the Police Report	____/5
3. WHEN is included in the Police Report	____/5
4. WHERE is included in the Police Report	____/5
5. WHY is included in the Police Report	____/5
6. HOW is included in the Police Report	____/5
7. Report includes solid introductory sentence. (foundation sentence)	____/5
8. No abbreviations, unless initially identified. (police lingo & jargon)	____/5
9. Police Report is completed in chronological order.	____/5
10. Police Report is easily understood by ANYONE.	____/5
11. No "never-ending sentences" & No "hunting" for information.	____/5
12. Victim/Witness statements are clearly presented.	____/5
13. All blanks are filled in on the Police Report form or otherwise indicated.	____/5

14.	Police Report has a clearly stated conclusion/disposition.	____/5
15.	Police Report contains all information from Field Notes.	____/5
16.	Police Report is handwritten in black ink. (if applicable)	____/5
17.	Police Report is clearly legible. (If handwritten)	____/5
18.	Police Report has proper grammar 0 errors = 5 pts; 1-4 errors = 3 points; >5 errors = 0 points	____/5
19.	Police Report has proper punctuation 0 errors = 5 pts; 1-4 errors = 3 points; >5 errors = 0 points	____/5
20.	Police Report has proper spelling 0 errors = 5 pts; 1-4 errors = 3 points; >5 errors = 0 points (spelling aids can be used, dictionary, computer, etc.)	____/5
<b>TOTAL</b>		<b>____/100</b>

## Booking Task Assessment

This task assessment can be used to evaluate student growth in the area of booking. This assessment has multiple components including officer safety, weapons, arrest forms, questioning, fingerprinting/photographing, bail, prisoner treatment, documentation, and officer demeanor. The complete assessment is worth a total of 90 points. Instructors can use any portion of this assessment they choose.

**Purpose:** To assess student knowledge and application of booking procedures performed by law enforcement officers.

**Description of Event:** In this assessment, the student will perform the following tasks:

1. Demonstrate (or talk through) the proper handling of persons arrested during the booking process.
2. Describe circumstances that would warrant a strip search.
3. Describe procedures that must be followed to conduct a strip search.

### Standards and Essential Topics:

- Demonstrate knowledge of basic police booking procedures.
- Identify special procedures in handling persons in custody.
- Identify proper identification procedures.
- Recognize the importance of fingerprinting.
- Demonstrate proper fingerprinting procedures.
- Identify proper photographing procedures.
- Identify proper recording procedures: arrest forms, personal property inventory, release and bonding procedures.
- CCTC-LW-ENF-1: Demonstrate effective communications skills required in law enforcement.
- CCTC-LW-ENF-6: Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth, and Fourteenth Amendment.
- CCTC-LW-ENF-10: Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

## Criminal Justice Task Assessment: Booking

Student Name \_\_\_\_\_ Section \_\_\_\_ Date \_\_\_\_\_

Component	Satisfactory Completed (5 pts each)	Not Completed
1. Prior to entering booking area the officer secures their firearm(s) and other weapons		
2. Upon entering the booking area the officer conducts a thorough search of the prisoner to ensure the prisoner does not possess any contraband, weapons, evidence, medication, or other items.		
3. The officer properly inventories all personal property and money that is taken from the prisoner.		
4. The officer secures the prisoner by handcuffs to the bench, wall, or rail depending on the booking facility while the prisoner is being processed.		
5. The officer properly completes appropriate arrest and booking forms.		
6. The officer asks a series of medical questions to evaluate the arrestee's physical and mental health.		
7. The officer properly advises arrestee of Miranda Warning before any custodial questioning.		
8. The officer properly fingerprints the arrestee and sends copies of fingerprints to the Department of Justice for positive identification		
9. The officer properly photographs the arrestee.		
10. The arresting officer runs a proper NCIC check for warrants after verifying or determining the identity of the arrestee.		
11. The officer determines whether the arrestee has any children under the age of 18 living with him or her who may be neglected as a result of the arrest or otherwise. If arrestee has children under the age of 18, the officer describes what actions must be taken.		
12. The officer issues formal charges to arrestee.		
13. The officer properly advises arrestee of any bail or arraignment procedures.		



14. The officer permits the arrestee to make telephone calls in accordance with policy.		
15. The officer properly secures arrestee in jail cell after cell is inspected.		
16. The officer ensures arrestee is properly monitored and provided with food.		
17. The officer completes a police narrative documenting the booking procedures followed.		
18. The officer acts professionally during the booking process.		
TOTAL	/90	

## **Conflict Resolution & Logical Thinking within the Use of Force**

This task assessment can be used to evaluate student growth in the area of resolving conflict and working within the parameters of a use of force continuum. This assessment has multiple components including officer response to a minor dispute, and a higher level dispute with a subject that is unruly and more aggressive. The complete assessment is worth a total of 60 points. Instructors can use any portion of this assessment they choose.

**Description:** Students will demonstrate the proper responses when handling a dispute between parties. Students will participate in scenarios with role players acting as the involved parties. Students will effectively handle the given scenario with professionalism and the use of force continuum in mind.

### **Standards and Essential Topics**

- **CJ1-5.1** Arrest procedures: The student will know and demonstrate the proper procedure and safety for arrest from taking the person into custody through the booking process.
- **CJ2-5.1** Apply appropriate problem-solving strategies and critical thinking skills to work- related issues and tasks.
- **CJ2-6.2** Understand and apply types of suspicion. (CCTC-LW-ENF-4,5,6; Materials Required
- **CJ2-6.3** Display knowledge of the fundamentals of arrest.
- **CJ2-6.6** Understand and apply the application of law enforcement officer's "Use of Force" Continuum.

### **Materials Required:**

- Use of Force Continuum
- Role players

### **Instructions**

Students will be trained on the use of force continuum and the proper responses to resistance at each level. Students will participate in scenarios with role players acting as the involved parties. Students will effectively handle the given scenario with professionalism and the use of force continuum in mind, while being scored on officer perception of threat, identifying the subject's level of resistance, and determining the appropriate officer response to the subject's actions. The role player should be instructed with exacting instructions as to the level of resistance to be used. Note: Safety is paramount in any scenario-based training.

## **Conflict Resolution & Logical Thinking within the Use of Force Continuum**

**Essential Topics:** Students will understand how to seek alternative solutions to disputes by using critical and creative thinking skills; such as logical reasoning, analytical thinking and problem- solving, all while working within the confines and restrictions of the Use of Force Continuum.

**Description:** Students will confront an individual or individuals who are in a particular dispute or non-compliant with authority. The student will seek solutions to the problem using critical thinking, logical reasoning, problem-solving skills... all the while utilizing and working through the Use of Force Continuum.

**Explanation:** Students will follow the Use of Force Continuum in a conflict resolution situation.

**Evaluation:** The student's dialogue, professionalism, demeanor, and Use of Force choices will be

monitored and evaluated.

### Use of Force Continuum:

Within the confines of the Use of Force Continuum the student should articulate and demonstrate that all three aspects of subject's capability to injure or cause harm were present as the student enhances his/her use of force options.

- **Ability** to harm/injure
- **Intent** to harm/injure
- **Opportunity** to harm/injure
  
- **Officer Presence** — No force is used. Considered the best way to resolve a situation.
  - The mere presence of a law enforcement officer works to deter crime or diffuse a situation.
  - Officers' attitudes are professional and nonthreatening.
  
- **Verbal Commands (Lawful Orders)** — Force is not-physical.
  - Officers issue calm, non-threatening commands, such as "Let me see your identification and proof of insurance."
  - Officers may increase their volume and shorten commands in an attempt to gain compliance. Short commands might include "Stop," "Show me your hands" or "Don't move."
  
- **Empty-Hand Control** — Officers use bodily force to gain control of a situation.
  - *Soft technique.* Officers use grabs, holds and joint locks to restrain an individual.
  - *Hard technique.* Officers use punches and kicks to restrain an individual.
  
- **Less-Lethal Methods** — Officers use less-lethal technologies to gain control of a situation.
  - *Blunt impact.* Officers may use a baton or projectile to immobilize a combative person.
  - *Chemical.* Officers may use chemical sprays or projectiles embedded with chemicals to restrain an individual (e.g., pepper spray, mace).
  - *Conducted Energy Devices (CEDs).* Officers may use CEDs to immobilize an individual. CEDs discharge a high-voltage, low-amperage jolt of electricity at a distance. (TASER – Stun Device)
  
- **Lethal Force** — Officers use lethal weapons to gain control of a situation. Should only be used if a suspect poses a serious threat to the officer or another individual.
  - Officers use deadly weapons such as firearms to stop an individual's actions.

### Resistance & Officer Use of Force defined:

#### Suspect Resistance

1.) No resistance

2.) Verbal Noncompliance

3.) Passive Resistance

4.) Active Resistance

-

response:

response:

response:

response:

TASER

#### Officer Response

1.) Officer Presence

2.) Verbal Commands

3.) Hands-on, Chemical Spray

4.) Intermediate weapons: Baton strikes,

5.) Aggressive Resistance  
6.) Deadly Force Resistance

response:  
response:

5.) Intermediate Weapons - Intensified  
6.) Lethal Force

	<b>Unacceptable (1 point)</b>	<b>Acceptable (5 points)</b>	<b>Superior (10 points)</b>
<b>Officer Perception Conflict Resolution</b>	Improper voice inflection; confused voice commands; indecisive; poor officer bearing, weak professionalism.	Speaks with authority in a calm clear voice; maintains control without excessive force; sound tactics and good physical condition.	Student gives appearance of complete command through voice and actions; excellent knowledge and ability to use restraints; understands subject's ability, intent, and opportunity; Prepared to use all necessary force.
<b>Subject Action</b>	Student did not recognize subject's action or inaction; Student failed to perceive subject's ability, intent or opportunity.	Student recognized subject's action but was incorrect in commands, physical contact or tactics.	Student placed subject's action in correct category: Compliant, Resistant (Active/Passive), Assaultive (Serious) Assaultive (Grievous)
<b>Officer Response</b>	Student becomes emotional; panic-stricken; unable to function; loses temper; wrong application of force; too little or excessive force.	Student recognized subject's action and was successful in application of commands or use of force continuum.	Student verbalized command controls, contact controls, compliance techniques, defensive tactics & evolution to deadly force

## Levels of Resistance Defined:

**Passive Resistance:** The subject fails to obey verbal directions or orders, preventing the officer from taking lawful action or resolve the situation.

**Active Resistance:** The subject's actions are intended to facilitate an escape or prevent an arrest. The action is **NOT** likely to cause injury.

**Aggressive Resistance:** The subject has battered or is about to batter a police officer, or another

individual, and the subject's action is **LIKELY** to cause injury.

**Deadly Force Resistance:** The subject's actions are **LIKELY** to cause death or significant bodily harm to the officer or another person.

## Use of Force: Scorecard

Student Name \_\_\_\_\_ Section \_\_\_\_ Date \_\_\_\_\_

Section 1			
Critical & Logical Thinking in a Problem Solving Scenario. Police Officer responds to a minor dispute, i.e. neighbor problem or non-threatening call for service.		Effective	Ineffective
1	Student made proper assessment regarding subject's ability, intent and opportunity.		
2	Student properly assessed the entire situation and used appropriate police tactics, officer presence and professionalism.		
3	Student used appropriate levels of reasoning to deescalate the situation, which includes voice commands, authoritative control and a calm professional demeanor.		
4	Student displayed logical thinking in problem-solving skills and performance of duty.		
5	Overall, the student utilized the Use of Force Continuum ensuring safe and peaceful resolution of the incident.		
	<b>TOTAL</b>		

Section 2			
Demonstrate Police Officer Response to a suspicious person, unruly subject, subject refusing to leave, domestic disturbance, suspect resisting arrest or any similar problem-solving event; wherein the perpetrator may be uncooperative, resistant, passive aggressive, physically aggressive or threatening great bodily harm or death.		Effective	Ineffective
1	Student prepares his/her response in accordance to		

	known or reported facts.		
2	Student maintains visual contact of subject as he/she confronts the individual.		
3	Student is identified as a police officer and uses a calm, controlled behavior, does not allow the situation to further escalate.		
4	Student makes proper assessment regarding subject's ability, intent and opportunity to become more uncooperative, verbally threatening or physically threatening.		
5	Student reacts to ongoing threats, physical displays of violence within the parameters of the Use of Force Continuum.		
6	Student continues using a calm and clear voice, maintains control without excessive force and uses good physical control to deescalate the situation.		
7	Student acknowledges the emotional and threatening response of the subject(s) that may indicate the furtherance of force as necessitated by the Use of Force Continuum.		
8	Overall, the student maintains complete control and restores order under any circumstance and exhibits the knowledge and application of the Use of Force Continuum.		
<b>Total</b>			

## Cover Letter, Resume, and Job Application

### Description

Students will create a cover letter and resume, and complete an application for employment. The resume will be realistic and will represent the student accurately. The cover letter will reference a job or career the student is interested in pursuing. The application for employment will be general, applicable for any job and will be supplied by the instructor. This will be a product assessment that takes place during the course and will evaluate all three items.

### References

JIST Works, Inc.

### Standards and Essential Topics

- CJ1-7.4 Know important strategies for self-promotion in the hiring process
  - Resume Writing

## Instructions

After lessons on resumes, cover letters, and applications, students will produce all three documents and submit them together. The timeline for the due date will depend on the technology available for the students, but generally a two-week due date should be adequate. Instructors will make necessary technology available, (e.g., computers and printers), and should adjust the two-week due date dependent on computer lab schedules and/or technology problems that may arise. Students will be responsible for having items turned in to the instructor by the due date.

If an interviewer outside the school is used: Students will be responsible for providing their own envelope for the documents and should be properly labeled with interviewer's name and address. The envelope will be unsealed and turned in to the instructor by the due date.

## Checklist for Cover Letter, Resume, and Application for Employment

1. Turned in to instructor on time	
2. Cover letter included	
3. Resume included	
4. Application included	
5. Proper order: letter, resume, application	
6. Signatures where required	

Checklist total: \_\_\_\_ /6

Cover Letter Rubric	0-1	2	3	4	score
<b>Business letter format (as instructed in class)</b> <b>All parts of business letter: heading, inside address, greeting, body, complimentary close, and signature</b>	5 or more mistakes in formatting and/or the parts of letter missing	3-4 missing parts and/or formatting mistakes	1-2 parts are not included and/or formatting mistakes	Includes all parts of business letter and properly formatted	/4
<b>Grammar/Spelling</b>	More than 5 grammatical and spelling errors	3-4 grammatical and spelling errors	1-2 grammatical and spelling errors	Document has no grammatical or spelling errors	/4

<b>Meaningful content</b>	Lacking meaningful content including awkward sentences	Minimal and/or unimportant information given	Relevant information is included but does not flow smoothly	Relevant information and logically presented	/4
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**Cover Letter total: \_\_\_\_/12**

<b>Resume Rubric</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>score</b>
<b>Neatness/proper format</b> <ul style="list-style-type: none"> <li><b>Fits on one page</b></li> <li><b>Balanced</b></li> <li><b>Organized</b></li> <li><b>Easy to read</b></li> </ul>	4 or more mistakes in formatting	2-3 formatting problems	1 formatting mistake	No formatting mistakes	/4
<b>Grammar/Spelling</b>	More than 5 grammatical and spelling errors	3-4 grammatical and spelling errors	1-2 grammatical and spelling errors	Document has no grammatical or spelling errors	/4
<b>Meaningful content</b>	Lacking meaningful content including awkward sentences	Minimal and/or unimportant information given	Relevant information is included but does not flow smoothly	Relevant information and logically presented	/4
<b>All resume parts included:</b> <ul style="list-style-type: none"> <li><b>Information</b></li> <li><b>Objective</b></li> <li><b>Education</b></li> <li><b>Work experience</b></li> <li><b>Achievements</b></li> <li><b>Volunteer experience</b></li> <li><b>References</b></li> </ul>	Missing 4 or more parts of a properly written resume	Missing 2-3 parts of a properly written resume	Missing 1 part of a properly written resume	All important parts to a resume are included	/4



<b>References</b> <ul style="list-style-type: none"> <li>• <b>At least 3 listed</b></li> <li>• <b>Addresses</b></li> <li>• <b>Phone numbers</b></li> <li>• <b>Appears at the end of resume</b></li> </ul>	5 or more missing criteria from reference section	3 -4 criteria missing from reference section	1-2 criteria missing from reference section	All criteria followed in reference section	/4
<b>Resume Total: ____/20</b>					

### Job Application Rubric

	1	2	3	4	Score
<b>Neatness</b> <ul style="list-style-type: none"> <li>• Wrinkle-free paper</li> <li>• Smudge-free</li> <li>• Printing is neat or typed</li> <li>• Black ink used</li> </ul>	3 or more criteria missing	2 criteria missing	1 criteria is missing	All criteria is followed	/4
<b>Grammar/Spelling</b>	More than 5 grammatical and spelling errors	3-4 grammatical and spelling errors	1-2 grammatical and spelling errors	Document has no grammatical or spelling errors	/4
<b>Meaningful content</b> <ul style="list-style-type: none"> <li>• Answers the question accurately</li> <li>• Answers are thorough</li> <li>• Answers flow smoothly</li> </ul>	3 criteria missing	2 criteria missing	1 criterion is missing	All criteria is followed	/4
<b>Complete</b> <ul style="list-style-type: none"> <li>• All blanks are filled in with an answer</li> <li>• NA or a dash is used when a question does not apply</li> </ul>	5 or more blanks are left unanswered	3-4 blanks are unanswered	1-2 blanks are unanswered	All criteria is followed	/4

**Total Application: \_\_\_\_/16**

**Score Summary:**

Checklist		6 points possible
Cover Letter		12 points possible
Resume		20 points possible
Job Application		16 points possible
<b>Grand Total</b>		<b>54 points possible</b>

**Task Assessment Growth Levels**

Task Assessment	Proficient	Developing	Marginal	Unsatisfactory
	100-91%	90-81%	80-70%	69% or less
Cover Letter, Resume, Job Application	54-50 points	49-44 points	43-38 points	37 points or less

## **Application of Handcuffs**

This task assessment can be used to evaluate student growth in the area of handcuffing. This assessment has one scoring checklist with points of emphasis. The assessment is worth a total of 13 points. Instructors can use any portion of this assessment they choose.

### **Description**

This task assessment is a checklist. Students will handcuff a compliant role player according to the 13 points of emphasis on the scoring checklist provided. Attention to detail in regard to safety and technique are paramount to assure control and harmless application of the cuffs.

### **Standards and Essential Topics**

CJ1-5.1 Arrest procedures: The student will know and demonstrate the proper procedure and safety for arrest from taking the person into custody through the booking process

### **Materials Required**

- Handcuffs
- Handcuff key
- Volunteer role player

### **Instructions**

After demonstration of proper handcuffing technique by an instructor and adequate supervised practice time of the technique by the students, the student will perform a proper handcuffing technique and be scored utilizing the checklist. The student will be scored on a pass/fail check for each of the 13 point of emphasis. The total numbers of passing checks are added to compile the student's score for this task assessment.

## Application of Handcuffs

Pass    Fail

1. Student used command voice and maintained verbal control of offender.
2. Student maintained safety gap while giving verbal commands to offender prior to handcuffing.
3. Student "readied" handcuffs before approaching offender.
4. Student approached from Level 2 1/2 (from rear oblique, right-handed cuffing approaches from right side, left from left side).
5. Student established thumb (or hand) control while simultaneously applying handcuffs (Grabbed the first hand or thumb and pushed the top cuff on the wrist at the same time).
6. Student applied handcuffs properly - "pushing" handcuffs onto wrists (not slapping them).
7. Student maintained proper tactical positioning while properly applying second handcuff (thumb/hand control with simultaneous pushing of 2nd handcuff onto 2nd wrist).
8. Student checked both handcuffs for proper fit.
9. Student doubled locked both handcuffs.
10. Student maintained control of subject while in custody (i.e. arm bar application or other acceptable restraint).

## Removal of Handcuffs

11. Student properly removed handcuffs without fumbling.
12. Student immediately closed handcuffs after removal.
13. Student re-established safety gap and or tactical stance while talking with offender.

**Total Passed**

/13	

## **Job Interview**

### **Description**

Students will engage in a mock job interview with a businessperson. This is the second part of a job-seeking project and will include the use of the student-prepared cover letter, resume, and application form. Each teacher will determine specific details (location and time of interviews) according to what is in the best interest of their class. This is a performance assessment.

### **References**

2013-2014 Competitive Events Guide, Family, Career and Community Leaders of American, Inc.

### **Standards and Essential Topics**

CJ1-7.4 Know important strategies for self-promotion in the hiring process

- Job Interview

### **Instructions**

Teachers will supply each student with the name and contact information of the businessperson responsible for interviewing them. It will be each student's responsibility to submit all four documents (cover letter, resume, application form, and interview rubric provided by the instructor) to the interviewer. Interviews may take place in the business location of the interviewer or in the school. The time for each interview may be arranged by individual students or pre-determined by the instructor. These specific points (location and time) should be determined by each instructor to best meet their individual class needs. The interviewer will evaluate the student using the rubric provided by the student. Upon completion of the interview, the teacher will make arrangements to pick up all documents from the businessperson.

## Interview Assessment Checklist and Rubric

Interviewer: \_\_\_\_\_

### Checklist for Interview

### Score

Letter, resume, application and rubric submitted at least 3 business days prior to interview	No 0 points	Yes 1 point		/1
Neatly and properly addressed envelope	0 points	1 point	2 points	/2
Firm handshake	0 points	1 point	2 points	/2
Eye contact	0 points	1 point (good, but not consistent throughout interview)	2 points (consistent eye contact throughout the interview)	/2
Asked questions during interview	0 points	1 point (asked at least one question)	2 points (asked more than one question)	/2

Checklist total: \_\_\_\_/9

## Interview Rubric

	0-1	2	3	4	5	score
<b>Appearance</b> <ul style="list-style-type: none"> <li>• Clothing appropriate for job choice</li> <li>• Well-groomed</li> <li>• Body language is poised, with few nerves</li> <li>• Smiles</li> <li>• Good posture</li> </ul>	Criteria are not met	3 criteria need improvement	2 criteria need improvement	At least one criterion needs improvement	Appearance enhances the interview	/5
<b>Voice</b> <ul style="list-style-type: none"> <li>• Tempo is at a rate easy to comprehend</li> <li>• Pitch is pleasant and not distracting</li> <li>• Volume is acceptable; can be heard but not loud</li> </ul>	No voice qualities were used effectively	Voice quality is inadequate	Voice quality is good, but more than one area needs improvement	Pitch, volume, or tempo needs improvement	Outstanding voice quality/pleasing to listen to	/5
<b>Word Usage</b> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Grammar</li> <li>• Appropriate for business setting</li> </ul>	Extensive errors	5-6 errors	3-4 errors	1-2 errors	No errors	/5
<b>Conversation Skills</b> <ul style="list-style-type: none"> <li>• Organized thoughts</li> <li>• Clearly expresses thoughts</li> <li>• Active listening (nods head,</li> </ul>		3 criteria	2 criteria need	At least one criterion needs	Conversation skills	

open to speaker, relaxed, gestures when appropriate)	Criteria is not met	need improvement	improvement	improvement	enhance the interview	/5
<b>Knowledge of Career/Business</b>	No evidence of career or business knowledge	Little evidence of career or business knowledge	Knowledge of career or business is evident and somewhat shared during interview	Knowledge of career or business is evident and shared during interview	Knowledge of career/ business and is evident and incorporated throughout t interview	/5
<b>Response to Interview Questions</b> <ul style="list-style-type: none"> <li>• Appropriate responses</li> <li>• Answers without hesitation</li> <li>• Asks for clarification when needed</li> <li>• Answers questions thoroughly</li> <li>• Accurate responses</li> </ul>	Four (4) or more criteria need improvement	Three (3) criteria need improvement	Two (2) criteria need improvement	One (1) criteria needs improvement	Responses enhance the interview and fulfill all criteria	/5

**Interview Total: \_\_\_\_/30**

**Score Summary:**

Checklist		9 points possible
Interview Rubric		30 points possible
<b>Grand Total</b>		<b>39 points possible</b>



### Task Assessment Growth Levels

Performance Assessment	Proficient 100-91%	Developing 90-81%	Marginal 80-70%	Unsatisfactory 69% or less
Job Interview	39-36 points	35-32 points	31-28 points	27 points or less

## Radio Usage

This task assessment can be used to evaluate student growth in the area of radio usage and procedures. This assessment has one checklist that assesses all aspects of police radio usage. The assessment is worth a total of 11 points. Instructors can use any portions of this assessment they choose.

### Description

Students will display and perform proper radio etiquette and procedures. Students will demonstrate familiarity with radio codes and terminology. They will demonstrate proper physical use of the radio controls. Students will demonstrate how to properly run a driver's license, a VIN, and a license plate.

### Standards and Essential Topics

CJ1-3.1 Demonstrate knowledge and skill of radio procedures and practices.

### Materials Required

- (2) Two-way radios
- Alpha codes
- 10 codes or plain language terminology

### Instructions

After demonstration of proper radio handling, usage, and terminology, students will practice to master the alpha codes, select 10-codes or proper police common language, and how to properly handle and use the radio. Once the student is prepared, the instructor will assess the student according to the checklist. The students will be scored on the 11 points of emphasis with a pass/fail rating for each element.

Student Name \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

<b>BASIC RADIO USAGE – CHECKLIST</b>	
1. FAMILIARITY OF POLICE 10 CODE OR OTHER CODES Proper use of 10 codes or police terminology based on jurisdiction	YES ___ NO ___
2. PROPER USE OF RADIO CONTROLS (ex. How to turn to proper channel, use squelch, volume control etc.)	YES ___ NO ___
3. KNOWLEDGE OF PHONETIC ALPHABET (All letters are read properly)	YES ___ NO ___
4. PROFESSIONAL USE OF RADIO (Key mic before speaking, allow time for others to respond, wait your turn to talk)	YES ___ NO ___
5. DEMONSTRATE A RADIO CHECK	YES ___ NO ___
6. RECOGNIZE and IDENTIFY ALERT TONES BASED ON JURISDICTION	YES ___ NO ___
7. DEMONSTRATE HOW TO CHANGE PORTABLE BATTERY	YES ___ NO ___
8. DEMONSTRATE HOW TO HOLD MICROPHONE/RADIO TO MOUTH	YES ___ NO ___
<b>FOR EACH OF THE FOLLOWING PHONETIC ALPHABET, PROPER ORD PROCEDURES SHOULD BE CONSIDERED</b>	
9. PROPERLY RUNS DRIVER'S LICENSE (NAME, DOB) ACCORDING TO JURISDICTION	YES ___ NO ___
10. PROPERLY RUNS A VIN	YES ___ NO ___
11. PROPERLY RUNS A LICENSE PLATE	YES ___ NO ___
<b>Total</b>	____/11

## Search and Seizure

This task assessment can be used to evaluate student growth in the area of search and seizure. This assessment has multiple components including proper radio procedures, traffic stops, arrest procedure, handcuffing, search incident to arrest of a person/vehicle, and critical thinking. The complete assessment is worth a total of 100 points. Instructors can use any portion of this assessment they choose.

**Description of Event:** In this assessment, the student will conduct a random registration check on a vehicle via police radio or LEADS computer that indicates the registered owner is wanted on an active arrest warrant for Driving While License Suspended in violation of 625 ILCS 5/6-303. The following tasks will be assessed:

1. While on general patrol, conduct a routine registration check
2. Perform a proper traffic stop
3. Demonstrate a proper search and seizure of an individual
4. Determine if a search of the vehicle is proper
5. Write a standard police report narrative documenting the incident

### Standards and Essential Topics:

- Identify the application of the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> amendments found in the Bill of Rights.
- Demonstrate knowledge and skill of radio procedures and practices.
- Issue citations and make arrests.
- Think thoroughly to justify actions.
- Display knowledge of the fundamentals of arrest.
- Recognize when a search of a motor vehicle without a warrant is authorized.
- Handcuffing and searching
- CC.K-12.L.R.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.K-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- C.K-12.W.R.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Grading:** Give 2 points for each “yes” that is checked.

- |                                            |                                                          |
|--------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Topic 1 (16 pts)  | Demonstrate knowledge and skill of radio procedures.     |
| <input type="checkbox"/> Topic 2 (28 pts)  | Demonstrate proper traffic stop                          |
| <input type="checkbox"/> Topic 3 (16 pts)  | Demonstrate proper arrest procedures.                    |
| <input type="checkbox"/> Topic 4 (14 pts)  | Demonstrate proper search of subject incident to arrest  |
| <input type="checkbox"/> Topic 5 (16 pts)  | Demonstrate proper handcuffing                           |
| <input type="checkbox"/> Topic 6 (10 pts)  | Use critical thinking skills                             |
| <input type="checkbox"/> Report 1 (10 pts) | Printed report neatly                                    |
| <input type="checkbox"/> Report 2 (20 pts) | Use of correct capitalization, punctuation, and spelling |

- |                                            |                                                      |
|--------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Report 3 (20 pts) | Organization, development, and style is appropriate  |
| <input type="checkbox"/> Report 4 (20 pts) | Narrative is accurate, complete, and well-structured |
| <input type="checkbox"/> Report 5 (30 pts) | Narrative includes probable cause for stop/arrest    |

## Search And Seizure Demonstration: Score Sheet

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

Section A			
	DEMONSTRATE KNOWLEDGE AND SKILL OF PROPER RADIO PROCEDURE	YES 2 points each	NO
1	Student called in a registration check to dispatch using the proper communication or ten code.		
2	Student waited for dispatch to acknowledge before proceeding to call in the registration check.		
3	Student maintained visual contact of vehicle as he/she was using the radio.		
4	Student used appropriate identifier when talking to dispatch (ex. Wilco 548)		
5	Student used proper alpha/numeric codes when calling in the plate.		
6	Student advised dispatch what State issued the registration plate (ex. "10-28 on Illinois plate...")		
7	Student acknowledged dispatch's reply that the registered owner had a suspended/revoked driver's license.		
8	Overall, the student demonstrated mastery of knowledge and skill in the use of proper radio procedure.		
	<b>Section A Subtotal Score</b>	/16	

Section B			
	DEMONSTRATE PROPER TRAFFIC STOP	YES 2 points each	NO
1	Student advised dispatch of the intent to conduct a traffic stop on the vehicle		
2	Student provided dispatch with the correct location of the traffic stop		
3	Student advised dispatch of the description of the vehicle/number of occupants		
4	Student activated the police unit's emergency lights and/or siren to signal the vehicle to stop		
5	Student correctly positioned the police vehicle behind the vehicle being stopped		
6	Student exited the police unit and properly approached the stopped vehicle		
7	Student used proper position, stance, and caution when talking to the driver		
8	Student maintained awareness of his/her surroundings during the conversation with the driver.		
9	Student used professional demeanor when talking to the driver.		
10	Student requested to see the driver's license and proof of insurance.		
11	Student visually checked interior of the stopped vehicle while talking with the driver.		
12	Student verified the driver was the registered owner.		
13	Student requested a driver's license check from dispatch (10- 27) using information provided by the driver (i.e. driver's license, name/date of birth, or state ID) and verified with dispatch that the driver had a suspended/revoked driver's license.		
14	Overall, the student demonstrated mastery of making a traffic stop		
	<b>Section B Subtotal Score</b>	/28	

Section C			
	DEMONSTRATE PROPER ARREST PROCEDURE	YES 2 points each	NO
1	Student properly advised the driver to exit the vehicle		
2	Student maintained good control of the driver during the arrest procedure		
3	Student used proper verbal commands		
4	Student repositioned the driver to a safe location after the driver exists the vehicle		
5	Student exhibited "officer safety" while conducting an arrest of the driver.		
6	Student acted professionally during arrest phase		
7	Student advised the driver he/she was under arrest (at an appropriate point during the arrest procedure)		
8	Overall, the student demonstrated mastery of proper arrest procedures		
	<b>Section C Subtotal Score</b>	<b>/16</b>	

Section D			
	DEMONSTRATE PROPER HANDCUFFING	YES 2 points each	NO
1	Student used proper voice commands		
2	Student displayed proper grip and control of handcuffs before approaching subject		
3	Student exhibited "officer safety" while handcuffing the driver		
4	Student demonstrated proper handcuffing technique		

5	Student handcuffed the subject with his/her hands behind the back unless the subject was injured or had a physical disability.		
6	Student checks the handcuffs for proper fit		
7	Student double locks the handcuffs to avoid injury to arrestee		
8	Overall, the student was tactically proficient in handcuffing		
	<b>Section D Subtotal Score</b>	<b>/28</b>	

<b>Section E</b>			
	<b>DEMONSTRATE PROPER SEARCH INCIDENT TO ARREST</b>	<b>YES 2 points each</b>	<b>NO</b>
1	Student gave proper verbal commands before beginning to search the arrestee.		
2	Student maintained control of subject during search procedure		
3	Student used "grid" search method or other "structured" method		
4	Student exhibited "officer safety" while conducting search		
5	Student demonstrated tactical proficiency while conducting search		
6	Student demonstrated professionalism while conducting search		
7	Overall, the student conducted search properly		
	<b>Section D Subtotal Score</b>	<b>/14</b>	

<b>Section F</b>			
	<b>CRITICAL THINKING SKILLS</b>	<b>YES</b>	<b>NO</b>
1	Student made proper assessment regarding search of the vehicle		
2	Student properly assessed the situation and took appropriate action at all times		
3	Student displayed critical thinking skills in decision making		
4	Student displayed critical thinking skills in performance of tasks		
5	Overall, the student exhibited signs of critical thinking skills		
	<b>Section F Subtotal Score</b>	<b>/10</b>	

SCORE SUMMARY	MAX POINTS	POINTS EARNED
SECTION A: DEMONSTRATE KNOWLEDGE AND SKILL OF PROPER RADIO PROCEDURE	16	
SECTION B: DEMONSTRATE PROPER TRAFFIC STOP	28	
SECTION C: DEMONSTRATE PROPER ARREST PROCEDURE	16	
SECTION D: DEMONSTRATE PROPER HANDCUFFING	16	
SECTION E: DEMONSTRATE PROPER SEARCH INCIDENT TO ARREST	14	
SECTION F: CRITICAL THINKING SKILLS	10	
<b>TOTAL SCORE</b>	100	

## Criminal Justice 1

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

**Student's Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_



**Performance standard average score:**

**Evaluator Name:** \_\_\_\_\_

**Evaluator Title:** \_\_\_\_\_

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_