

# Criminal Justice 2

Exam Information	Description																
<b>Exam number</b> 5410  <b>Items</b> 100  <b>Points</b> 100  <b>Prerequisites</b> Criminal Justice 1  <b>Recommended course length</b> One semester  <b>National Career Cluster</b> Human Services  <b>Performance standards Included (Optional)</b>  <b>Certificate available</b> Yes	<p>The Criminal Justice 2 industry certification exam assesses an increased understanding of the criminal justice field with an emphasis on law enforcement. Learners demonstrate their understanding of the American judicial system, including criminal laws and procedures, and major landmark case law. The exam evaluates their knowledge of basic investigative techniques for crimes against people and property. Learners show their ability to conduct a preliminary investigation, protect a crime scene, collect and preserve physical evidence, dust for latent prints, cast impressions, classify fingerprints, and use portable crime laboratory equipment. They also demonstrate skills in conducting interviews, completing police reports, using police equipment, and testifying in court. Additional topics include proper search and seizure techniques, executing arrest procedures, the corrections system, problem-solving and critical thinking, technical knowledge and skills, health and safety, and career planning and management.</p>																
	Exam Blueprint																
	<table> <tr> <th>Standard</th><th>Percentage of exam</th></tr> <tr> <td>1. U.S Court System &amp; Constitutional Law</td><td>20%</td></tr> <tr> <td>2. Corrections</td><td>13%</td></tr> <tr> <td>3. Advanced Criminal Law &amp; Procedures</td><td>22%</td></tr> <tr> <td>4. Career Planning &amp; Management</td><td>4%</td></tr> <tr> <td>5. Problem Solving &amp; Critical Thinking</td><td>3%</td></tr> <tr> <td>6. Technical Knowledge &amp; Skills</td><td>30%</td></tr> <tr> <td>7. Health &amp; Safety</td><td>8%</td></tr> </table>	Standard	Percentage of exam	1. U.S Court System & Constitutional Law	20%	2. Corrections	13%	3. Advanced Criminal Law & Procedures	22%	4. Career Planning & Management	4%	5. Problem Solving & Critical Thinking	3%	6. Technical Knowledge & Skills	30%	7. Health & Safety	8%
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## STANDARD 1

Students will understand the U.S Court System and Constitutional Law.

**Objective 1** Distinguish between the different levels of the U.S. court system.

1. Local
2. State
3. Federal

**Objective 2** Explain how citizens are protected by constitutional laws of local, state, and federal courts.

1. Bill of Rights
2. 1st Amendment
3. 4th Amendment
4. 5th Amendment
5. 6th Amendment
6. 8th Amendment

**Objective 3** Compare and contrast the 3-tiered system of the U.S. Courts.

1. Courts of original jurisdiction
  - a. Rules of evidence
  - b. Court proceedings
2. Appellate Courts
  - a. Review of lower courts decisions
  - b. Rules of law
3. Supreme Court
  - a. Ruling options
  - b. Impacts
  - c. Number of justices

**Objective 4** Describe the roles and responsibilities of members of the courtroom work group.

1. Judge
2. Jury
3. Prosecuting Attorney
4. Defense Attorney
5. Clerk of the Court

6. Court Reporter
7. Bailiff
8. Defendant
9. Other participants
  - a. Victim
  - b. Witnesses
  - c. Expert witnesses

**Objective 5** Distinguish between the types of trials.

1. Jury trial
2. Bench trial

**Objective 6** Understand the “burden of proof” required in the trial courts.

1. Beyond a Reasonable Doubt - Criminal Trial
2. Preponderance of the Evidence - Civil Trial

**Objective 7** Understand the state’s juvenile court system.

1. Define and understand the term status offense.
2. Compare and contrast terminology used in the Juvenile Justice System to the adult court system terminology.
  - a. Detention v. arrest
  - b. Intake v. booking
  - c. Petition v. complaint
  - d. Hearing v. trial
  - e. Disposition v. sentence

**Objective 8** Distinguish other types of courts in the U.S. legal system.

1. Civil Courts (torts)
  - a. Primarily monetary damages
  - b. Disputes between individuals or corporations rather than the state
2. Diversion Courts
  - a. Drug Courts
  - b. Domestic Violence Courts
  - c. Teen Court
  - d. Peer Court

## Standard 1 Performance Evaluation included below (Optional)

## STANDARD 2

Students will understand corrections.

**Objective 1** Identify various types of correctional institutions.

1. Federal Prisons
2. State Prisons
3. County Jails
4. Juvenile Detention
5. Temporary Holding Facilities

**Objective 2** Identify prison security levels.

1. Super Maximum Security
2. Maximum Security
3. Medium Security
4. Minimum Security

**Objective 3** Identify and describe the procedure for holding juveniles.

1. Custody and processing juvenile offenders.
2. Parent/guardian notification
3. Juvenile rights while in custody

**Objective 4** identify and describe the procedure for holding adults.

1. Prison reception procedures
2. Prisoner classification

**Objective 5** Recognize characteristics within the prison system.

1. Prison culture
2. Prison gangs
3. Rehabilitation programs
4. Recidivism

**Objective 6** Understand and distinguish between Probation and Parole.

1. Probation terms and conditions
2. Parole terms and conditions

**Objective 7** Understand basic knowledge of policies and procedures for inmate supervision and discipline.

1. Loss of privileges
2. Lockdowns
3. Solitary Confinement
4. Protective Custody

**Standard 2 Performance Evaluation included below (Optional)**

### **STANDARD 3**

*Students will understand advanced criminal law and procedures.*

**Objective 1** Understand the fundamentals of criminal law.

1. Constitutional Law
  - a. Bill of Rights
  - b. Landmark Case Decisions
    - i. Mapp v. Ohio
    - ii. Terry v. Ohio
    - iii. Miranda v. Arizona
    - iv. Tennessee v. Garner
    - v. Chimel v. California
2. Elements of the Offense
3. Jurisdiction and Venue
4. Classifications of Crimes
  - a. UCR Reporting
  - b. Federal Offenses
  - c. State Offenses
    - i. Felonies
    - ii. Misdemeanors
    - iii. Petty Offenses/Ordinance Violation

**Objective 2** Recognize state's crimes against persons.

1. Homicide
2. Sex offenders

3. Bodily Harm

**Objective 3** Recognize state's offenses against property.

1. Theft and Related Offenses
2. Robbery
3. Burglary
4. Arson

**Objective 4** Recognize state's offences affecting the public.

1. Cannabis Control Act
2. Controlled Substance Act
3. Deadly Weapons
4. Disorderly Conduct

**Objective 5** Understand fundamentals of state's criminal procedure.

1. Apprehension and investigation
2. Proceedings after arrest
3. Proceedings to commence prosecution
4. Proceedings prior to trial
5. Proceedings at trial

**Objective 6** Understand the structure and application of state's criminal laws, ordinances, and regulations.

1. State's criminal code
2. State's vehicle code

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

## **STANDARD 4**

Students will demonstrate career planning and management.

**Objective 1** Describe personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in Criminal Justice careers.

1. Education
2. Testing and Hiring Process

- a. Job applications
  - b. Resume writing
  - c. Interviewing skills
3. Job search methods and resources

**Objective 2** Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

1. Fraternal Organizations
2. Clubs and Organizations
3. Internships
4. Police Explorers

**Objective 3** Understand past, present, and future trends that affect careers in Criminal Justice.

1. Response to terrorism
2. Social media
3. Women in the Criminal Justice field
4. Minority hiring

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

## **STANDARD 5**

Students will demonstrate problem solving and critical thinking.

**Objective 1** Apply appropriate problem-solving strategies and critical thinking skills to work related issues and tasks.

1. Restoring the peace/conflict resolution
2. Determining fault or aggressor
3. Issuing citations and making arrests

**Objective 2** Understand Community Policing.

1. Purpose of Community Policing
2. Role of the police in Community Policing
3. Role of the community in Community Policing

## Standard 5 Performance Evaluation included below (Optional)

### STANDARD 6

Students will demonstrate technical knowledge and skills.

#### **Objective 1** Understand and apply the skills of basic criminal investigations.

1. Understand the Uniform Crime Report.
  1. Other records maintained by local law enforcement.
2. Understand and identify modus operandi.
3. Identify the use of informants.
4. Identify procedures used in conducting surveillance.
5. Identify methods of locating witnesses to a crime.
6. Identify the types of intelligence that should be gathered on suspected offenders.

#### **Objective 2** Understand and apply types of suspicion.

1. Recognize and define mere suspicion.
2. Recognize and define reasonable suspicion.
3. Exhibit knowledge of "Stop and Frisk."
  - a. Understand when a stop is authorized.
  - b. Understand when a frisk is authorized.
4. Understand the legal precedence established by landmark Supreme Court case Terry v. Ohio, 392 U.S. 1.

#### **Objective 3** Display knowledge of the fundamentals of arrest.

1. Define "probable cause".
2. Understand the "probable cause" standard.
  - a. Arrest without a warrant
  - b. Search and seizure
3. Define arrest.
4. Understand the legal procedures of an arrest.
  - a. Booking
  - b. Search incident to arrest
  - c. Vehicle search – Arizona v. G, 2009

#### **Objective 4** Understand and apply proper search procedures.

1. Understand and apply the Exclusionary Rule.



2. Define Search.
3. Define Search Warrant.
4. Recognize the need for a search warrant.
5. Recognize warrantless searches.
  - a. Emergency response search
  - b. Plain view doctrine
  - c. Consent
  - d. Search incident to arrest
  - e. Exigent circumstances
  - f. Automobile exception
  - g. Hot pursuit

**Objective 5** Understand and apply knowledge of police booking procedures.

1. Demonstrate the handling of persons in custody.
2. Identify proper identification procedures.
3. Demonstrate fingerprinting.
4. Demonstrate a proper booking photograph.
5. Demonstrate proper recording of the booking process.
  - a. Arrest forms
  - b. Inventory personal property
  - c. Release procedures
    - i. Bonding
    - ii. Custody

**Objective 6** Understand and apply the application of law enforcement officer's "Use of Force" continuum.

1. Understand the ramifications of the landmark Supreme Court case Tennessee v. Garner.
2. Recognize circumstances justifying a law enforcement officer's use of force in defending self or others.
3. Understand and define "force likely to cause death or great bodily harm."
4. Understand and define the "use of force continuum."
5. Understand and define "lethal" and "non-lethal" force.
6. Understand the limits of force in making an arrest.
7. Understand the limits of force to prevent escape.

**Standard 6 Performance Evaluation included below (Optional)**

## STANDARD 7

Students will understand health and safety.

**Objective 1** Demonstrate proficiency in the use of cardiopulmonary resuscitation.

1. Make sure the scene is safe before entering the area.
2. Demonstrate knowledge of the ABC's.
3. Demonstrate the appropriate ABC techniques.

**Objective 2** Exhibit knowledge of basic first aid procedures.

1. Describe & demonstrate how to check for responsiveness.
2. Describe & demonstrate how to open the airway.
3. Describe & demonstrate how to check for breathing.
4. Describe & demonstrate how to conduct a scan for severe bleeding.
5. Describe the next steps of care based on the conditions found.
6. Describe & demonstrate how to care for a person choking.
7. Describe & demonstrate how to control external bleeding.

**Objective 3** Exhibit knowledge of personal protective procedures and equipment.

1. Define blood-borne pathogens.
2. Identify the precautions taken to prevent contamination by blood-borne pathogens.
3. Demonstrate the proper technique to remove and dispose of protective gloves.

**Standard 7 Performance Evaluation included below (Optional)**

## Criminal Justice 2

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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### I. Field Notes

- ☐ Field notes are the basis for a complete and accurate police report
- ☐ Field note-taking 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
    - o Future interviews
    - o Briefing other officers or supervisors
    - o 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!!!

## II. 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

- 1. Who
  - Committed the crime
  - Was the victim
  - Are the witnesses
  - Reported the incident
- 2. What
  - Happened
  - Was stolen
  - Evidence exists
- 3. When
  - Did the crime occur

- Was the crime reported
- III. 4. Where

- ☐ Did the crime occur
- ☐ Is the evidence

IV. 5. 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

### II.) 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

### II.) Editing Steps:

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

## 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
TOTAL	____/28

#### 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



TOTAL	____/100
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## I. 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	Satisfactor y Completed (5 pts each)	Not Comple t ed
Prior to entering booking area the officer secures their firearm(s) and other weapons		
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.		
The officer properly inventories all personal property and money that is taken from the prisoner.		
The officer secures the prisoner by handcuffs to the bench, wall, or rail depending on the booking facility while the prisoner is being processed.		
The officer properly completes appropriate arrest and booking forms.		

The officer asks a series of medical questions to evaluate the arrestee's physical and mental health.		
The officer properly advises arrestee of Miranda Warning before any custodial questioning.		
The officer properly fingerprints the arrestee and sends copies of fingerprints to the Department of Justice for positive identification		
The officer properly photographs the arrestee.		
The arresting officer runs a proper NCIC check for warrants after verifying or determining the identity of the arrestee.		
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.		
The officer issues formal charges to arrestee.		
The officer properly advises arrestee of any bail or arraignment procedures.		
The officer permits the arrestee to make telephone calls in accordance with policy.		

The officer properly secures arrestee in jail cell after cell is inspected.		
The officer ensures arrestee is properly monitored and provided with food.		
The officer completes a police narrative documenting the booking procedures followed.		
The officer acts professionally during the booking process.		
TOTAL	/90	

#### I. 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:

<b>Suspect Resistance</b>	<b>Officer Response</b>
1. No resistance	1. Officer Presence
2. Verbal Noncompliance	2. Verbal COmmands
3. Passive Resistance	3. Hands-On, Chemical Spray
4. Active Resistance	4. Intermediate weapons: Baton strikes, Taser
5. Aggressive Resistance	5. Intermediate weapons: intensified
6. Deadly Force Resistance	6. Lethal Force

Use of Force Grading Rubric			
Name: _____			
	Unacceptable (1 point)	Acceptable (5 points)	Superior (10 points)
Officer Perception Conflict Resolution	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.
Subject Action	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)
Officer Response	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 \_\_\_\_\_ 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.		
TOTAL			

## Use of Force: Scorecard

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

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.		
Total			

## I. 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

Your Score (one point each)

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
Business letter format (as instructed in class)  All parts of business letter: heading, inside address, greeting, body, complimentary close, and signature	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
Grammar/Spelling	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

Meaningful content	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

RESUME RUBRIC	1	2	3	4	score
Neatness/proper format <ul style="list-style-type: none"> <li>Fits on one page</li> <li>Balanced</li> <li>Organized</li> <li>Easy to read</li> </ul>	4 or more mistakes in formatting	2-3 formatting problems	1 formatting mistake	No formatting mistakes	/4
Grammar/Spelling	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
Meaningful content	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

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

## 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 criterion 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:

Task Growth Levels	Checklist		6 points possible	Assessment
	Cover Letter		12 points possible	
	Resume		20 points possible	
	Job Application		16 points possible	
	Grand Total		54 points possible	

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

#### 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

I. 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
1-Appearance	Criteria are not met	3 criteria need improvement	2 criteria need improvement	At least one criterion needs improvement	Appearance enhances the interview	/5

<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>						
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2-Voice  - Tempo is at a rate easy to comprehend - Pitch is pleasant and not distracting - Volume is acceptable; can be heard but not loud	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
3-Word Usage  - Pronunciation - Grammar - Appropriate for business setting	Extensive errors	5-6 errors	3-4 errors	1-2 errors	No errors	/5
Total this page						/15

#### Interview Rubric

	0-1	2	3	4	5	score
4-Conversation Skills  <ul style="list-style-type: none"> <li>Organized thoughts</li> <li>Clearly expresses thoughts</li> <li>Active listening (nods head, open to speaker, relaxed, gestures when appropriate)</li> </ul>	Criteria is not met	3 criteria need improvement	2 criteria need improvement	At least one criterion needs improvement	Conversation skills enhance the interview	/5

5-Knowledge of Career/Business	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 interview	/5
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Interview Total: \_\_\_\_/30

6-Response to Interviewer's Questions  • Appropriate responses	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
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<ul style="list-style-type: none"> <li>- Answers without hesitation</li> <li>- Asks for clarification when needed</li> <li>- Answers questions thoroughly</li> <li>- Accurate responses</li> </ul>						
Total this page						/15
Total from first page						/15

Score Summary:

Checklist		9 points possible
Interview Rubric		30 points possible
Grand Total		39 points possible

#### 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

#### I. 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 \_\_\_\_\_

BASIC RADIO USAGE – Checklist	
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 __
FOR EACH OF THE FOLLOWING PHONETIC ALPHABET, PROPER ORDER, AND PROCEDURES SHOULD BE CONSIDERED	
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 __
Total	____/11

## I. 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.

Topic 1 (16 pts)	Demonstrate knowledge and skill of radio procedures.
Topic 2 (28 pts)	Demonstrate proper traffic stop
Topic 3 (16 pts)	Demonstrate proper arrest procedures.
Topic 4 (14 pts)	Demonstrate proper search of subject incident to arrest
Topic 5 (16 pts)	Demonstrate proper handcuffing
Topic 6 (10 pts)	Use critical thinking skills
Report 1 (10 pts)	Printed report neatly
Report 2 (20 pts)	Use of correct capitalization, punctuation, and spelling
Report 3 (20 pts)	Organization, development, and style is appropriate
Report 4 (20 pts)	Narrative is accurate, complete, and well-structured
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	NO
		2 points each	
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.		
	Section A Subtotal Score	/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		
	Section B Subtotal Score	/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		
	Section C Subtotal Score	/16	
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		
	Section D Subtotal Score	/28	

Section E			
	DEMONSTRATE PROPER SEARCH INCIDENT TO ARREST	YES  2 points each	NO
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		
	Section D Subtotal Score	/14	

Section F			
	CRITICAL THINKING SKILLS	YES	NO
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		
	Section F Subtotal Score	/10	

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	
TOTAL SCORE	100	

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

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

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

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