



**New York State
Department of Civil Service**

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Test Guide

for the

**FIRST-LINE CORRECTIONAL
SUPERVISOR SERIES**

October 21, 2006



George E. Pataki
Governor

Daniel E. Wall
Commissioner

INTRODUCTION

This test guide has been developed to help you prepare for the October 21, 2006, First-Line Correctional Supervisor test. This test guide will:

- ◆ provide you with suggestions on how to prepare for the test
- ◆ acquaint you with test administration procedures
- ◆ introduce you to multiple-choice questions and job simulation exercises
- ◆ provide you with samples of the types of questions you will see on the test
- ◆ provide you with study questions in the subject areas that will be covered on the test

HOW TO PREPARE FOR THE TEST

Keep a positive attitude toward the test:

- Study and review the information in this test guide.
- Give yourself plenty of time to do what you need to do before the test starts. Plan to arrive at the test room a little ahead of the starting time.
- Listen carefully to the instructions the monitors give you. Carefully read all instructions on the test booklets. Complete all sample questions and problems.
- Keep track of the time. **The overall time allowance for this examination will be 4 hours.** This total time should be more than sufficient for you to finish the test.

Study for the test:

The announcement for this examination informs you that the test will evaluate your possession of the knowledge, skills, and abilities that are important to the job of a First-Line Correctional Supervisor. This test guide provides you with sample questions to acquaint you with the types of questions you will see on the test. It also provides you with study questions in the subject areas that will be covered on the test.

Come to the test prepared:

- **Bring** two number 2 pencils
- **Bring** a photo ID containing your signature
- **Bring** your test admission notice
- **Do NOT bring** a calculator to the test. You will **not** need a calculator for any part of the test. If you bring a calculator to the test, the monitors have been instructed to ask you to put it away while you are taking the test.

Test administration procedures:

In the test room, the monitor will guide you through the steps involved in filling out the forms and starting the test. The monitor will also provide you with the test booklets and other materials you will need for the test.

The monitor will conduct candidate identification procedures and will instruct you on how to fill in the information needed on the covers of the your test booklets and the headings of your answer sheets. The monitor will also give you general test instructions, and will provide you with the Candidate Directions for the test, three answer sheets, and one piece of scrap paper.

The actual test consists of 45 multiple-choice questions and two job simulation exercises. You will be given:

- Multiple-Choice Question Test Booklet
- Job Simulation Exercise 1 Test Booklet
- Job Simulation Exercise 2 Test Booklet
- Three Answer Sheets (for recording your answers to each test part)

MULTIPLE-CHOICE QUESTIONS

There will be 45 multiple-choice questions on the test. Each question will be followed by four choices. You will be asked to select the best answer to the question from among the four choices provided.

The multiple-choice questions on this test will cover two subject areas:

- Preparing written material
- Minimum standards for management of county jails, and pertinent NYS Correction Law and Penal Law.

These two subject areas are described in more detail in the following:

Preparing written material:

This part of the test contains 15 multiple-choice questions that will test your ability to prepare written material. There are two kinds of questions on this part of the test:

- ◆ Information presentation
- ◆ Paragraph organization

Samples of each kind of question, and explanations of which choice is the best answer for each sample question, follow:

Information Presentation - Sample Question:

Directions:

Read the information given below, then select the one choice which presents the information most clearly and accurately.

Frank met Sam after the class. Sam received a call. Because of this, Frank left early.

Which choice below presents this information most clearly and accurately?

- A. Frank met Sam after the class, but he left early because Sam received a call.
- B. Frank met Sam after the class, but he left early because he received a call.
- C. Frank met Sam after the class, but Sam received a call, so he left early.
- D. Sam received a call when Frank met him after the class, so he left early.

The correct answer to this sample question is A.

Explanation:

Choice B makes it sound as if it was FRANK who received the call.

Choices C and D make it sound as if it was SAM who left early.

Choice A makes it clear that SAM received a call and that FRANK left early.

Choice A is the best answer to this sample question because it is the choice that presents the information most clearly and accurately.

Paragraph Organization - Sample Question:

Directions:

The following question is based on a group of sentences. The sentences are presented out of order, but when correctly arranged, they form a connected, well-organized paragraph. Read the sentences, then answer the question about the best arrangement of these sentences.

1. Eventually, they piece all of this information together, and make a choice.
2. Before actually deciding upon a job, people usually think about several possibilities.
3. They imagine themselves in different situations, and in so doing, they probably think about their interests, goals, and abilities.
4. Choosing an occupation is an important decision to make.

Which one of the following is the best arrangement of these sentences?

- A. 2-3-1-4
- B. 2-3-4-1
- C. 4-2-1-3
- D. 4-2-3-1

The correct answer to this sample question is D.

Explanation:

The best arrangement of these sentences is 4-2-3-1, choice D.

Sentence 4 introduces the main idea of the paragraph: "choosing an occupation."

Sentences 2-3-1 then follow up on this idea by describing, in order, the steps involved in making such a choice.

Minimum standards for management of county jails, and pertinent NYS Correction Law and Penal Law:

This part of the test contains 30 multiple-choice questions that test your knowledge of the minimum standards for management of county jails, and pertinent New York State Correction Law and Penal Law.

Below are some questions to help you study for this part of the test. The study questions are **not** actual test questions and are **not** intended to be all-inclusive. **Other topics within the subject areas listed below in bold, not covered by the sample questions, may appear on the actual exam.** The actual test will contain 30 multiple-choice questions in the subject areas listed in bold print below.

Minimum Standards for Management of County Jails (Chapter 1)

Admissions

Study Questions:

- ◆ What are the admission requirements with regard to the commitment document and inmate identification?
- ◆ How is contraband defined?
- ◆ What must facility staff do before releasing inmate property to a person designated by the inmate?
- ◆ List five topics which must be included in the facility rules distributed to a new inmate.

Security and Supervision

Study Questions:

- ◆ What is the difference between general supervision, active supervision, and constant supervision?
- ◆ What level of supervision should be maintained when inmates are in the facility, outside their housing areas?
- ◆ What must be included in the written record of inmate population counts?
- ◆ List the information that must be included in an inspection of facility firearms and ammunition.
- ◆ What rules are associated with the keeping of duplicate keys?
- ◆ What information must be recorded in writing following the inspection of facility locks and securing devices?

Prisoner Personal Hygiene

Study Question:

- ◆ What are the guidelines regarding inmate laundry and clothing repair?

Discipline

Study Questions:

- ◆ When an inmate is confined to administrative segregation pending a disciplinary hearing, within what time period must he receive a written statement that gives the reason for the confinement?
- ◆ List two circumstances under which an inmate may not appear at his own hearing.
- ◆ At a hearing, under what circumstances may a hearing officer deny the appearance of a certain witness?
- ◆ List four types of disciplinary sanctions that may be imposed on an inmate.

Visitation

Study Question:

- ◆ Who may deny or limit an inmate's visitation?

Food Services

Study Question:

- ◆ What are the allowable times of day for serving breakfast, lunch, and dinner?

Health Services

Study Questions:

- ◆ How must a facility handle inmates' prescription medication?
- ◆ Who authorizes medical treatment for an inmate?

Classification

Study Questions:

- ◆ Regarding initial screening and risk assessment of an inmate, list six areas which must be checked during the screening interview.
- ◆ List the conditions under which the chief administrative officer may revise an inmate's classification status.
- ◆ Following inmate admission, how soon must facility staff determine the inmate's housing assignment?

Reportable Incidents

Study Questions:

- ◆ What incidents must be reported to the NYS Commission of Correction within 24 hours?
- ◆ How soon must next of kin be notified following an inmate death?

Religion

Study Question:

- ◆ What factors are considered in determining whether to recognize a generally unknown religious group or organization for worship by inmates?

Packages

Study Question:

- ◆ What are the guidelines for outgoing inmate packages and for incoming inmate packages?

Printed Material and Publications

Study Question:

- ◆ For what reasons may incoming printed material or publications be censored?

Exercise

Study Question:

- ◆ To what extent does exercise within housing units, in cell corridors, and in day rooms fulfill the Minimum Standards requirements for exercise?

Legal Services

Study Questions:

- ◆ Define legal counsel.
- ◆ How may visits between an inmate and his legal counsel be monitored?
- ◆ List five legal reference materials which local facilities must keep and make accessible to inmates.

Grievance Program

Study Questions:

- ◆ What information must be gathered and assessed in the investigation of an inmate grievance?
- ◆ What issues are not grievable by an inmate?

Funeral and Deathbed Visits

Study Questions:

- ◆ Who can grant permission for an inmate to attend a funeral or to make a deathbed visit?
- ◆ What must be done prior to authorizing a funeral or deathbed visit?
- ◆ What security and supervision procedures must be implemented prior to the visit?
- ◆ How long may a funeral or deathbed visit last?

Chemical Agents

Study Questions:

- ◆ What authorization, if any, is required for emergency use of chemical agents?
- ◆ What must facility staff attend to AFTER the use of a chemical agent?
- ◆ Which facility staff must complete a chemical agents training program?

Following is a sample of the type of question you will see on this part of the test.

Minimum standards for management of county jails, and pertinent NYS Correction Law and Penal Law

Sample Question

Which one of the following represents acceptable grounds for denying a request by an inmate to exercise the beliefs of a little-known religious group?

- A. The belief is not supported as being related to religious principle by any substantial literature.
- B. The belief does not have a substantial following.
- C. The belief does not have a long-established history or tradition.
- D. The belief is not based on the concept of a Supreme Being or its equivalent.

The correct answer to this sample question is A.

Explanation:

The correct answer for this sample question is A, which is stated in Minimum Standards Section 7024.10(b-1). This is a straightforward knowledge question.

GENERAL TIPS FOR TAKING A MULTIPLE-CHOICE TEST

The following tips for taking a multiple-choice test are provided to help you know what to expect and to maximize your chances of answering the questions correctly. It will help to study these tips carefully.

1. Quickly look over the entire multiple-choice test booklet.
 - When the monitor tells you to begin, quickly look over the entire test booklet in order to see what you have to do.
 - Budget your time – the total time allowed for this test is 4 hours – give yourself time to finish the whole test.

2. Read each question carefully.

- Make sure you understand what the question is asking.
- Read all the possible choices and select the best one.
- Read each question as a separate question and answer it as a separate question. The answer to any one question is not intended to help you choose the answer to any other question.

3. Be alert for key words.

Read every word in the question. Be alert for key words that will help you to answer the question correctly. Examples of key words are listed below. Pay close attention to these key words. If you overlook a key word, you could answer a question incorrectly.

Examples of KEY WORDS:

BEST
COMMON
DISADVANTAGE
FIRST
GENERALLY
GREAT

GREATEST
LESS
LITTLE
MORE
MOST
MOST APPROPRIATE

NEVER
NO
NOT
SOME
SOMETIMES
USUALLY

Here is an example of how key words can help you to answer a question correctly:

In which one of the following seasons do snowstorms most often occur in New York State?

- A. Spring
- B. Summer
- C. Fall
- D. Winter

The correct answer to this question is D, winter.

Explanation:

If you failed to notice the word "most" in this question, you might have chosen an incorrect answer. The choice, "Summer," is obviously wrong to anyone who has lived in New York State during all four seasons. The choices, "Spring" and "Fall," however, are possible correct answers if the word "most," in the phrase "most often," is ignored. There may be snowstorms in New York State during the Spring and Fall. However, the question asks when snowstorms "most often" occur. "Winter" is the correct answer because this is the season when snowstorms "most often" occur in New York State.

4. Do not be afraid to guess if you are not absolutely sure of an answer.

If you do not answer a question, you will not get credit for it. If you guess correctly, you will get credit. There is no penalty for guessing on the multiple-choice component of the test. If you are not sure which choice is correct, first eliminate the choices you know are wrong.

In the case of the previous "seasons" question, "Summer" is obviously not correct, so you can eliminate it. "Spring," "Fall," and "Winter" are left. You know that you can expect snowstorms in the latter part of November and early December, which are part of the "Fall" season, and in March and April, which are part of the "Spring" season. But the question asks when snowstorms "most often" occur. You know it usually snows every month of the "Winter" season in New York State, so the best guess in answering this question is "Winter."

5. If you do decide to skip a question and answer it later, make sure to skip that answer on the answer sheet.

6. Check your answers.

When you have finished answering all the questions, go back and check over your answers. Once you have picked an answer and marked it down, it is best not to change it unless you have a good reason for doing so. If you do change an answer, be sure to erase your original answer carefully and completely.

7. DO:

- Read and follow all the instructions – fill in all the information requested.
- Use only a number 2 pencil - remember to bring two sharpened number 2 pencils.
- In marking your answer sheet, make your marks heavy and dark; completely fill the spaces you mark.
- For any answer you want to change, make sure you completely erase your original answer.
- Keep track of your questions – make sure that you are filling in the answer space for the question you are answering.
- Review your answer paper after you have completed your exam. If you skip a question, DO NOT forget to come back to answer it.

8. DO NOT:

- Do not mark your multiple-choice answers in the test booklets. Credit will be given only for answers marked on the separate multiple-choice question answer sheet.
- Do not mark more than one answer for a question. The scoring system counts double answers as wrong.
- Do not make any extra marks on the answer sheet. The scoring system might count them as wrong answers.

9. Finishing up.

- When you have completed the multiple-choice questions, review your answer paper; make sure you've answered all the questions.
- Do not look for patterns in the order of answer letters; tests are not designed to have an equal number of A's, B's, C's and D's for the correct answers.
- Go on to complete the job simulation exercises on the test.

JOB SIMULATION EXERCISES

In addition to the multiple-choice questions, the written test for the First-Line Correctional Supervisor Series will have two job simulation exercises:

- one covering supervision
- one covering security and response to emergencies

The following information is provided to help you understand how job simulation exercises are presented and scored.

As the name suggests, job simulation exercises present situations similar to what may be encountered on the job. The job simulation exercises on the test for the First-Line Correctional Supervisor Series will present you with situations similar to those you might encounter as a First-Line Correctional Supervisor.

For each job simulation exercise, you will work your way through the situations presented and will make choices about the best actions to take in those situations. Each job simulation exercise will define the role you are to assume in the simulation exercise. Each job simulation exercise will also provide you with specific information regarding your work assignment, the staff you work with, and/or the facility layout where you work. In answering job simulation exercises, you should **not** base your answers on any specific operating procedures of any particular county correctional facility.

Background Information:

The job simulation exercises will present you with situations similar to those you might encounter on the job. The job simulation exercises will start with **Background Information**, which will tell you about the job setting and your role in that setting.

The **Background Information** may present some job-related issues, situations, and/or resource materials for you to consider. You should review this information, and then start with **SECTION A**, where you will be presented with some choices.

After you have marked your answer sheet to show which choices you are selecting for action in **SECTION A**, you should then proceed to **SECTION B**, then **SECTION C**, in sequential order, to the end of the exercise.

Sample Background Information

Assume that you are a newly promoted First-line Correctional Supervisor at a County Correctional Facility. As you are making your tour in Housing Unit B, you see Officer Mazur in the Control Room, asleep in his chair. He wakes up and lets you in. He seems flustered and upset. He says, "I know what you are going to say. Don't bother! I'm doing this place a favor because I'm on a double shift. I don't need for you to start lecturing me just because you have stripes now."

Continue now with SECTION A.

Following Section Directions:

Each section in the job simulation exercise will present you with directions as to how many choices you should select in that section.

The directions may tell you to choose a specific number of choices (e.g., Choose Only One.), a maximum number of choices (e.g., Choose Up To Three.), or as many choices as you decide are appropriate (e.g., Choose As Many As are Appropriate.).

A choice can be positively, negatively, or neutrally valued, depending on the appropriateness of that choice in the situation presented.

Follow the directions to each section carefully. Failure to follow the directions may result in a lower score.

Sample SECTION A

You would now: **(Choose UP TO FOUR.)**

1. Remind him that you are his supervisor and he should speak to you appropriately.
2. Tell him that his sleeping on the job is not acceptable.
3. Tell him that you are going to recommend he be suspended.
4. Tell him to just try to stay awake from now on.
5. Reinforce the importance of being alert at all times.
6. Tell him that you are having a bad day too.
7. Ask him if he needs a relief to revive himself.
8. Ask him if he wants you to report his behavior to the shift commander.

Marking Your Job Simulation Exercise Answer Sheet:

For **each** choice presented in the job simulation exercise, find the corresponding number on your answer sheet. With a No. 2 pencil:

- Mark 'A' on your answer sheet if you are **selecting** that choice for action.
- Mark 'B' on your answer sheet if you are **not selecting** that choice for action.
- You **must** mark **A or B** for **each** choice presented.*

** You must mark either A or B for each choice presented because your answer paper will be optically scanned by a machine that will read the darkest filled-in circle next to a choice number as your selection for that choice number. Marking A for choices you select and B for choices you do not select will ensure that your choices are recorded accurately.*

Example for Marking Your Job Simulation Exercise Answer Sheet:

Let's say **SECTION A** presents you with five choices, numbered **1, 2, 3, 4, 5**. Let's say the **SECTION A** directions tell you to 'Choose Up to Three.' If you want to select choices **2, 3, and 5** as your three choices, this is how your answer sheet should look:

	A	B	C	D
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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This Test Guide has been provided to familiarize you with the test for the
First-Line Correctional Supervisors Series.

REMEMBER:

YOU WILL HAVE 4 HOURS TO COMPLETE ALL PARTS OF YOUR EXAMINATION.

KEEP TRACK OF THE TIME.

READ AND FOLLOW ALL DIRECTIONS CAREFULLY.

GOOD LUCK!!!!

It is the policy of the New York State Department of Civil Service to provide reasonable accommodation to ensure effective communication of information to individuals with disabilities. If you need an auxiliary aid or service to make this information available to you, please contact the New York State Department of Civil Service Public Information Office at (518) 457-9375.

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New York State
Department of Civil Service
Albany, NY 12239

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