



Law Enforcement II

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(E) demonstrate appropriate use of law, public safety, corrections, and security terminology	Criminal Justice Terminology
(3) The student uses telecommunications equipment. The student is expected to:	(A) support the use of telecommunication mobile, handheld radio systems and current technology	Technology in Law Enforcement
(3) The student uses telecommunications equipment. The student is expected to:	(B) formulate simulated radio communications using phonetic alphabet and common terminology	Technology in Law Enforcement
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(A) explain the roles of the courtroom work group	Law Enforcement's Role in Court
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(B) analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting	Law Enforcement's Role in Court
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(D) analyze effective courtroom testimony	Law Enforcement's Role in Court
(5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:	(B) distinguish between passive, passive aggressive, aggressive, and assertive behavior	Communication in Law Enforcement
(5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:	(C) discuss strategies for dealing with difficult people	Communication in Law Enforcement
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(B) participate in a simulated scenario as a crisis negotiation team member	Crisis Management: Fundamentals
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(E) differentiate between public safety and individual rights during crisis negotiation	Crisis Management: Applications
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to	(A) demonstrate procedures for advising crime victims' legal recourse	Victims & Witnesses
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to	(C) explain the procedures for providing appropriate assistance to individuals with disabilities such as autism, Alzheimer's disease, hearing impairment, visual impairment, and mobility impairment	Communication in Law Enforcement
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to	(D) define the steps involved in conducting the preliminary investigation of specialized crimes such as hate crimes, bullying, sexual harassment, and terroristic threat	Specialized Crimes
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to	(E) analyze the elements of conducting a death notification	Community Notifications
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to	(F) interpret legal requirements of law enforcement to victims of crime	Victims & Witnesses
(8) The student analyzes procedures and protocols for domestic violence. The student is expected to:	(C) apply laws in making an arrest	Arrest Procedure
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(A) research civil law procedures such as attachment, garnishment, claim, and delivery	Civil Law Procedures
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(B) identify limits on use of force and entry to private property during civil process service	Civil Law Procedures
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(C) differentiate domestic violence protective orders, no- contact orders, and orders to pick up children	Civil Law Procedures
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(D) identify requirements for emergency mental health evaluation	Civil Law Procedures
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption	Alcohol Laws

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Knowledge & Skills Statement	Student Expectation	ICEV Lesson Title
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(B) define alcoholic beverages	Alcohol Laws
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(A) execute and interpret tests related to driving under the influence such as the National Traffic Highway Safety Administration Standardized Field Sobriety Test and the Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand tests	Impaired Driving Laws
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(D) prepare evidence and reports required to give court testimony related to driving under the influence	Impaired Driving Laws
(12) The student identifies crowd control methods. The student is expected to:	(A) explain the deployment of less-than-lethal and chemical crowd control measures	Crowd Management & Control
(13) The student evaluates situations requiring the use of force. The student is expected to:	(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force	Use of Force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(C) identify the legal authority for the use of force	Use of Force
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(A) demonstrate a search of an individual incidental to an arrest	Custody & Interrogation
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(C) demonstrate different methods of restraining a person being transported	Custody & Interrogation
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(A) demonstrate interviewing and interrogation techniques	Custody & Interrogation
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(B) simulate interviews of rape victims, child witnesses, and child victims	Victims & Witnesses
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(B) analyze simulated crash scene evidence using standard laws, regulations, and procedures	Traffic Accident: Laws & Documents
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(C) perform mathematical calculations using speed, velocity, time, and distance	Traffic Accident: Investigation
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(A) demonstrate knowledge of the incident command system	Crisis Management: Fundamentals
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	Crisis Management: Fundamentals
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(D) apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario	Crisis Management: Fundamentals
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(A) identify and classify hazardous materials	Explosives, Hazardous Materials & Arson
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(D) conduct a simulated building and property search to locate explosive devices and materials	Explosives, Hazardous Materials & Arson
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(E) explain procedures for responding to hazardous material incidents	Explosives, Hazardous Materials & Arson
(19) The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:	(B) develop a plan for protecting a potential target	Crisis Management: Applications

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(20) The student explores new and emerging technologies in law enforcement. The student is expected to:	(A) research new technologies used in law enforcement such as robots to diffuse potential explosives	Technology in Law Enforcement
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(A) demonstrate the legal justification and the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense	Arrest Procedure
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(B) simulate conducting a misdemeanor and a high-risk traffic stop	Vehicle Traffic Stops
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(C) analyze pursuit procedures such as incidents involving vehicles, motorcycles, and foot pursuits	Vehicle Traffic Stops
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(E) simulate conducting a building search	Tactical Entry
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(F) simulate conducting an arrest with a warrant or a warrantless arrest	Arrest Procedure
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(A) explore the development of community policing in the United States	Community-Oriented Policing
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(D) demonstrate procedures for marking and collecting evidence found in a crime scene	Crime Scene Documentation
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	Crime Scene Documentation
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(G) demonstrate chain of custody and proper packaging of various types of evidence for transportation	Crime Scene Documentation