



Law Enforcement I

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.

Law Enforcement I Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(A) identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force	Use of Force
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(E) discuss force options available to peace officers	Use of Force
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(F) examine elements that an officer must recognize and control in every encounter	Use of Force
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(A) relate the meaning of technical concepts and vocabulary associated with law enforcement	Criminal Justice Terminology
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(B) interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication	Communication in Law Enforcement
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(D) recognize diversity in culture	Communication in Law Enforcement
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(A) produce a crash report involving two or more vehicles in an accident	Traffic Accident: Laws & Documentation
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(B) apply laws associated with accident investigation	Traffic Accident: Laws & Documentation
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(C) research procedures for responding to an accident scene and how to maintain control of an accident scene	Traffic Accident: Investigation
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(D) demonstrate how to maintain traffic control at an accident scene	Traffic Accident: Investigation
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(B) evaluate individual ethical behavior standards	Ethical Practices in Law, Public Safety, Corrections & Security
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(C) analyze legal and ethical behavior standards protecting citizens' constitutional rights	Law Enforcement & The Constitution
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(D) demonstrate strategies to enhance public trust	Community-Oriented Policing
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(E) explain the mission of law enforcement in protecting a democratic society	Law Enforcement & The Constitution
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(A) explain how citizens are protected by constitutional laws of local, state, and federal courts	Law Enforcement & The Constitution
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(B) analyze the impact of Supreme Court decisions such as Mapp v. Ohio, Terry v. Ohio, and Tennessee v. Garner	Criminal Justice & Court Systems
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(C) analyze the similarities, differences, and interactions between local, state, and federal court systems	Criminal Justice & Court Systems
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(D) illustrate the progression of a case as it moves through local, state, and federal jurisdictions	Criminal Justice & Court Systems
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(E) compare the characteristics of civil and criminal court systems	Criminal Justice & Court Systems
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in Miranda v. Arizona. The student is expected to:	(A) demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects	Custody & Interrogation
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(A) define crime categories and respective punishments according to the Texas Penal Code	Laws & Codes in Texas
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(B) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure	Laws & Codes in Texas
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(C) differentiate mala prohibita and mala in se	Crime Defined
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(D) analyze types of criminal defenses	Types of Criminal Defenses

Law Enforcement I Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(9) The student analyzes law related to victims and witnesses. The student is expected to	(A) analyze the rights of victims of crimes and witnesses to crime laws such as the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victim's Rights and Restitution Act, the Child Victims' Bill of Rights of 1990, and the Victim Rights Clarification Act of 1997	Victims & Witnesses
(9) The student analyzes law related to victims and witnesses. The student is expected to	(B) analyze the psychological, social, and economic impact of crime on the victim such as: (i) identifying the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization, and crisis intervention; and (ii) identifying and discussing the potential for secondary victimization by the criminal justice system and how to avoid it	Victims & Witnesses
(9) The student analyzes law related to victims and witnesses. The student is expected to	(C) identify statutory responsibilities relating to victims' rights such as: (i) identifying the legal basis of law enforcement's responsibilities to victims' rights (ii) summarizing legal requirement for providing victims written notice; and (iii) explaining rights granted to victims of crime	Victims & Witnesses
(10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:	(A) discuss juvenile law as it relates to the steps in processing status offenses of juveniles	Juveniles in the Criminal Justice System
(10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:	(B) demonstrate the procedure for holding conferences with juveniles and parents or guardians	Juveniles in the Criminal Justice System
(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:	(A) understand the dynamics and legal issues of family violence and child abuse such as: (i) explaining common characteristics of family violence offenders and describing the cycle of abuse phases (ii) discussing the types of abuse often occurring in family violence incidences, explaining some barriers victims face when attempting to leave an abusive relationship; and (iii) defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence	Handling Family Violence in Law Enforcement
(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:	(B) evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, protective orders, and Magistrate's Order for Emergency Protection such as: (i) identifying the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both (ii) designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations; and (iii) demonstrating how to provide and explain community resources and referrals to victims of family violence	Handling Family Violence in Law Enforcement
(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:	(A) identify current commonly abused drugs in society	Handling Drugs in Law Enforcement
(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:	(B) research the effects of substances as it applies to the Texas Health and Safety Code	Handling Drugs in Law Enforcement
(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:	(C) summarize the procedures for handling drugs, dangerous drugs, and controlled substances	Handling Drugs in Law Enforcement
(13) The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:	(A) define community-oriented policing	Community-Oriented Policing
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(A) describe the components of a police call sheet, an incident report, and a supplemental report	Written Reports in Law Enforcement
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(B) explain why a police call sheet, an incident report, and a supplemental report are legal documents	Written Reports in Law Enforcement

Law Enforcement I Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(C) demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report	Written Reports in Law Enforcement
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(D) write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries	Written Reports in Law Enforcement
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(A) apply techniques used to assess risk in vehicle stops	Vehicle Traffic Stops
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(B) understand and analyze traffic laws contained in the Texas Transportation Code and their applications	Laws & Codes in Texas
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(D) execute a simulated felony traffic stop with one and two patrol units	Vehicle Traffic Stops
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(E) identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation	Laws & Codes in Texas
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(F) identify the regulations relating to arrest, charging procedures, notices, and promises to appear	Vehicle Traffic Stops
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	Crime Scene Documentation
(17) The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:	(A) explain the laws related to driving while intoxicated and related offenses	Impaired Driving Laws
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(A) describe techniques officers can use to safely approach a residence or building	Tactical Entry
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(B) explain techniques to safely enter and search a residence or building	Tactical Entry
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(C) demonstrate the correct techniques for entering a doorway and searching a room(s)	Tactical Entry
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(D) demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence	Tactical Entry