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**CHICAGO POLICE DEPARTMENT
DETECTIVE SELECTION PROCESS**

**CANDIDATE PREPARATION GUIDE
FOR BOTH EXAMINATION COMPONENTS:
WRITTEN QUALIFYING TEST (WQT)
AND
INVESTIGATIVE LOGIC TEST (ILT)**

February 10, 2016

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INTRODUCTION

This Candidate Preparation Guide (“study guide”) is designed to assist you in preparing for the two examination components that are part of the Detective Selection Process, including:

1. **Written Qualifying Test (WQT)** – a measure of important job knowledge that is required at entry to the Detective position; and
2. **Investigative Logic Test (ILT)** – a measure of application of important knowledge, skills, abilities, and personal characteristics that are relevant to the critical duty areas performed in the Detective assignments of Property Crimes, Violent Crimes, and Special Victims Unit.

The goal of the Detective Selection Process is to select individuals who are qualified to perform the duties and responsibilities of Detectives in the Bureau of Detectives of the Chicago Police Department. Given the number of candidates participating, there is significant competition. Both the WQT and ILT exam components will be administered to all candidates on the same day, Saturday 07 May 2016. The WQT will be administered first, followed by the ILT. The ILT will be administered in multiple parts and will have an overall longer time limit for completion than the WQT.

The WQT is a pass/fail exam that is used to determine eligibility for subsequent components of the Detective Selection Process, including scoring of ILT examination and consideration for Merit nomination and interview. In other words, if you do not pass the WQT, your ILT will not be scored and you will not be considered for rank order or merit selection to Detective. ILT scores determine candidates’ placement on the rank-ordered examination list. More specific information about test administration procedures will be provided in the Notice to Report that you will receive from the test administration vendor and on the day of the examination process.

Please note that the full day of test administration may involve up to 6 hours of testing time, with an overall time frame of 8 hours required to include check-in and instructions for each part of both examinations. Candidates will be given breaks at appropriate times during the test administration day.

This guide provides suggestions and tips for helping you prepare for both exam components of the Detective Selection Process. Separate sections of the guide provide information specifically related to the format and test item types that will be included in the Written Qualifying Test and

the Investigative Logic Test. It also contains practice items representing the types of questions that will be included in the WQT and ILT. It is to your advantage to review these instructions and practice the sample items provided, so that you are familiar with them on the day of test administration. All test materials, questions, and scoring criteria were developed based on discussion and review with subject matter experts and senior command personnel in the Chicago Police Department.

In addition to the information about the specific exam components and related study tips, this guide provides several appendices containing important information about the Detective position and the overall selection process.

- **Appendix A** contains the **Recommended Reading List** of important reference materials that may be included in the Detective WQT and ILT examination components.
- **Appendix B** contains a list of **CPD forms, reports, or other types of documentation** on which some of the test questions are based. It is to your advantage to be familiar with the format, content, and purpose of these documents before the day of the exam.
- **Appendix C** contains a list of **critical job tasks** for the Detective assignments.
- **Appendix D** contains a list of the **important knowledge areas, skills, abilities, and personal characteristics** that are relevant for performing the Detective job.
- **Appendix E** contains a **Sample Reference Materials Booklet** to use with the practice test items in the WQT Job Knowledge (Reference) section.
- **Appendix F** contains a set of **Sample Assignment Materials** to use with the practice Investigative Assignments in the ILT section.

NOTE: Some of the forms developed for the ILT examination were created to resemble reports that are generated using CPD electronic systems. As such, the test versions of the forms may not be exact duplicates of the actual documents that would be generated using CPD systems. Do **not** be concerned with differences between these forms and the actual forms or spend time finding problems in the format or completion of the forms themselves. Accept the information provided in the forms, and the format of the forms, to be accurate for use in the ILT Investigative Assignments.

All of the test materials were developed based on extensive job analysis of the Detective assignments (Property Crimes, Violent Crimes, and Special Victims Unit) in the Chicago Police Department, Bureau of Detectives. Job analysis activities included collection and analysis of data from job incumbents and review with Department subject matter experts and senior

command personnel. Note that the information provided in Appendices C and D is intended only to **describe** the Detective job as performed by incumbents in the Detective assignments. **For test preparation purposes**, you should review the reference materials in the Recommended Reading List found in Appendix A that you are expected to be familiar with for the Detective Selection Process. It is to your advantage to have studied the materials on the Recommended Reading List, have a working knowledge of these materials, and be able to apply the knowledge that is associated with these materials to realistic situations that Detectives encounter on the job. Some of the Department directives and other references (i.e., sections of the Illinois Compiled Statutes and the Incident Reporting Guide) will be provided on the day of the exam for candidates to use as a resource when responding to test questions related to these references as necessary. You also should be familiar with the list of common reports and forms that are used by Detectives to obtain, document, and share information, which is provided in Appendix B. Finally, review the instructions and practice questions in this study guide, which are similar to the types of test questions that will be included in the WQT and ILT exam components

The City wants each candidate for the Detective position to have an equal opportunity to demonstrate his or her capabilities. We encourage you to use the materials in this preparation guide and believe that you will find this information useful in helping you to do your best on the WQT and ILT examination components of the Detective Selection Process.



OVERVIEW OF THE WRITTEN QUALIFYING TEST

The Written Qualifying Test (WQT) component of the Detective Selection Process presents questions about the job knowledge required to handle situations that are encountered by Detectives in the Property Crimes, Violent Crimes, and Special Victims Unit assignments. You will be asked to demonstrate your knowledge of the information included in the Recommended Reading List (provided in Appendix A) to respond to multiple-choice test questions. The WQT presumes that you are knowledgeable about Department directives and procedures, laws and ordinances, reference materials, and so forth, but does not require experience in having performed the Detective job.

There are several types of questions that will be presented in the WQT. The test will include questions that measure candidates' ability to: (a) recall knowledge from memory and (b) use information found in job-related reference materials to answer questions about realistic job situations. The various types of test items are described below, and practice items for each type are included in following sections of this study guide.

JOB KNOWLEDGE

The WQT test items will consist of questions regarding job-related information that you are expected to know to perform the Detective job. You will be asked to answer multiple-choice questions based on your knowledge of information contained in the materials identified on the Recommended Reading List (refer to Appendix A).

Job Knowledge (Recall). For the test items in this section, you must recall from memory the information contained in the related references required to answer the questions.

Job Knowledge (Reference). For the test items in this section, you will be able to look up information provided in related reference materials (i.e., selected Department directives, sections of the Illinois Compiled Statutes, and the Incident Reporting Guide) during the test to assist you in answering the questions.

The following sections of this preparation guide further describe the instructions for the WQT and contain practice items pertaining to the Job Knowledge (Recall) and Job Knowledge (Reference) test sections.

WQT INSTRUCTIONS AND PRACTICE QUESTIONS: JOB KNOWLEDGE (RECALL AND REFERENCE SECTIONS)

The Detective WQT focuses on your ability to use information that is required on the job as a Detective. There will be two sections of Job Knowledge items: Job Knowledge (Recall) and Job Knowledge (Reference). Each will consist of multiple-choice items pertaining to job knowledge that either (a) must be recalled from memory when needed on the job or (b) may be looked up in reference materials when needed on the job. For the Job Knowledge (Reference) section, you will be provided with portions of the materials (i.e., selected Department directives; sections of the Illinois Compiled Statutes; the Incident Reporting Guide) included on the Recommended Reading List (see Appendix A). You may use these materials during the test administration to help you answer the questions in this section of the WQT.

INSTRUCTIONS

Each Job Knowledge multiple-choice test question has four response options, labeled A, B, C or D. You are to select the **correct or best** answer to each question. You will then mark your answers to the test questions on a separate scannable answer sheet.

IMPORTANT POINTS TO REMEMBER

For both of the Job Knowledge (Recall) and Job Knowledge (Reference) sections of the WQT:

- Mark only **one** answer for each question.
- Check often to be sure that the number next to the row of circles you are marking on your answer sheet matches the number of the question in your test booklet.
- If you have extra time available, review the questions and your answers. Make sure that: (a) you have answered all the questions, and (b) you have marked your answers appropriately on the separate answer sheet.
- Plan your time. Answer the easy questions first, then go back and consider the questions you skipped.
- Try not to spend excessive time looking up information in the reference materials during the *Job Knowledge (Reference)* section of the test. Again, it is to your advantage to be familiar with the references on the Recommended Reading List, so that you can locate information quickly.
- Your score will be based on the total number of questions answered correctly. It is to your advantage to **answer every question, even if you need to guess**.

PRACTICE QUESTIONS

Below are some practice questions pertaining to the Job Knowledge (Recall) and Job Knowledge (Reference) sections of the Detective WQT. Compare your answers to those provided in the following section of the study guide, beginning on Page 8.

JOB KNOWLEDGE (RECALL) PRACTICE QUESTIONS

1. How long after a person is missing can that subject be reported to the Chicago Police Department as missing?
 - A. 2 hours
 - B. 12 hours
 - C. 24 hours
 - D. There is no time constraint

2. Which of the following persons, acting alone, can pronounce a body at the scene?
 - A. An authorized member of the Crime Lab
 - B. A personal attending physician willing to sign the death certificate
 - C. A Chicago Fire Department paramedic
 - D. An exempt member of the Bureau of Detectives

3. Detective Miller responds to the scene of an officer-involved shooting, in which Officer Johnson has used his firearm to shoot an assailant. Detective Miller observes that Officer Johnson's weapon is holstered. Detective Miller must:
 - A. ensure no member of any rank will handle, inspect, unload, or otherwise tamper with Officer Johnson's firearm prior to the arrival of Forensic Services Division personnel.
 - B. take custody of Officer Johnson's firearm, make it safe, and retain custody of the weapon until turned over to Forensic Services Division personnel.
 - C. take custody of Officer Johnson's firearm, make it safe, and inventory the weapon prior to turning it over to Forensic Services Division personnel.
 - D. ensure that a member of the rank of Captain or above takes custody of Officer Johnson's firearm after it is made safe, but prior to the arrival of Forensic Services Division personnel.

JOB KNOWLEDGE (REFERENCE) PRACTICE QUESTIONS

For the following practice questions, you may refer to the Sample Reference Materials Booklet included in Appendix E. Note that Appendix E contains only those references that apply to the practice items. The actual Reference Materials Booklet that you will receive during administration of the WQT will contain a larger number of ***selected portions*** of some of the references (i.e., Illinois Compiled Statutes, Incident Reporting Guide, Department directives) listed on the Recommended Reading List (see Appendix A). You may refer to these reference materials to respond to the questions in this section of the test.

1. Which of the following felonies must be prosecuted within a specific amount of time after the offense is committed?
 - A. Forgery
 - B. Arson
 - C. Aggravated battery
 - D. Reckless homicide

2. Carl is upset because he has had no visitation with his son in several weeks. While armed with a gun, Carl holds his mother-in-law in her home, demanding that his ex-wife deliver the son to him for a weekend visitation. Based on the facts given, which of the following would be the most appropriate charge?
 - A. Forcible detention
 - B. Kidnapping
 - C. Aggravated kidnapping
 - D. Aggravated unlawful restraint

3. In an emergency situation, an eavesdropping device may be utilized without court authorization. An application for an order approving the previous or continuing use of an eavesdropping device must be made within a maximum of how many hours of the commencement of such use?
 - A. 12 hours
 - B. 24 hours
 - C. 48 hours
 - D. 96 hours

ANSWERS TO JOB KNOWLEDGE PRACTICE QUESTIONS

JOB KNOWLEDGE (RECALL) ANSWERS

You should have answered the Job Knowledge (Recall) practice questions as indicated below.

Practice Question 1

The answer to Practice Question 1 is “D. There is no time constraint.” This answer can be found in Department General Order G04-05 Missing/Found Persons, Section II, A.

Practice Question 2

The answer to Practice Question 2 is “B. A personal attending physician willing to sign a death certificate.” This answer can be found in Department Special Order S06-15 Processing and Transportation of Deceased Persons, Section IV, B, 1.

Practice Question 3

The answer to Practice Question 3 is “A. ensure no member of any rank will handle, inspect, unload, or otherwise tamper with Officer Johnson’s firearm prior to the arrival of Forensic Services Division personnel.” This answer can be found in Department General Order G03-02-06 Firearms Discharge Incidents Involving Sworn Members, Section VIII, A.

JOB KNOWLEDGE (REFERENCE) ANSWERS

You should have answered the Job Knowledge (Reference) practice questions as indicated below.

Practice Question 1

The answer to Practice Question 1 is “C. Aggravated battery.” The answer to this question can be found in 720 ILCS 5/3-5. This section is provided on Page 1 of the Sample Reference Materials Booklet in Appendix E.

Practice Question 2

The answer to Practice Question 2 is “A. Forcible detention.” The answer can be found in 720 ILCS 5/10-4. This section is provided on Page 8 of the Sample Reference Materials Booklet in Appendix E. Note that the ILCS sections where the other response alternatives may be found are also included in the Sample Reference Materials Booklet.

Practice Question 3

The answer to Practice Question 3 is “C. 48 hours.” The answer can be found in 725 ILCS 5/108A-6. This section is provided on Page 18 of the Sample Reference Materials Booklet in Appendix E.

WQT EXAM SCORING INFORMATION

The test administration contractors will be responsible for distribution, collection, and handling (e.g., copying, storing) of all test materials. The test administration contractor also will be responsible for scanning WQT answer sheets and verifying scanned data files. The test development consultants will work with Chicago Police Department senior command representatives serving as subject matter experts for the Detective Selection Process to resolve any challenges to test questions and finalize the WQT scoring routine. Scoring of the WQT will **not** occur on site at the testing location because of the large number of candidates expected to participate in the Detective examination and the need to verify the accuracy of scanning and scoring routines after any challenges to test questions are resolved.

NOTE: Any information that would identify the name of a candidate is removed from the files used for scoring. **AT NO TIME** during the scoring process will any of the test scorers or any employees of the City of Chicago see any candidate's name associated with any test response.

Each test will be scored based on the scoring criteria established by subject matter experts and senior command personnel in the Chicago Police Department. Your final score that determines pass/fail results on the Written Qualifying Test will be the total points you obtain for all test questions in both parts of the WQT.



OVERVIEW OF THE INVESTIGATIVE LOGIC TEST

The Investigative Logic Test (ILT) component of the Detective Selection Process presents questions relating to investigations and other situations that are encountered on the job in the Detective assignments (Property Crimes, Violent Crimes, and Special Victims Unit) in the Bureau of Detectives. The ILT is designed to measure the application of important knowledge, skills, abilities, and personal characteristics that are required to perform the critical duties of the Detective assignments, including administrative responsibilities and documentation; oral and electronic communications; investigation of cases; criminal arrests, processing, and other adjudication; collection and preservation of evidence; investigative interviews; and trial preparation and court testimony. You will be asked to use the information and materials provided during the test, as well as your knowledge and abilities, to respond to various types of questions, including multiple-choice and open-ended questions. The ILT presumes that you are knowledgeable about general departmental procedures and the functions of Detectives, but does **not** require specific experience performing any of the Detective assignments.

There are several types of questions that will be presented in the Detective Investigative Logic Test. The test questions for the ILT will be presented in separate parts, as described below. Each part of the ILT will be separately timed. The time limits are set with the intent to allow sufficient time for candidates to respond to all of the test questions. The parts of the ILT are described below, and practice items for each type of test question are included in following sections of this preparation guide.

APPLICATION OF KNOWLEDGE

The test items in this part of the ILT will consist of multiple-choice questions that present situations similar to those that might be expected to occur during the course of a Detective's work activities. You will be asked to apply relevant knowledge of Department directives, legal requirements, and related policies, procedures, and techniques to respond to these types of questions.

For these items, you will be asked to select the one response that best represents the next step you would take as a Detective faced with the situation. Keep in mind that in responding to some job-relevant situations, often there may be no absolutely right or wrong action. However, some responses are more effective than others as a next step to take in the investigative process or when handling other types of job responsibilities. You should choose the response that most

closely reflects the action that you would take next if faced with each job-relevant situation **as a Detective**. Keep in mind that there may be other actions that could be taken in the situation, but you are asked to choose from among the three possible alternatives provided.

INVESTIGATIVE ASSIGNMENTS

This part of the ILT will include several types of investigative assignments that are handled by Detectives in Property Crimes, Violent Crimes, and Special Victims Unit roles. The types of assignments may include handouts, for which Detectives are given case reports that were taken by beat officers about incidents that require follow-up investigation. Detectives often receive these handouts a day or two after the incident occurred. Another type of assignment involves incidents where Detectives respond immediately to the scene to conduct their investigation. In these cases, Detectives often receive information directly from beat officers or others on the scene before any reports are completed. In other cases, a Detective's assignment might involve an incident that has already had some investigative activities completed by Patrol Officers and/or Detectives, and your role as the Detective would be to follow-up or continue the investigation.

This part of the ILT may present test scenarios and materials related to any of these types of Detective investigative assignments. The information related to each assignment may be presented in the form of case reports that have been completed and/or information that is told to Detectives at the scene of the incident by other individuals (e.g., beat officers, victims, witnesses, etc.).

ILT INSTRUCTIONS AND MATERIALS

GENERAL INSTRUCTIONS

On the day of test administration, you will be instructed as to exactly when each part of the ILT will begin and end and how to document your answers for each part of the exam. The parts of the ILT will be timed separately, and you will be given periodic updates from the test proctors about how much time is remaining for each part.

APPLICATION OF KNOWLEDGE

The Application of Knowledge part of the Detective ILT evaluates your ability to apply practical knowledge to situations that are encountered by Detectives on the job while working in Property Crimes, Violent Crimes, or Special Victims Unit assignments.

MATERIALS AND INSTRUCTIONS

The Application of Knowledge questions in this part of the ILT will be presented in a Test Question Booklet. You will mark your answers to these questions on a separate scannable answer sheet. For each question, you will be presented with a realistic situation and three response alternatives representing various actions that could be taken in response to the situation. You will respond to each situation by answering the question, "What would be the most effective next step to take as the Detective?"

Each multiple-choice Application of Knowledge question has three response options, labeled A, B, or C. Some of the response alternatives have more value than others with respect to their effectiveness and appropriateness as the next step to take as the Detective. In other words, some responses are more likely than others to yield useful information, obtain individuals' cooperation, avoid potential problems, comply with laws or Department procedures, provide information that is necessary before proceeding with other steps, and so forth. You are to select the response option that you feel is the **correct or best** answer to the question in each situation. You will then mark your answers to the test questions on the separate answer sheet. Keep in mind that there may be other actions you could take if faced with the situation, but you are asked to select the action that most closely matches how you would respond from the three possible alternatives provided.

IMPORTANT POINTS TO REMEMBER

For the Application of Knowledge part of the ILT:

- Mark only **one** answer for each question.
- Check often to be sure that the number next to the row of circles you are marking on your answer sheet matches the number of the question in your test booklet.
- If you have extra time available, review the questions and your answers. Make sure that (a) you have answered all the questions and (b) you have marked your answers appropriately on the separate answer sheet.
- Plan your time. Answer the easy questions first, then go back and consider the questions you skipped.
- Your score for this part of the ILT will be based on the total number of points awarded for the response options you choose across all test questions. It is to your advantage to **answer every question, even if you need to guess**.

INVESTIGATIVE ASSIGNMENTS

For this part of the ILT, you are to assume the role of a Detective in the fictional Area West of the Chicago Police Department. Keep in mind that for different assignments you may be responding as a Detective assigned to Property Crimes, Violent Crimes, or Special Victims Unit in the Bureau of Detectives. In the various assignments, you will be asked to respond to questions related to typical investigative activities and paperwork that a Detective would be likely to encounter on the job. The investigative assignments are designed to focus on the critical duty areas that are performed by Detectives in the various assignments, but they do **not** require specific job knowledge that would be provided to you in training upon selection into the position.

ASSIGNMENT MATERIALS

For the Investigative Assignments part of the ILT, the Assignment Materials will be presented in a separate packet from the Test Question Booklet. These materials will include a description of your specific role for each assignment and related background information, forms, and reports that simulate investigative assignments of Detectives in Property Crimes, Violent Crimes, and Special Victims Unit assignments. For this part of the ILT, you will receive packets of materials that were prepared specifically for the related investigative assignments. These materials will provide information that you will use to answer the test questions related to each individual assignment.

Keep in mind that the different investigative assignments are **not** related to each other. The materials associated with each assignment will be presented in sets. The cover page on each set of materials will include the following information:

- The Assignment number (e.g., Assignment 1, Assignment 2, etc.) and the numbers of the test questions, so that you know which questions in the separate Test Question Booklet are related to the materials.
- A list of the Item numbers (e.g., Item 1A, Item 1B, etc.) and a description of what each item contains (e.g., information received from a beat officer at the scene, Case Report, General Progress Report, etc.). The Item numbers will be listed on the cover page and printed at the bottom of each page of the materials related to the assignment. (Refer to Appendix F in this guide for examples of how the materials will be presented.)
- A brief description of your role for the assignment (e.g., you are given handouts, respond to a crime scene, conduct a follow-up investigation, etc.). Keep in mind that for different assignments you may be responding as a Detective from Property Crimes, Violent Crimes, or Special Victims Unit.

TEST QUESTION BOOKLET

In addition to the packet of Assignment Materials, you will receive a separate Test Question Booklet that contains all of the questions that you will answer about each investigative assignment in this part of the ILT. The questions in the test booklet will be organized by investigative assignment. They will be clearly marked as to which set of Assignment Materials you should use to answer the related questions. You will write your answers to the questions directly in the spaces provided in the Test Question Booklet. You may highlight or take notes on the related Assignment Materials, but ***only the responses that you write in the Test Question Booklet will be scored.***

SPECIFIC INSTRUCTIONS

During this part of the ILT, you will be asked questions about the investigative assignments that are presented in the Assignment Materials, as well as additional information that may be presented in the Test Question Booklet. Some questions may ask specifically about one item (e.g., a specific report) related to the assignment. Other questions may ask more generally about actions or decisions for which you must refer to several items to find the information needed to answer the question fully. Read the questions carefully. Be sure you understand what you are to do. For example, if the question asks for a brief response, ***do not*** write a page-

long essay. If a question asks for a list of things to do, make a list, **do not** write a paragraph. If a question asks you to check a specific number of boxes, **do not** check more or less than the number specified.

As you can see, the Investigative Logic Test will present a variety of written materials and questions, and you will need to do a good deal of reading. It is important to plan and organize your time to be able to review all of the assignment materials and complete all of the test questions. Some of the materials provided for an assignment may be more important, while others may be less important. You will need to read all of the information provided and determine which materials require more attention than others in order to complete all of the test questions within the time limit.

For a test of this type, it is often useful to review the test questions and related materials first, so that you understand what you will be asked to do for each assignment. Before you start to respond to the questions, read all of the materials related to the exercise (e.g., your role, background information, reports, or other documentation), so that you are familiar with the information you have available. Again, keep in mind that some of the materials may be more important than others for responding to the questions. As you read the materials, you may highlight, underline, or write on them. However, nothing you write on the materials will be scored. **Only the responses you write in the Test Question Booklet will be scored.** Also, do not write on the back sides of any pages in the test booklet. **Anything written on the back sides of the pages will not be scored.**

IMPORTANT POINTS TO REMEMBER

- Write your responses as clearly, neatly, and accurately as possible. While misspelled words or grammatical errors will not count against you, they do detract from the clarity of your response and make your answer harder to understand. Answers that cannot be read or understood will not be scored.
- For questions that ask about **important** actions or pieces of information, provide answers that refer to important things. **Some things may be more important than others.**
- While there may be many things you should do in a given situation, some will be of higher priority or greater urgency than others. For example, a question may ask for the **first** thing you would do, or **initial** actions you would take to **begin** your investigation. While “Complete reports” or “Interview offender when located” may be appropriate

actions to take when you are further into your investigation, other actions may be of higher priority immediately.

- Provide **only** the number of responses indicated by the question. For example, if the question asks for a list of five actions, do not write a list of ten actions. If the question says to check a specific number of boxes, and you check more than that number, you will receive zero (0) points for the question, regardless of the boxes that you checked. If you check fewer boxes than specified, you will receive credit for those chosen, but your score may be lower than it might have been if you had the correct number of boxes. Be very careful to check **exactly** the number of boxes specified in the question.
- Some questions ask for an explanation for your decision or action (e.g., “What action would you take? **Briefly explain why.**”) Be sure to provide a rationale for your response if required by the question.
- Some questions may **exclude** certain individuals or actions from your response (e.g., “**Aside from** interviewing the victim and witnesses, what actions would you take...” or “**Other than** photographs and fingerprints, what physical evidence should be processed...”). Focus your response **only** on the information that is specified in the question.
- Read the information provided in the materials related to the assignment (e.g., background information, reports) carefully before answering the questions. Base your responses on the information provided in the relevant materials. Do **not** jump to conclusions or read more into a question than is there. **There are no trick questions.**
- Make certain that you are referring to the correct item numbers on the materials when answering questions.
- The purpose of the Investigative Logic Test is to assess your capabilities as they relate to important duties that are relevant to Detective job. Respond to the questions as you would if you were a Detective.
- Make sure that (a) you have answered all the questions, (b) you have marked your answers in the appropriate spaces provided, and (c) your answers are relevant to the questions that are asked. If you have time at the end, go back and check.
- Your score for the ILT will be based on the **total number of points associated with the responses you provide to all of the questions.** It is to your advantage to answer every question, even if you have to guess.

- The situations presented in the ILT (including names of all people, businesses, streets, phone numbers, etc.) are fictitious. Any resemblance to actual people, places, or events is **not** intentional.

The following section of this Candidate Preparation Guide contains instructions and practice questions for the Application of Knowledge and Investigative Assignments parts of the ILT. The Sample Assignment Materials related to the practice Investigative Assignments are contained in Appendix F of this guide. These practice Assignment Materials present the same types of information (i.e., cover page, item numbers, your role) as will be presented for the Investigative Assignments in the actual ILT. On the day of the test, you will be able to separate the materials that relate to each investigative assignment, so that you can organize them in whatever manner you find most convenient.

ILT PRACTICE QUESTIONS: APPLICATION OF KNOWLEDGE & INVESTIGATIVE ASSIGNMENTS

PRACTICE QUESTIONS FOR APPLICATION OF KNOWLEDGE

Below are some practice questions pertaining to the Application of Knowledge part of the Detective ILT. Compare your answers to those provided in this guide, beginning on Page 21.

For each question, select the one response that best represents how you would handle the situation as the Detective in the relevant assignment (Property Crimes, Violent Crimes, Special Victims Unit, or as it applies to all of the assignments).

Practice Question 1.

You respond to the scene of a robbery at a convenience store where a clerk has been shot. Relatives of the victim are on the scene. They are extremely upset and their presence is interfering with the collection of evidence. They demand to know what actions you are taking to find the person who shot the clerk.

What would be the most effective next step to take as the Detective?

- A. Take the relatives away from the scene and reassure them that everything possible is being done. Explain the processing of crime scenes and the necessity of the procedures in place.
- B. Direct the officers at the scene to handle the relatives. Tell them that they must move away from the areas where evidence is being collected or they will be arrested for interfering.
- C. Tell the relatives that there are procedures to be followed at the crime scene. Explain that their actions could impede the progress of the investigation and ask them to move out of the crime scene.

Practice Question 2.

You are investigating a reported case of possible child abuse. When you go the residence to talk to the mother, you find two children (ages 5 years and 2 years) on the couch watching TV. The home is in terrible condition. There is garbage everywhere; a lot of roaches, and the toilet is clogged. The 5-year-old has bruises on his arms and legs. No parent or other adult is present.

What would be the most effective next step to take as the Detective?

- A. Call beat officers to take the children to the hospital. Interview neighbors to try and locate the mother of the children.
- B. Take protective custody of the children and ensure they are transported to the hospital. Call for an Evidence Technician, secure the scene for pictures, and interview neighbors for information about the children's mother.
- C. Take the children to the neighbor's residence and ask the person there to watch the children until their mother returns, while you investigate the circumstances at the home.

Practice Question 3.

You are investigating a gang-related shooting and have detained a group of males at the location of the shooting who appear to match witnesses' descriptions of the offenders. A leader in the community approaches you and demands to know what you are doing and why you are detaining these men.

What would be the most effective next step to take as the Detective?

- A. Tell him that you will have him removed from the location if he continues to interfere. Offer that if he wants more information, you will request that a supervisor speak with him.
- B. Inform him that you are conducting a lawful investigation to identify potential offenders or witnesses to a shooting. Tell him that you will talk with him after you have finished talking to the subjects.
- C. Explain that your investigation is legal and request that he allow you to do your job. Then return to questioning the detained subjects about the shooting.

ANSWERS TO PRACTICE QUESTIONS FOR APPLICATION OF KNOWLEDGE

In this part of the ILT, the point values for response alternatives vary based on the effectiveness of the response to the given situation. The points range from 2 (most effective response), to 1 (less effective response), to 0 (ineffective or least effective response). To obtain the maximum point values, you should have answered the Application of Knowledge practice questions as indicated on the following pages.

The point values that have been assigned to each of the response alternatives for the practice questions are shown in parentheses. For each question, you would receive the point value associated with the alternative that you selected. Also, below each alternative is an explanation for the point value that was assigned to the response by the Department senior subject matter experts. These explanations are provided here to make this preparation guide as informative as possible in helping you prepare for the Application of Knowledge section of the ILT. You will **not** have to provide explanations for the answers you choose during the actual test.

NOTE: The point values and justifications were determined by Chicago Police Department senior command personnel who have experience in the Bureau of Detectives and are knowledgeable about Detective job activities and responsibilities.

Practice Question 1.

- (+2) A. Take the relatives away from the scene and reassure them that everything possible is being done. Explain the processing of crime scenes and the necessity of the procedures in place.
- The victim's family must be assured that what is happening is essential to the solution of their case. By explaining the procedures, you make them understand that their current actions might be detrimental to the case.*
- (0) B. Direct the officers at the scene to handle the relatives. Tell them that they must move away from the areas where evidence is being collected or they will be arrested for interfering.
- The threat of arrest can only aggravate the situation. Part of your job as the investigating detective is to develop rapport with the relatives in case they can provide information, so having other officers handle them instead could be counter-productive.*
- (+1) C. Tell the relatives that there are procedures to be followed at the crime scene. Explain that their actions could impede the progress of the investigation and ask them to move out of the crime scene.
- This alternative is less effective than A but more effective than B. You are explaining procedures and the hindrance the relatives are causing, but just asking them to move out of the way does not ensure they leave the crime scene.*

Practice Question 2.

- (+1) A. Call beat officers to take the children to the hospital. Interview neighbors to try and locate the mother of the children.
- This answer only partially addresses the Detective's responsibilities. It does not include having the scene processed for evidence of abuse that may have been committed at the residence.*
- (+2) B. Take protective custody of the children and ensure they are transported to the hospital. Call for an Evidence Technician, secure the scene for pictures, and interview neighbors for information about the children's mother.
- Care for the children is our primary concern. The siblings of the victim also may be victims of abuse. The preservation of evidence at the scene and documentation of the condition of the home is vital. For successful prosecution, you would need to gather all possible information to establish abuse.*
- (0) C. Take the children to the neighbor's residence and ask the person there to watch the children until their mother returns, while you investigate the circumstances at the home.
- The children must be taken to a hospital for medical evaluation, especially after you observe bruises on the 5-year-old. This answer does not ensure that the children are given medical care.*

Practice Question 3.

- (0) A. Tell him that you will have him removed from the location if he continues to interfere. Offer that if he wants more information, you will request that a supervisor speak with him.
- This response is threatening. The detective conducting the investigation at that time should address the situation. Calling for a supervisor will delay the interviews and any possible information you would obtain.*
- (+2) B. Inform him that you are conducting a lawful investigation to identify potential offenders or witnesses to a shooting. Tell him that you will talk with him after you have finished talking to the subjects.
- This is de-escalating the situation. The detective's responsibility is to continue the interview to gain information about the shooting. The explanation to the community leader should reveal the fact that the subjects could possibly have been offenders or witnesses to the shooting.*
- (+1) C. Explain that your investigation is legal and request that he allow you to do your job. Then return to questioning the detained subjects about the shooting.
- This response does not de-escalate the situation as effectively as B, but is more effective than A. Telling him to let you do your job could be perceived as confrontational and is not as likely to gain his cooperation. However, you are responding to him while trying to gather information.*

PRACTICE INVESTIGATIVE ASSIGNMENTS

On the following pages are three practice Investigative Assignments similar to the assignment materials and related test questions that will be presented in this part of the ILT. Review the practice Assignment Materials contained in Appendix F, and practice responding to the test questions presented on the following pages for each practice assignment. Write your answers in the spaces provided. Then, compare your answers to the example responses presented in this guide, beginning on Page 33.

PRACTICE TEST QUESTION BOOKLET

PRACTICE ASSIGNMENT 1

(Questions 1–3)

Refer to Practice Assignment 1 Materials in Appendix F

1. After Officer Stover, who will you interview first when you arrive at the school? Briefly explain why.

Who ➤

Why ➤

2. Of the following questions, check the five (5) questions that would be most important to ask the victim about her allegation of abuse.

Check five (5)

- Who is the person who abused you?
- Where and when did the abuse take place?
- Was this the first time you have been hurt or is it ongoing?
- Have you ever run away before?
- What is your typical relationship with your mother's boyfriend like?
- What were the circumstances or what prompted the beating?
- Does your mother's boyfriend drink, or use drugs, or have mental problems?
- Have you ever been arrested?
- Does your mother have any knowledge of the abuse?
- Are there other incidents of abuse that have been reported from your house?

3. Aside from interviewing any parties involved or potential witnesses, list two (2) important actions that you should ensure are taken immediately in response to this situation?

1 ➤

2 ➤

***END OF ASSIGNMENT 1
CONTINUE ON TO ASSIGNMENT 2***

PRACTICE ASSIGNMENT 2

(Questions 4–9)

Refer to Practice Assignment 2 Materials in Appendix F

4. Upon arriving at the scene and obtaining the overview of the incident from Officer O'Brien, which three (3) actions from the list below would you take next as the Detective?

Check three (3)

- Call for an ambulance for the victims who remained on scene.
- Interview the victims who remained on scene.
- Obtain Gloria's home address so you can go there later.
- Ensure an Evidence Technician has been notified to come to the scene.
- Canvass the area to identify potential witnesses.
- Walk through the scene.
- Determine if there are any POD cameras in the area.
- Arrange to get on the roof to look for evidence near the potential point of entry.
- Obtain criminal background check information on Gloria, Juan, and Kendra.
- Have the manager, Tanya, open the safe to determine if anything was taken.
- Have officers go to Gloria's home and bring her back to the scene.
- Check the 911 call to verify timeline.

5. At this point in time and based only on the information included in Item 2A, which four (4) of the questions below are the most critical for you to ask Kendra, the victim who was held at gunpoint?

Check four (4)

- What exactly did the offender say?
- Was there anything distinctive about the way in which the offender spoke?
- What did the offender look like?
- What kind of gun did the offender have?
- In what direction did the offender flee?
- Have you seen the offender before today?
- Did you see the offender get into a vehicle?
- Was the offender wearing gloves?
- Does anything appear to be missing?
- Did you have anything to do with this incident?
- Would you recognize the offender if you saw him again?

First Update to Investigation:

As part of your investigation at the scene, you learn the following additional information:

- A person or persons unknown cut a hole in the corrugated metal of the roof at the Yummy Chow restaurant. There are drops of blood on the roof and a smear of blood on the ceiling panel that fell to the men's room floor.
- The owner of the laundromat across the street and a little to the west of the Yummy Chow restaurant reported seeing a man in his store who did not bring in any clothes to wash and just stood there looking out the window. The laundromat has interior video which does not show the man's face, but shows that he left at the same time the offender left the restaurant. The laundromat owner was unable to provide a description of the man beyond saying he wore jeans, a black hoodie with the hood pulled up, and sneakers.
- Seco's Kitchen, another restaurant a little further west of the laundromat, has an exterior camera that shows a man parking a 4-door white Cadillac in the Seco's Kitchen parking lot. The license plate is not visible.
- This video also shows a man, wearing what appears to be the same clothes as the man in the laundromat, leaving the car and walking toward the laundromat a moment before the man was reported to have entered the laundromat.

6. List three (3) different areas at the Yummy Chow restaurant where you would direct the Evidence Technician to process for fingerprints?

1 ➤

2 ➤

3 ➤

7. After you finish your investigation at the scene, list the one (1) most critical next step you would take as the Detective to continue your investigation. Briefly explain why.

Next Step ➤

Why ➤

Second Update to Investigation:

The next day, you are called by Tanya, the Yummy Chow restaurant manager, who informs you that she thinks she has found the offender's phone, and she believes one of her employees knows who the robber is. You return to the restaurant and learn the following additional information:

- Yesterday, shortly after the scene was cleared and the restaurant opened, a customer found a cell phone and gave it to Tanya, who took it to her office assuming that a customer had dropped it and would come back to claim it.
- Later that afternoon, the found cell phone rang and Tanya answered it. A male caller asked for someone named "Jabs." Tanya responded to the caller that the phone had been found at the Yummy Chow restaurant and she would like to return the phone to the owner. The caller hung up without saying anything else.
- Before leaving for the day, Tanya told the restaurant staff who were working about the phone being turned in and the caller asking for Jabs.
- One of the employees who was working at the time was Suzanne, a 17-year-old who had been employed at the restaurant for a little less than a month. Suzanne said nothing when Tanya told the employees about the call for Jabs.
- The next morning (today), Suzanne came into the restaurant with her mother. Together Suzanne and her mother told Tanya about Suzanne's uncle who goes by the nickname of "Jabs." Jabs was arrested a year ago and has recently gotten out of prison. After his release, he had been talking with Suzanne about her new job, including where the money is kept in the restaurant.
- Suzanne's mother then pulled up a picture of Jabs from Facebook on her phone. Tanya showed the picture to Gloria, Juan, and Kendra, who all agreed that Jabs was the robber they encountered yesterday. In addition, Tanya believes that she has seen Jabs in the restaurant a couple of times in the last week or so.
- Tanya showed the found cell phone to Suzanne and her mother to see if they recognized it. Both looked at the phone and could not tell if it belonged to Jabs, but Suzanne tried entering 1234 as the PIN, which worked. She then noticed her own phone number in the found phone's contact list.

8. After recovering the found cell phone from Tanya, which one (1) of the following actions would be the most appropriate next step to take regarding the phone?

Check one (1)

- Obtain a subpoena to request the phone records to determine where the phone has been used to make and receive calls.
- Ask Tanya for consent to search the phone.
- Have Tanya enter the phone PIN and show you what Suzanne showed her.
- Obtain a search warrant to access the contents and information from the phone.
- Use the PIN yourself to look for additional information that could help identify the owner of the phone.

9. Using the ratings (2, 1 or 0) shown below, rate each of the following actions in terms of its effectiveness for moving your investigation forward at this point.

Rating Scale:

2 = very effective

1 = somewhat or possibly helpful

0 = wrong, harmful, or premature

Write your rating (2, 1, or 0) in the boxes next to each action below:

	Interview Kendra, Juan, and Gloria as a group to confirm the offender's identification.
	Have an independent administrator conduct photo arrays with Kendra, Juan, and Gloria individually.
	Have an independent administrator conduct photo arrays with Suzanne and her mother individually.
	Conduct a search of Investigatory Stop Reports for Jabs and his associates in the vicinity of the address of occurrence.
	Issue an Investigative Alert for Jabs.
	Interview Suzanne and her mother to learn more about Jabs.
	Run a full background check on Jabs.
	Have Fugitive Apprehension locate and arrest Jabs.
	Conduct a Secretary of State search to see if Jabs owns a Cadillac.

END OF ASSIGNMENT 2
CONTINUE ON TO ASSIGNMENT 3

PRACTICE ASSIGNMENT 3

(Questions 10–12)

Refer to Practice Assignment 3 Materials in Appendix F

10. Of the physical evidence (not fingerprints or photographs) that can be found at the scene of the sexual assault, identify the one (1) item that is most important to have collected and processed. Briefly explain what value or use it has as evidence in this case.

Item ➤

Evidentiary value or use ➤

11. Which one (1) of the four Case Reports identified by your supervisor is most likely related to the case you are investigating?

Check one (1)

- Item 3C Criminal Sexual Assault (RD No. HL-703870)
- Item 3D Criminal Sexual Assault (RD No. HL-724881)
- Item 3E Burglary (RD No. HL-724944)
- Item 3F Burglary (RD No. HL-747009)

12. List the elements of the two cases that lead you to think they are part of a crime pattern. (Be as specific as possible about what is similar in the case you are currently investigating and the case that is most likely related.).

END OF ASSIGNMENT 3

ANSWERS AND EXPLANATIONS FOR PRACTICE INVESTIGATIVE ASSIGNMENTS

The following answers are representative of what would be considered correct and complete responses to the practice questions for the Investigative Logic Test. Keep in mind that your answers do **not** need to match these responses word-for-word in order to receive full credit. As long as your answers are clear and understandable, are responsive to the question, and include all of the essential elements, they will be considered fully correct.

During scoring, partial credit may be given for some types of answers. For **open-ended** questions, the appropriate number of points would be deducted for answers that (a) contain some, but not all, of the relevant information; (b) include responses that would have a negative impact on the situation; or (c) do not follow the instructions provided in the question. However, points would be awarded for the correct portions of such answers, if appropriate.

For **multiple-choice** questions, pay close attention to the number of responses that you are asked to check for each question. Some questions ask you to check only one (1) response, while others ask you to check more than one (e.g., check five (5) or check three (3)). When the question asks for a specific number of boxes to be checked, you will receive no points (zero; 0 points) if you check more boxes than the number specified in the question.

All of the ILT assignment materials and test questions were developed through discussion and review with Department subject matter experts who are knowledgeable about the Detective assignments in the Bureau of Detectives. Your responses to the ILT will be scored according to detailed scoring guidelines developed with these subject matter experts and senior command personnel in the Chicago Police Department.

To make this Candidate Preparation Guide as informative as possible, explanations of why the following answers for the practice questions are correct are provided along with the response to each practice question. You will **not** need to provide such explanations on the actual test. The answers provided in the guide represent examples of complete responses expected from candidates taking the test. Again, your answers do not need to match those shown exactly, but they should contain the same ideas or information to receive full credit.

PRACTICE ASSIGNMENT 1

(Questions 1–3)

1. After Officer Stover, who will you interview first when you arrive at the school? Briefly explain why.

Who ➤ Ms. Jamison, the teacher

Why ➤

(Either of the following reasons would be acceptable)

- Detectives should try to talk to the reporting witness first to get more information before talking to the victim or offender or outcry witness.
- It is likely that the teacher will be able to provide an overview of what has occurred and have an objective point of view.

Explanation

This question asks you to identify who you would interview first when you arrive at the school and to briefly explain why. The first person you would want to talk with is the teacher, Ms. Jamison, because she was the reporting witness. Ms. Jamison will have a broad overview and a more objective point of view about what has occurred related to this situation. You would want to get as much information as possible from her before talking to the victim, the offender, or the outcry witness, Ida Winn. Additionally, you know that the victim is in school, so it is not necessary to try to find her right away for your interview.

To receive full credit for this type of question, you would need to identify who you would interview first and provide a reason as to why you chose this individual. If you provide the name of the person without the reason, you would not receive full credit. Additionally, the question says to briefly explain why. You do not need to write a lengthy paragraph to explain why Ms. Jamison is the first person you would interview when you arrive at the school. Any one of the possible reasons listed above would be enough for you to receive credit for the question.

2. Of the following questions, check the five (5) questions that would be most important to ask the victim about her allegation of abuse.

Check five (5)

- (+2) Who is the person who abused you?
- (+2) Where and when did the abuse take place?
- (+2) Was this the first time you have been hurt or is it ongoing?
- (+1) Have you ever run away before?
- (+1) What is your typical relationship with your mother's boyfriend like?
- (+2) What were the circumstances or what prompted the beating?
- (+1) Does your mother's boyfriend drink, or use drugs, or have mental problems?
- (0) Have you ever been arrested?
- (+2) Does your mother have any knowledge of the abuse?
- (+1) Are there other incidents of abuse that have been reported from your house?

Explanation

This question asks you to check five (5) questions (out of a list of 10 possible questions) that would be most important to ask the victim about her allegations of abuse. Although there may be other important questions to ask, you are to choose from the list that has been provided. The questions have different point values (shown in parentheses above) relative to their importance to your investigation at this time. The (+2) questions identified deal directly with the abuse at hand. These are the most important questions to have answered by the victim about her allegation. The (+1) questions, although they may be relevant to the victim's general situation, are not directly related to the abuse incident. The (0) question has nothing to do with this incident and would be the least relevant question of those listed. You would receive the maximum score for this question if you had checked the five boxes shown as (+2) above.

Caution

Your score for this question would be the total number of points associated with the five questions you checked. Be aware that if you check fewer than 5 questions (e.g., 4 instead of 5), you will receive credit for those chosen, but your score will be lower than it might have been if you had checked another question. **NOTE:** If you were to check more than 5 questions (e.g., 6 instead of 5), you will receive no points (a score of 0) for this question. It is very important that you read the directions for each question carefully and make sure that you check exactly the number of boxes specified in the question.

3. Aside from interviewing any parties involved or potential witnesses, list two (2) important actions that you should ensure are taken immediately in response to this situation?

- 1 ➤ Have victim taken to a hospital for a check-up of injuries
- 2 ➤ Check the condition at the home, and take victim's siblings to a hospital for medical examinations and into protective custody, if necessary

Explanation

For this question, you are asked to list two (2) important actions that you should ensure are taken immediately in response to this situation. Although several actions could be taken right away, there are some actions that have a higher priority. These are the actions you should focus on in this type of question.

Highest Priority

These responses would receive the maximum number of points.

- **Ensure the victim is taken to the hospital for a check-up of injuries.** The wellbeing of the juvenile victim is always a critical action in any suspected abuse case. This should be your first consideration.
- **Ensure a medical exam of the siblings or check the wellbeing at the home and take the siblings into protective custody.** The victim's statement that she is concerned about her siblings raises the concern that the other children in the home also are being abused. You should ensure actions are taken to check on their wellbeing.

Lower Priority

The following responses would receive some credit, but not the maximum number of points for this question. Although important, these responses are not the highest priority actions that you would take in this situation.

- **Have Evidence Technician called to document injuries (e.g., photos).**
- **Contact mother who reported victim missing.**
- **Contact DCFS for history on the family and notify them of the abuse, if your investigation warrants.**

No Credit

Other actions may occur during the course of your investigation, but would not need to happen immediately. For example, conducting a background check on the offender would not take priority over ensuring the wellbeing of the victim and her siblings in this case. Similarly, arresting the mother's boyfriend would receive no points. In a case of this type, there are other investigative steps that would need to occur before an arrest is made, if appropriate based on the fact and evidence gathered. Such answers would receive no points if identified as your most important immediate response to this situation.

PRACTICE ASSIGNMENT 2

(Questions 4–9)

4. Upon arriving at the scene and obtaining the overview of the incident from Officer O'Brien, which three (3) actions from the list below would you take next as the Detective?

Check three (3)

- (0) Call for an ambulance for the victims who remained on scene.
- (+2) Interview the victims who remained on scene.
- (+1) Obtain Gloria's home address so you can go there later.
- (+2) Ensure an Evidence Technician has been notified to come to the scene.
- (+1) Canvass the area to identify potential witnesses.
- (+2) Walk through the scene.
- (+1) Determine if there are any POD cameras in the area.
- (+1) Arrange to get on the roof to look for evidence near the potential point of entry.
- (+1) Obtain criminal background check information on Gloria, Juan, and Kendra.
- (0) Have the manager, Tanya, open the safe to determine if anything was taken.
- (0) Have officers go to Gloria's home and bring her back to the scene.
- (+1) Check the 911 call to verify timeline.

Explanation

This question asks you to check three (3) actions (out of a list of 12 possible actions) that you would take next as the Detective. Although there may be other important actions you could take, you are to choose from the list that has been provided. The actions have different point values (shown in parentheses above) relative to their importance and timeliness to your investigation at the point where you have just arrived on the scene. You would receive the maximum score for this question if you had checked the three boxes shown as (+2) above.

The three actions identified as (+2) reflect the next things you would do, after speaking with the responding officer, to obtain first-hand information about what happened during the incident. Interviewing the victims who are still at the scene can provide more details about the offender's identify or description and give you a better sense of where evidence might be found. Ensuring the Evidence Technician has been notified to come to the scene is a critical next step. Having

the ET process the scene and collect evidence is time-sensitive to prevent potential loss of evidence or scene contamination. Walking through the scene yourself allows you to visualize what happened, where involved individuals were during the incident, and where evidence might be found.

The actions identified as (+1) are steps you would want to take at some point during your investigation, depending on what you learn at the scene. They are not the most critical actions to take next because they require you to leave the scene or they are steps that could be taken later.

The (0) actions are either unnecessary or could compromise your investigation. There is no need to call for an ambulance because no one was injured. You would not want to have the manager open the safe because it does not appear to have been opened by the offender, and touching it now could destroy or compromise potential evidence (fingerprints, pry marks) that should be processed by the ET. Having officers go to Gloria's home and bring her back to the scene is not effective because you do not know she is there and bringing her back to the scene (after she was so upset she had to leave) could impede her willingness to cooperate as a witness.

5. At this point in time and based only on the information included in Item 2A, which four (4) of the questions below are the most critical for you to ask Kendra, the victim who was held at gunpoint?

Check four (4)

- (+1) What exactly did the offender say?
- (+1) Was there anything distinctive about the way in which the offender spoke?
- (+2) What did the offender look like?
- (+1) What kind of gun did the offender have?
- (+2) In what direction did the offender flee?
- (+2) Have you seen the offender before today?
- (+2) Did you see the offender get into a vehicle?
- (+1) Was the offender wearing gloves?
- (+1) Does anything appear to be missing?
- (0) Did you have anything to do with this incident?
- (+1) Would you recognize the offender if you saw him again?

Explanation

This question asks you to check four (4) questions (out of a list of 11 possible questions) that you would ask Kendra, the victim who was held at gunpoint. Although there may be other questions you could ask, you are to choose from the list that has been provided. The questions have different point values (shown in parentheses above) relative to their importance and timeliness to your investigation and their relevance to that particular witness. You would receive the maximum score for this question if you had checked the four boxes shown as (+2) above.

The four questions identified as (+2) are targeted at identification and possible apprehension of the offender. Kendra was the witness who was closest to the offender and the only witness who was still on the scene at the time when the offender fled. It would be important to know if Kendra had ever seen the offender before, in the event she might actually know his name or whether he is a person who is regularly in the area. It also would be important to know right away what the offender looked like and any information about the direction the offender fled and if there was a vehicle involved in order to put out a description in a Flash Message for patrol officers to look for the offender.

The questions identified as (+1) are reasonable to ask Kendra to obtain more information that would be useful to know to guide your investigation. These questions might help you identify the offender and provide more information about where to look for evidence or whether useful fingerprints are likely to be found.

The (0) question would be wrong to ask at this time because there is no indication that Kendra was involved in the crime. Asking if she had anything to do with it is confrontational and would likely put her on the defensive. You do not want to lose her cooperation as a witness.

6. List three (3) different areas at the Yummy Chow restaurant where you would direct the Evidence Technician to process for fingerprints?

Listing any three of the following four areas would receive full credit for this question:

- Roof
- Men's bathroom
- Safe/Manager's office
- Back door

Explanation

This question is asked after the "First Update to Investigation" is presented, in which you learn additional information about evidence that is found at the scene of Yummy Chow restaurant and information about other locations in the area where evidence has been found or information learned that may be related to your robbery investigation. Note that the question is very specific in limiting the focus of the correct response in the following ways:

- The question specifies at the Yummy Chow Restaurant, as opposed to any other locations where evidence may be found, such as the laundromat or Seco's Kitchen. The four possible correct answers are areas where you know the offender went at Yummy Chow restaurant versus fingerprints that might be obtained from the other individual who left the vehicle at Seco's Kitchen parking lot and entered the laundromat.
- The question asks about fingerprints, as opposed to any other types of evidence, such as physical items or photographs. Therefore the correct responses are targeted at areas of Yummy Chow restaurant where you have reason to believe the offender touched things. You also have reason to believe the offender may not have been wearing gloves due to the blood drops found near where the roof was cut open.
- The question asks about different areas at the restaurant. Again, the four possible correct answers are four different areas where you know the offender went at the restaurant: the roof where the hole was cut; the men's bathroom where the hole led to access inside; the manager's office where the safe was located; and the back door where the offender fled from the restaurant. Note that if you had focused all three of your answers on the same "area" (for example, the counter in the men's bathroom, the door handle of the men's bathroom, and the faucet in the men's bathroom), you would receive partial credit for the question associated with that one area of the restaurant. To receive full credit for the question, you should have included three "different areas" at the restaurant (out of the four possible areas). Note also that saying either the Manager's office or the Safe itself would have been acceptable for that portion of the response.

7. After you finish your investigation at the scene, list the one (1) most critical next step you would take as the Detective to continue your investigation. Briefly explain why.

Next Step ➤ Locate and interview Gloria

Why ➤ She was an eye witness to the incident, but was not available at the scene

Explanation

Any response related to interviewing Gloria to obtain additional witness information would receive full credit for this question. You know she was another eye witness who could provide additional information about the offender, but she left the scene before you arrived. You would want to obtain and document all of the witnesses' information as soon as possible.

8. After recovering the found cell phone from Tanya, which one (1) of the following actions would be the most appropriate next step to take regarding the phone?

Check one (1)

- (0) Obtain a subpoena to request the phone records to determine where the phone has been used to make and receive calls.
- (0) Ask Tanya for consent to search the phone.
- (0) Have Tanya enter the phone PIN and show you what Suzanne showed her.
- (+2) Obtain a search warrant to access the contents and information from the phone.
- (0) Use the PIN yourself to look for additional information that could help identify the owner of the phone.

Explanation

This question is asked after the “Second Update to Investigation” is presented, in which you learn about the cell phone that is found at the scene of the Yummy Chow restaurant and information from Suzanne, another employee at the restaurant, about her uncle “Jabs” being the likely owner of the phone.

Given the information you have at this point in your investigation, the action identified as (+2) above is the most appropriate action for you to take regarding the phone. Legally, you need to obtain a search warrant to view the contents of the phone, regardless of what Tanya, Suzanne, and her mother have already accessed and told you. Being able to view the actual contents or information on the phone (e.g., contacts, photos, texts) would be the most effective way to positively identify “Jabs” as the owner of the phone and determine information that could help you locate him. You would receive maximum credit (+2) if you checked this response.

The first action listed could eventually be an appropriate step to take, but it would be a more time-consuming method of trying to identify the owner of the phone. You would consider taking this additional step if accessing the contents of the phone does not identify Jabs as the owner and/or if you want to identify his associates through the records of phone numbers in contact with that phone. In order to obtain the phone records from the service provider, you would need to obtain a subpoena. Legally accessing the contents of the phone (vs. obtaining the phone records) would be more effective as the next step to take to identify the owner of the phone and the possible offender in your case.

The three actions identified as (0) are just wrong. The phone does not belong to Tanya, so she cannot give you legal consent to search it. An identification of the offender made by conducting an illegal search (such as you entering the PIN or having Tanya enter the PIN so you can search the phone) would not be admissible in court.

9. Using the ratings (2, 1 or 0) shown below, rate each of the following actions in terms of its effectiveness for moving your investigation forward at this point.

Rating Scale:

2 = very effective

1 = somewhat or possibly helpful

0 = wrong, harmful, or premature

Write your rating (2, 1, or 0) in the boxes next to each action below:

0	Interview Kendra, Juan, and Gloria as a group to confirm the offender’s identification.
2	Have an independent administrator conduct photo arrays with Kendra, Juan, and Gloria, individually.
0	Have an independent administrator conduct photo arrays with Suzanne and her mother individually.
1	Conduct a search of Investigatory Stop Reports for Jabs and his associates in the vicinity of the address of occurrence.
0	Issue an Investigative Alert for Jabs.
2	Interview Suzanne and her mother to learn more about Jabs.
2	Run a full background check on Jabs.
0	Have Fugitive Apprehension locate and arrest Jabs.
1	Conduct a Secretary of State search to see if Jabs owns a Cadillac.

Explanation

Instead of checking a number of boxes (as in some of the previous questions), this question asks you to rate each action listed using the 2, 1, 0 rating scale provided. You should carefully consider the effects of performing each action given what you know at this point in your investigation.

The actions identified above as “2” are “very effective” actions to take at this point in your investigation, when you have reason to believe that Jabs is the offender. You also know he was arrested a year ago, so you could obtain a recent photograph of him to use in a photo lineup with the eye witnesses (Gloria, Juan, and Kendra). Having an independent administrator conduct separate photo arrays with each witness to positively identify Jabs as the offender follows proper legal and departmental procedures for conducting photo lineups. You would want to interview Suzanne and her mother to learn more about Jabs (his full name, where he lives and works, etc.), so you can locate him for arrest if he is positively identified as the offender. You would also run a full background check on Jabs to obtain the photo and other relevant information (criminal history, weapons possession, associates, etc.) to help locate him and for officer safety purposes when apprehending him, if appropriate.

The actions identified above as “1” could be “somewhat or possibly helpful” actions to take at this point in your investigation. Conducting a search of Investigatory Stop Reports for Jabs and his associates in the area might yield some information about him, but there is less likelihood of finding relevant information this way as opposed to running a full background check. You know he has been arrested in the past, but you have no real reason to believe that he is regularly in the area or that a report of a street stop by police would be on record. Conducting a Secretary of State search to see if Jabs owns a Cadillac may or may not yield any useful information. You know the video did not capture the license plate of the Cadillac parked in the Seco’s Kitchen parking lot, and the man who parked it and entered the laundromat appeared to be a lookout, and not your likely offender, Jabs.

The actions identified above as “0” are “wrong, harmful, or premature” actions to take at this point in the investigation. Interviewing the witnesses (Kendra, Juan, and Gloria) as a group does not follow proper procedures for interviewing witnesses. You would want them to independently identify and confirm whether or not Jabs is the offender. It would be a waste of time and resources to conduct photo arrays with Suzanne and her mother, because they have already identified Jabs as a family member and did not witness the robbery. Issuing an Investigative Alert for Jabs or having Fugitive Apprehension locate and arrest Jabs would be premature, as you have not yet positively identified Jabs as the offender.

For this question, you would receive full credit for providing the ratings indicated above for each action. If you provided some other rating for any of the actions, you would not receive any points for that portion of the response.

PRACTICE ASSIGNMENT 3

(Questions 10–12)

10. Of the physical evidence (not fingerprints or photographs) that can be found at the scene of the sexual assault, identify the one (1) item that is most important to have collected and processed. Briefly explain what value or use it has as evidence in this case.

Item ➤ Bed sheet

Evidentiary value or use ➤ It contains genetic material from the offender that could be tested for DNA

Explanation

You must have identified the bed sheet as the item that is most important to collect at the scene to receive credit for this question. Any explanation regarding DNA testing would be acceptable for credit regarding its evidentiary value. Note that the question is limited to physical evidence, specifically excluding fingerprints or photographs. Of the possible items of physical evidence at the scene of the sexual assault that could provide information about the offender, the bed sheet is the only item that you know contains his DNA (semen) due to the facts presented in the Case and Supplementary Reports. The Pepsi can could be tested for DNA (saliva), but you do not know for sure that the can was used by the offender. The other items that the offender touched (pillow case and belt from victim's robe) are less likely to contain the offender's DNA, especially if he was wearing gloves. There are other important items of physical evidence that could be collected for DNA testing, such as the clothes the victim was wearing or scrapings from under her fingernails. However, those are not appropriate answers to this question because they are located at the hospital where the victim was transported, not still at the scene of the sexual assault.

11. Which one (1) of the four Case Reports identified by your supervisor is most likely related to the case you are investigating?

Check one (1)

- (0) Item 3C Criminal Sexual Assault (RD No. HL-703870)
- (0) Item 3D Criminal Sexual Assault (RD No. HL-724881)
- (+1) Item 3E Burglary (RD No. HL-724944)
- (0) Item 3F Burglary (RD No. HL-747009)

Explanation

To receive credit for this question, you should have checked the box next to Item 3E. Even if you perceived some similarities among any of the other cases, this question asks you to identify the one (1) that is most likely related to the case you are investigating. As a reminder, it is very important that you read the directions for each question carefully and make sure that you check exactly the number of boxes specified in the question. If you were to check more than one of the boxes for this question, you would receive **no points (a score of 0)** for this question

12. List the elements of the two cases that lead you to think they are part of a crime pattern. (Be as specific as possible about what is similar in the case you are currently investigating and the case that is most likely related.).

- Method of entry into apartment (back window)
- Time of day incidents occurred (during typical daytime work hours)
- Type of items stolen (small electronics, CDs/DVDs, jewelry; easy to carry)
- Method of removing stolen items (used bag found in victims' homes to carry the items; gym bag and back pack)

Explanation

You would receive full credit for this question if you list all four of the elements above, and partial credit for any of them if you list fewer. Your answers do not have to be worded exactly as shown above, but need to convey generally the same information. These are the elements of the crimes that are most similar between the case you are currently investigating and the burglary documented in Item 3E. The elements of the other two sexual assault cases (Items 3C and 3D) reflect different types of attack (ruse entry and grabbing the victim off the street), whereas the sexual assault in case you are investigating appears to have been a crime of opportunity committed because the victim came home unexpectedly during a burglary in progress. The other burglary case (Item 3F) involves a different time of day (evening), method of entry (door kicked in), and different types of items stolen (larger items that could not be easily carried in a bag).

ILT SCORING AND ELIGIBILITY INFORMATION

The test administrators will be responsible for distribution, collection, and handling (i.e., copying) of all test materials. The test will be scored by the test development consultants. The test developers make every effort to include scorers with diverse backgrounds, including individuals of different racial, gender, and age groups. All of the scorers receive extensive training in the scoring procedures and application of the scoring guidelines developed with the CPD subject matter experts and senior command personnel. In **all** cases, at least two scorers must agree on the final score awarded for each candidate's response to each Investigative Assignment question on the Investigative Logic Test.

*At **NO** time during the scoring process will any of the scorers or any employees of the City of Chicago see any candidate's' name associated with any test response.*

Each test will be scored based on specific scoring criteria established by subject matter experts and senior command personnel in the Chicago Police Department. Your final score will be the total points you obtain for all test questions on the both parts of the ILT (i.e., Application of Knowledge and Investigative Assignments). This final score will determine your rank on the Eligibility List for the Detective Selection Process. Where applicable, continuous service date, then date of birth is used to break tied scores.



STUDYING AND TEST-TAKING TIPS

This section of the Candidate Preparation Guide provides general information about studying approaches and reading techniques. Also provided are suggestions for ways to help you prepare for the WQT and ILT exam components of the Detective Selection Process.

PREPARING TO STUDY FOR THE EXAMS

LEARNING STYLES

People have different learning styles. For example, **visual learners** understand things best when they create physical or mental pictures that enable them to “see” the material they are trying to learn. **Auditory learners** understand things best when they read aloud information or talk through solutions, enabling them to “hear” the material they are trying to learn. **Tactile-kinesthetic learners** understand things best when they write out notes or copy information, which enables them to “touch” the material they are trying to learn.

Depending on your learning style, some study methods may be more effective for you than others. Most people learn best using a combination of some or all of the following techniques.

- Highlight important points to remember. Emphasize key phrases or ideas that will easily trigger your recall of the information.
- Use flashcards to memorize and quiz yourself on factual information or definitions.
- Draw pictures, diagrams, or flow charts of abstract ideas or problems.
- Visualize the document containing the information and its placement on the page when trying to remember specific facts.
- Read aloud information that you are trying to remember. Repeat important points several times.
- Dictate important concepts onto an audiocassette and play the cassette back to yourself. As you listen, stop the cassette to expand orally on these concepts with new ideas or information.
- Take notes and outline reference materials as you read. Recopy your notes and outlines and fill in additional or missing information.
- Jot down ideas for solutions to problems as they occur to you. Refer to your notes to expand on these ideas, and write out your complete thoughts.

- Write out potential test questions in the formats that will be used in the exam. Then write out your answers. Go back to the study materials to verify that your answers are correct and complete.
- Ask yourself practice questions about the material and rehearse your answers out loud.

No matter what your learning style, using a multi-sensory approach as much as possible, including seeing (read), hearing (repeat orally), touching (write out), and doing (practice quizzes), will help reinforce your memory of the material.

STUDY APPROACHES

There are also different approaches that you may take for studying your materials. Some individuals prefer to study by themselves, while others accomplish more by studying with another person or in groups. The following table outlines some of the advantages and disadvantages of various approaches that you may want to consider.

Study Approach	Advantages	Disadvantages
Individual	<ul style="list-style-type: none"> • Work at your own pace and schedule • May have better focus/concentration without other people around you • Allows you to focus on strengthening personal weaknesses 	<ul style="list-style-type: none"> • No opportunity to ask others questions • Must gather and organize study materials on your own • Need to be very self-disciplined and self-motivated
One-on-One	<ul style="list-style-type: none"> • Other person may be able to answer your questions • You can verbally “quiz” each other • Share the responsibility of gathering study materials and taking notes • Fewer problems of coordinating schedules than with a larger study group • Scheduled meetings help motivate you to study 	<ul style="list-style-type: none"> • Limited to one other person’s knowledge • Need to coordinate schedules • Partner might learn/study at a different pace and slow you down or speed ahead without you • You may be tempted to talk about other things and put off studying
Study Group	<ul style="list-style-type: none"> • More people for you to learn from • Group members can quiz one another • More people to share the responsibility of gathering study materials, organizing, and taking notes • Scheduled meetings help motivate you to study 	<ul style="list-style-type: none"> • Slower learners may slow down the group • Faster learners may speed ahead without you • The temptation to talk about other things can take away from study time • More difficult to coordinate schedules of others • Greater chance of conflict in bigger groups

You may find that a combination of approaches works best. Even if you join a study group or work with a study partner, you will probably need to spend some time reading, taking notes, or reviewing materials on your own. Once you have identified the approach or combination of approaches that is right for you, you should arrange your study schedule accordingly so that you can make the most effective use of your time.

COLLECTING MATERIALS

It is important that you locate **all** materials that are on the Recommended Reading List for the Detective Selection Process.

- Refer to the Recommended Reading List, which includes important reference materials that were used to develop the Written Qualifying Test and the Investigative Logic Test questions. (A copy of the Recommended Reading List is included in Appendix A of this guide.)

It is to your advantage to be as familiar as possible with all of the reading materials listed in Appendix A, so that you can recall and/or locate the reference information easily. Feel free to ask knowledgeable members of the Department to answer any questions you may have about the materials.

SCHEDULING

A key to test preparation is setting a study schedule that is suitable for you. Consider the following guidelines when planning your study schedule.

- Begin your test preparations early. This will allow you time to absorb the necessary information and resolve any concerns that may come up. Ask the appropriate people to clarify any questions you have about the materials or the test.
- Given the amount of material to be learned before the test, schedule your test preparation realistically. It may help to make a list of all the activities you must complete before the test and prioritize them, allotting more time to those topics that are most important or that you find difficult to learn.
- Allow sufficient time to accomplish each study activity, decide when each activity best fits into your routine, then try to stick to your schedule from day to day. Keep in mind that if you are studying with a group, you will need to coordinate schedules with all group members to allow everyone to participate.
- Plan your schedule so that you study challenging and important topics when you can devote the most time and energy. For example, some people find that they accomplish more by studying in the morning, while others prefer to study at the end of the day. Consider the timing of your study schedule and daily routine to determine what works best for you.

HOW TO READ EFFECTIVELY WHEN STUDYING

READING STYLES

When you read for different reasons, your method of reading should be different depending on the context. For example, you might skim the newspaper quickly to pick out the important or interesting features. You might proofread every word of a memo you wrote to look for typos, without really concentrating on the message. Or you might read a contract you are about to sign slowly and intently to be sure you understand its meaning. In this same way, certain methods of reading promote learning and memorizing information. The following tips can help you to read effectively when studying for a test.

PREVIEW THE MATERIAL

Before actually reading, look over the entire document (including the Table of Contents if one is available) to see what it is about and how it is organized. Read introductory **and** summary sections first. Having an overview of the general topics in mind and a sense of how they are related or presented will help you understand the details of the information as you read. This preview also will give you a good idea of how long it will take to read the document.

READ ACTIVELY

Read when you feel alert. Set realistic goals of how much material you will read in one session. You will not retain as much information if you try to read too much at once. Take a short break if you find you are not concentrating, and come back to your reading with refocused energy.

Divide the material into logical and manageable sections. Before reading each section of your study materials, flip through the section and look at the headings to preview what the section is about. Read the first sentence and ask yourself what that section is trying to convey. Then read the entire section with the goal of discovering this information.

Mark the material as you read. This may include underlining or highlighting the text and making notes in the margins or on a separate piece of paper. Underlining or highlighting should be used to emphasize key points. When reviewing, you can easily use these points to recall information. Notes should be used to (a) indicate where particular details are discussed, (b) summarize information, (c) outline a passage, or (d) write comments to yourself.

Think like people in the job you are testing for. As you read, try to apply the information you are studying to the types of situations encountered by individuals in the CPD Detective assignments. Think about how the information applies to the types of decisions and actions that are common for Detectives.

Ask yourself questions about the material. Instead of just trying to memorize information, question yourself about it as you read, asking Why, How, What if, etc. For example, when reading about a procedure that is followed in a particular situation, try asking yourself, “Why is that procedure used in that situation?” “What would happen if the procedure was not used?” “What other situations require the same procedure?” This technique will help you to understand the information from a variety of perspectives and help you recognize when it applies to different circumstances.

Work within your attention span. If you find yourself daydreaming, worrying, or thinking about other things, take a short break and come back ready to study again. Read difficult materials or do difficult study tasks first. Reward yourself with the easier reading or tasks later in the study session. Vary tasks within lengthy study sessions. For example, read new material, then work on outlines or notes, then develop practice items, then review previously studied materials, and so forth.

DEVELOPING PRACTICE TEST ITEMS

Whether you are studying on your own or working with a study group, developing and using practice test items about the directives, statutes, or other references you are studying can be an effective way of learning the material. You (and your study partner or other group members) can develop the practice test items while you are reading the sources on the Recommended Reading List (refer to Appendix A). Then, use the practice items later to test yourself (and each other) on your understanding of the materials you studied. For this technique to be most useful, some tips for developing good practice test items are provided below:

- As you are reading the study materials, mark the sections that seem most relevant for practice test items. Think about the typical situations and duties that Detectives are involved in (refer to Appendix C) and the knowledge areas, skills, abilities, and personal characteristics (refer to Appendix D) that are important for Detectives to perform the job effectively.

- When developing practice items, use the formats shown for the practice items included in this guide. For the WQT, each practice item should have a stem, which provides information about the situation and presents the question. Each item should have four answer choices, including the correct (or most effective) response and three incorrect (or less effective) alternatives.
- When developing practice questions for the ILT, questions for the Application of Knowledge part should have a realistic scenario and three answer choices that present actions that could be more or less effective for the Detective to take as the next step in the investigation. For the Investigative Assignments part of the ILT, think about the types of situations that are handled by Detectives in the Property Crimes, Violent Crimes, and Special Victims Unit assignments. Develop practice scenarios, materials, and questions in the various formats (check boxes, rate each option, make a list, explain why, etc.) shown in this study guide.
- Try to write items in a variety of ways. Some items may ask questions about the information (e.g., procedures, actions, notifications, charges, etc.) as directly stated in Department directives or the Illinois Compiled Statutes.
- Another effective way to write items for learning purposes is to ask about the information you are testing in the form of an on-the-job scenario. Some of the practice items in this guide are presented in this format. By setting up a realistic situation and applying your knowledge to the situation, you are testing how well you actually understand the information presented in the study materials. Reading and understanding the materials at a deeper level will generally help you to perform better on the test (and on the job) than simply memorizing the words.

PREPARING FOR TESTING

BEFORE THE TEST

- Eat well and get a good night's sleep before the test. If you are tired or hungry, your concentration will be affected and so will your test performance.
- Have all of the materials you need to bring with you to the testing session ready to go (i.e., notice to report, photo identification).
- Make sure you know the exact location and time of the test. Allow yourself plenty of time to arrive, park, use the restroom, find your seat, and compose yourself.
- Go into the test with a positive attitude, determined to do your best. Focus on your abilities, rather than worry about what you might not know.
- Try not to discuss the test with other people once you arrive. Generally, this only increases everyone's anxiety.

AT THE START OF THE TEST

- Listen carefully to all of the test administrator's instructions and follow them step-by-step. If you are working ahead of the instructions, you may miss important information.
- Follow **ALL** instructions given by the test administrator or proctor, including instructions about handing out and collecting materials, breaks, restroom procedures, etc. **Failure to do so may disqualify you from the selection process.**
- You will be asked to preview each section of the test as part of the instructions. This will allow you to notice missing or duplicate pages. Notify the proctor if you find anything wrong with your test materials at this time.
- Ask questions at the appropriate times if you are unsure about any directions or procedures.

DURING THE TEST

- It is to your advantage to answer every question in each section of the test, even if you have to guess.
- The time limit is set with the intent that most candidates should be able to finish. However, monitor your time. Do not spend excessive amounts of time thinking about any one question. If you must, skip a question and come back to it at the end.
- Make sure that you mark your answers to the questions in the correct spaces when using the separate WQT and Application of Knowledge answer sheets and when writing in the Test Question Booklet for the Investigative Assignments. On the scannable answer sheets, be especially careful if you skip any questions to mark the next answer on the proper line.
- Pay attention to your own work, not to what is going on around you. If you are wondering how other people are doing or how far they have gotten, you are wasting valuable time.

STRATEGIES FOR MULTIPLE-CHOICE ITEM TESTS

Both the Job Knowledge (Recall) and Job Knowledge (Reference) sections of the WQT include multiple-choice items. The Application of Knowledge part of the ILT also includes multiple-choice questions. Each multiple-choice item presents a question with three or four response alternatives. You are to choose the one alternative that is the **correct or best answer** to the question. Keep the following tips in mind when you are taking a multiple-choice test:

- Never choose an alternative based on the frequency or pattern of your previous responses. Do not assume that the correct answers follow any sequence or pattern, or that the response alternatives (A, B, C or D) are used in equal numbers.
- **Be sure to read every alternative.** Even if one of the first responses is the alternative you expected to be correct, one of the others may be better or more specifically correct.
- Eliminate alternatives you know are wrong. This will help you to focus on the remaining alternatives. If two or more alternatives seem correct or equally good, compare them to determine what makes them different. Evaluate these differences in relation to the question.
- Watch for words like **not**, **but**, and **except**. These words indicate that you should look for the alternative that (a) makes the completed statement false, (b) is the exception to the rule, or (c) incorrectly answers the question.
- Also watch for words like **always**, **never**, and **only**. These words indicate that you should look for the alternative that is accurate 100 percent of the time, without exception.
- If you are not sure about any of the alternatives, use logical reasoning to rule out as many alternatives as you can. Then, choose between the remaining alternatives. Guess if you must.
- If you cannot rule out any alternatives, first reactions often tend to be correct. Change your answer only if information remembered later or a strong hunch indicates that your first guess is wrong. If you do change your answer, be sure to erase your initial answer completely.
- Try to answer as many questions as you can during the time limit. Do not spend too much time on any one question. If you do not know the answer, then guess. There is no penalty for guessing in any of the sections of the test.

STRATEGIES FOR THE ILT INVESTIGATIVE ASSIGNMENTS

The Investigative Assignments part of the ILT includes a variety of items types, including some that ask you to select a specific number of responses and some that are open-ended and ask you to write out your answers. For this type of test, keep the following tips in mind:

- Preview all of the materials in each Assignment Materials packet before you start to answer the related questions in the Test Question Booklet. This will allow you to determine which questions will be easier or harder and help you schedule your test time accordingly. Do not spend too much time on any one question. Skip difficult questions, then go back to them later.
- You may take the Assignment Materials apart and organize them however is most useful to you. You also may highlight or take notes on the materials, but only the responses you write in the Test Question Booklet will be scored.
- While there may be many things you should do in a given situation, some will be of higher priority or greater urgency than others. For example, a question may ask for the **first** thing you would do, or **initial** actions you would take to **begin** your investigation. While “Complete reports” or “Interview offender when located” may be appropriate actions to take when you are further into your investigation, other actions may be of higher priority immediately.
- Provide **only** the number of responses indicated by the question. For example, if the question asks for a list of five actions, do not write a list of ten actions. If the question says to check a specific number of boxes, and you check more than that number, you will receive zero (0) points for the question, regardless of the boxes that you checked. Be very careful to check **exactly** the number of boxes specified in the question.
- Some questions may **exclude** certain individuals or actions from your response (e.g., “**Aside from** interviewing the victim and witnesses, what actions would you take...” or “**Other than** photographs and fingerprints, what physical evidence should be processed...”). Focus your response **only** on the information that is specified in the question.
- Read the information provided in the materials related to the assignment (e.g., background information, reports) carefully before answering the questions. Base your responses on the information provided in the relevant materials. Do **not** jump to conclusions or read more into a question than is there. **There are no trick questions.**



APPENDIX A
RECOMMENDED READING LIST

CHICAGO POLICE DEPARTMENT DETECTIVE SELECTION PROCESS

RECOMMENDED READING LIST

The following table contains the source materials, or reading list, for both examination components (the Written Qualifying Test and the Investigative Logic Test) of the Detective Selection Process. These materials will be relevant to both examination components, which will be administered on the same date, 07 May 2016.

IMPORTANT NOTES:

- The **Department Directives** listed below are referenced **as they existed with an Effective Date of 10 February 2016** and are considered part of the Recommended Reading List.
- The **Other References** listed also are considered part of the Recommended Reading List, including specific sections of the **Illinois Compiled Statutes (ILCS)** and the entire **Incident Reporting Guide**.
- Specific Addenda to Department Directives and specific Articles under the ILCS Chapters that are *not* listed in the Recommended Reading List are *not* required for the Detective examination process.

G = General Order; **S** = Special Order; **E** = Employee Resources
ILCS = Illinois Compiled Statutes (as contained in the Illinois Compiled Statutes as of February 2016)

Department Directives

Note: Some of the Department Directives listed below may be provided as a resource on the day of the test to be used in responding to test questions as necessary.

General Orders	
G01	Department Organization
G01-02	Department Organization for Command
G01-02-04	Organization and Functions of the Bureau of Detectives
G01-03	Department Directives System
G02	Human Rights and Community Partnerships
G02-01	Human Rights and Human Resources
G02-01-01	Criminal Investigations of Drug or Alcohol Abuse Patients
G02-01-03	Interactions with Transgender, Intersex, and Gender Nonconforming (TIGN) Individuals
G03	Field Operations
G03-01	Communications Systems and Devices
G03-01-01	Radio Communications
G03-02	Use of Force Guidelines
G03-02-01	The Use of Force Model
G03-02-03	Deadly Force
G03-02-05	Incidents Requiring the Completion of a Tactical Response Report
G03-02-06	Firearms Discharge Incidents Involving Sworn Members

General Orders	
G03-03	Emergency Use of Department Vehicles
	G03-03-01 Emergency Vehicle Operations - Pursuits
G03-05	Video Surveillance Technology
G04	Preliminary Investigations
G04-02	Crime Scene Protection and Processing
G04-03	Custodial Interrogations
G04-04	Domestic Incidents
	G04-04-01 Orders of Protection - Policy
	G04-04-02 Domestic Incident Notice
G04-05	Missing/Found Persons
G04-06	Hate Crimes and Related Incidents Motivated by Hate
G04-10	Minors in Need of Medical Care
G06	Processing Persons
G06-01	Processing Persons Under Department Control
	G06-01-01 Field Arrest Procedures
	G06-01-02 Restraining Arrestees
	G06-01-03 Conducting Strip Searches
	G06-01-04 Arrestee and In-Custody Communications
G08	Professionalism
G08-02	Court Attendance and Responsibilities
G09	Information Management
G09-01	Computerized Information Systems
	G09-01-01 Access to Computerized Data, Dissemination and Retention of Computer Data
	G09-01-06 Use of Social Media Outlets
G09-02	News Media Guidelines
	G09-02-01 News Media Credentials
Special Orders	
S02	Human Rights and Community Partnerships
S02-01	Human Rights and Human Resources
	S02-01-06 Abandoned Newborn Infant Protection Act
	S02-01-07 Older Adults at Risk
S02-02	The First Amendment and Police Actions
	S02-02-01 Investigations Directed at First Amendment-Related Information
S02-04	Initiatives
	S02-04-01 Police Observation Device (POD) Program
S02-05	Community Programs
	S02-05-06 Sex Offender Registration and Community Notification
S03	Field Operations
S03-01	Communications
	S03-01-03 Recorded Voice Transmissions Requests
S03-04	Specialized Support
	S03-04-01 Canine Teams
	S03-04-02 Helicopter Support for Department Operations
	S03-04-04 Crime Prevention and Information Center (CPIC)
S03-05	In-Car Video Systems

Special Orders	
S04	Preliminary Investigations
S04-02	Crime Scene Protection and Processing
S04-03	Investigations
S04-03-01	Digital Recording of Interrogations
S04-03-02	Chicago Children's Advocacy Center
S04-03-04	Interviewing Patients at Cook County Hospital
S04-03-05	Temporary Release of Inmates From Cook County Jail
S04-03-06	Eavesdropping Devices
S04-03-08	Chicago Transit Authority Photographic Surveillance System
S04-03-09	Investigative Resource - Parking Violation Data
S04-03-10	Vehicle Theft and Wanted Vehicle Procedures
S04-03-12	Fire and Arson Incidents
S04-04	Domestic Incidents
S04-04-01	Orders of Protection - Procedures
S04-04-02	No Contact Order
S04-05	Missing/Found Persons
S04-05-01	AMBER Alert Notification Plan
S04-06	Hate Crimes and Related Incidents Motivated by Hate
S04-10	Drownings, Procedures for Reporting
S04-11	Bomb Incidents
S04-13	Reporting
S04-13-01	Officer's Battery Reporting Procedures
S04-13-02	Anti-Stalking Statute
S04-16	Investigative Alerts
S04-19	Search Warrant
S04-19-01	Consent to Search Incidents
S04-19-04	Chicago HIDTA Deconfliction Submissions
S04-21	Notifications
S04-21-01	Preliminary Investigations: Required Immediate Notifications
S04-21-02	Internal Revenue Service Notification Procedures
S04-21-03	United States Secret Service
S05	Extraordinary Responses
S05-08	Homeland Security Preparedness
S05-08-02	Homeland Security Operational Response
S06	Processing Persons
S06-01	Processing Persons Under Department Control
S06-01-01	Releasing Arrestees Without Charging and Waiving Fingerprint Results
S06-01-02	Detention Facilities General Procedures and Responsibilities
S06-01-06	Arrest Report and Related Documents
S06-01-08	Duty Judge Procedures
S06-02	Live Lineups, Photo Lineups, and Showups
S06-03	Felony Review by Cook County State's Attorney
S06-04	Processing of Juveniles and Minors Under Department Control
S06-04-01	Printable and Non-Printable Offense Procedures
S06-04-03	Processing Juvenile Arrestees Charged as Adults
S06-04-05	Abused, Neglected, Dependent or Abandoned Children Coming Under Department Control

Special Orders		
	S06-04-06	Juvenile Intervention and Support Center
S06-05		Processing Firearms Violations
	S06-05-01	Unlawful Use of Weapons Arrests
	S06-05-02	Firearm Concealed Carry Act
	S06-05-03	Illinois Firearm Owner's Identification Card or Concealed Carry License Revocation
S06-06		Mass Arrest Procedures
S06-12		Judicial Actions
	S06-12-01	Writs of Habeas Corpus
	S06-12-02	Non-Traffic Arrest Warrant Procedures
	S06-12-04	Extradition Procedures
S06-14		Foreign Mission Personnel and Foreign Nationals
	S06-14-02	Procedures for the Arrest and Detention of Foreign Nationals
S06-15		Processing and Transportation of Deceased Persons
S07	Processing Property	
	S07-01	Processing Property Under Department Control
	S07-01-01	Inventorying Arrestee's Personal Property
	S07-01-02	Inventorying Money
	S07-01-03	Inventorying Jewelry
	S07-01-04	Firearms Taken into Custody or Turned in
	S07-01-05	Recovered/Seized Computer Equipment
	S07-01-07	Administrative Disposal of Property
S07-03		Vehicle Towing and Relocation Operations
	S07-03-06	Seizure and Forfeiture of Vehicles, Vessels, and Aircraft
S08	Professionalism	
	S08-01	Complaint and Disciplinary Procedures
	S08-01-02	Special Situations Involving Allegations of Misconduct
S09	Information Management	
	S09-04	Criminal History Records
	S09-04-01	Computerized Criminal History (CCH)
	S09-04-04	Juvenile Arrest Record Expungement
	S09-04-05	Federal Arrest Database
S12	Outside Organizations	
	S12-07	Transportation Security Administration (TSA) Advance Notification of Flying Armed
Employee Resources		
E06	Personnel Support	
	E06-01	Professional Counseling Service/Employee Assistance Program
	E06-01-01	Crisis Intervention
	E06-01-02	Professional Counseling Confidentiality Policy

Other References

Incident Reporting Guide (CPD-63.451)

Note: *The Incident Reporting Guide will be provided as a resource on the day of the test to be used in responding to test questions as necessary.*

Illinois Compiled Statutes

Note: Sections of the ILCS 720 Criminal Offenses, ILCS 725 Criminal Procedures, and ILCS 750 Families will be provided as a resource on the day of the test to be used in responding to test questions as necessary.

Chapter 720: Criminal Offenses	
720 ILCS 5/ Criminal Code of 2012	
Article 1	Title and Construction of Act; State Jurisdiction
Article 2	General Definitions
Article 3	Rights of Defendant
Article 4	Criminal Act and Mental State
Article 5	Parties to Crime
Article 8	Solicitation, Conspiracy and Attempt
Article 9	Homicide
Article 10	Kidnapping and Related Offenses
Article 11	Sex Offenses
Article 12	Bodily Harm
Article 12C	Harms to Children
Article 14	Eavesdropping
Article 15	Definitions
Article 16	Theft and Related Offenses
Article 17	Deception
Article 18	Robbery
Article 19	Burglary
Article 20	Arson
Article 21	Damage and Trespass to Property
Article 24	Deadly Weapons
Article 33A	Armed Violence
Chapter 725: Criminal Procedure	
725 ILCS 5/ Code of Criminal Procedure of 1963	
Article 102	General Definitions
Article 103	Rights of Accused
Article 107	Arrest
Article 107A	Lineup and Photo Spread Procedure
Article 108	Search and Seizure
Article 108A	Judicial Supervision of the Use of Eavesdropping Devices
Article 109	Preliminary Examination
Article 110	Bail
Article 111	Charging an Offense
Article 112A	Domestic Violence: Order of Protection
725 ILCS 200/ Sex Offense Victim Polygraph Act	
725 ILCS 202/ Sexual Assault Evidence Submission Act	
Chapter 750: Families	
750 ILCS 60/ Illinois Domestic Violence Act of 1986	
Article I	General Provisions
Article II	Orders of Protection
Article III	Law Enforcement Responsibilities

APPENDIX B
LIST OF FORMS

CHICAGO POLICE DEPARTMENT DETECTIVE SELECTION PROCESS

LIST OF FORMS

Below is a list of some common CPD reports, court-related documents, and other types of forms that are used by Detectives to obtain, document, and share job-related information. It is not intended to represent a complete list; however, being familiar with the purpose of these documents may help you to prepare for the Detective Selection Process examinations.

Note: *Many reports used by Detectives are generated electronically. If an electronically generated report from a computerized system (e.g. Case Report, Supplementary Report, Arrest Report) is provided as part of the Investigative Logic Test, the test developers reproduced the report to be a close facsimile to the electronic output. The test versions are not exact duplicates of such reports. Candidates should focus on the content of the information contained in these reports, and not be concerned about the exact formatting of the document itself. If a report is typically generated by Department members in paper format (e.g., General Progress Report, Missing/Found Person Case Report), the actual CPD documents will be included if applicable to the testing scenarios.*

- Administrative Notice of Ordinance Violation (ANOV)
- Arrest Report
- Arrest Warrant
- Community Alert
- Criminal Complaint
- Consent to Collect Biological Sample
- Consent to Search
- Crime Pattern Analysis
- Crime Scene Processing Report
- DCFS Hotline Notification
- Fingerprint Examination Report
- General Offense Case Report
(also titled Original Case Incident Report on electronically generated reports)
- General Progress Report
- Hospitalization Case Report
- Information Bulletin
- Information Report
- Inventory
- Investigative Alert

- Investigatory Stop Report
- Latent Print Examination Report
- Lineup/Photo Spread Advisory Form
- Missing/Found Person Case Report
- Missing Person (or Critical Reach) Flyer
- Photo/Live Lineup Advisory Form
- Search Warrant
- Subpoena
- Supplementary Case Report
- Tactical Response Report
- To-From-Subject Report
- Worthless Document Case Report

APPENDIX C
DETECTIVE CRITICAL JOB TASKS

CHICAGO POLICE DEPARTMENT
Critical Tasks for BOD Detective Assignments
(Property Crimes, Violent Crimes, Special Victims Unit)

A. Administrative Responsibilities and Documentation

1. Attend roll call/team meetings to keep abreast of activities in the area, exchange information with other police personnel, obtain work assignments, view streaming video, etc.
2. Read and review Departmental written and electronic communications (e.g., General and Special Orders, Department Notices, BOD directives, Commanding Officer's (CO) Book, Daily Bulletins, Special Bulletins, Legal Bulletins, etc.) to obtain information.
3. Complete personnel-related documentation (e.g., overtime forms) and submit forms to immediate supervisor for review.
4. Use computer software to access computerized databases (e.g., CLEAR "Data Warehouse," CHRIS, LEADS, LEADS On-line, SOS, Accurint, NCIC, Critical Reach, Court Screen, E-Trak System, CPD Intranet, the Internet, etc.) and to view court notifications, complete reports, memos, letters, etc..
5. Receive and review Handouts (written or electronic notification) of cases assigned for follow-up investigation.
6. Read field case reports (e.g., General Offense Case Reports, Missing/Found Persons Reports, Crime Scene Processing Reports, Information Reports, etc.) related to assigned cases.
7. Read and review medical reports (e.g., autopsy reports, reports of lab test results, Multidisciplinary Pediatric Education and Evaluation Consortium (MPEEC), etc.).
8. Prepare and submit General Progress Reports (i.e., field notes, case progress logs) during the investigation of cases to document activities performed, individuals interviewed, surveillance, etc.
9. Complete detailed narrative written reports (e.g., General Offense Case Reports, Supplementary Reports, Lineup Supplementary Reports, Arrest Reports, Felony Minute Sheets, etc.) documenting activities performed in conducting investigations.
10. Review case reports prepared related to assigned cases for accuracy and completeness.
11. Compile or develop files of various types of information (e.g., Modus Operandi/Crime Pattern files, Investigative Alerts, Felony files, Domestic Violence files, etc.), as appropriate.
12. Manage case files (e.g., create, update, retrieve, and return), ensuring that necessary reports, notes, and other documents are included (e.g., evidence reports, crime scene processing reports).
13. Complete various written and electronic forms (e.g., Complaints, Arrest Warrants, photo requests, inventories, court documents, Criminal Debriefing Form, etc.).
14. Write memoranda, formal letters, and submissions for publication (e.g., Persons Wanted, Look Out Messages, Investigative Alerts, information for Daily Bulletin, Community Alerts, To-From-Subject reports, letters of notification to victims/complainants, etc.) to communicate with individuals inside and outside the Department.

15. Complete Duty Judge paperwork in the event an arrestee in custody would be held over the 48-hour rule.

B. Oral and Electronic (E-mail) Communications

16. Communicate with individuals involved in cases (e.g., victims, complainants, witnesses, etc.) to provide information about their cases (e.g., status, process of handling cases, court dates, etc.) and assistance programs, as needed (e.g., victim/witness program, relocation program, etc.).
17. Communicate with partner, supervisor, team members, and other individuals working jointly on cases, regarding investigative activities, progress, and results.
18. Communicate with Patrol officers (e.g., officers in district of occurrence or on the scene of the crime) to obtain additional information and provide technical advice (e.g., crime classification, types of case reports, etc.).
19. Communicate with police personnel in other work units within the Department (e.g., Crime Lab, Narcotics, Extradition Unit, Fugitive Task Force, Child Advocacy Center, Gang Specialists, Tech Lab, etc.) to share intelligence, update status of investigations, coordinate activities, and make or respond to requests for services or information.
20. Communicate with personnel at prisons and detention facilities and with parole or probation officers to ascertain status of offenders.
21. Communicate with federal, state, or local agency personnel (e.g., Customs, FBI Task Force, RCFL, DCFS, Juvenile Court Advocacy Center, Illinois State Police, Secretary of State, Medical Examiner's Office, other municipal police agencies, etc.) to exchange information, coordinate activities, and make or respond to requests.
22. Present evidence and facts of cases to Assistant State's Attorney during felony review and pre-trial conferences.
23. Communicate with medical/hospital personnel to check on status of victims or offenders.

C. Investigation of Cases

24. Respond to field assignments to conduct immediate investigations of violent, property, and other crimes that happen during tour of duty, including responding to complaints or requests (e.g., Hot Line faxes regarding child abuse/neglect, identity theft, check fraud, etc.).
25. Evaluate reports related to assigned cases to determine the nature of the case (i.e., whether a crime has occurred), schedule investigation activities, establish criminal culpability or conspiracy, etc.
26. Develop investigative strategies for interviews, investigations, collection of evidence, etc.
27. Investigate and evaluate reports of missing persons following established procedures for regular, immediate action, and high profile cases, including clearing LEADS system when missing person is located.
28. Take charge of investigations at crime scenes and ensure the crime scene is secured by Patrol officers.

29. Canvass area around crime scenes to identify and gather witnesses for questioning, including conducting follow-up canvass of area after a crime has occurred.
30. Review various sources of information needed to identify and contact individuals and/or develop possible leads (e.g., Secretary of State, CHA, previous addresses, name checks and aliases, voter registration logs, gun registration, outstanding warrants, citations issued in area of crime, licensed premise checks, title searches, inmate records, utility checks, Field Contact Cards, post office records, currency exchanges, pawn shops, traffic records, etc.)
31. Review telephone records to identify individuals communicating with suspects or victims, including deciphering tower locations.
32. Review online resources (e.g., social media, Google) to identify individuals who may be involved or have information about cases under investigation.
33. Follow up leads provided by witnesses and other relevant individuals (e.g., informants) or records or evidence (e.g., CODIS, AFIS, IBIS, DNA).
34. Determine validity of allegations and assess credibility of individuals (e.g., verifying, comparing, and analyzing accounts of witnesses, victims, and offenders in relation to evidence gathered, checking alibis, determining validity of orders of protection or custody orders, etc.).
35. Review evidence and details of a crime to develop and evaluate theories and draw conclusions concerning the crime, motives, and possible individuals involved.
36. Reevaluate and revise theories as new evidence or facts are revealed during the progress of an investigation.
37. Obtain necessary legal documents related to cases (e.g., Investigative Alerts, Felony 101s, Search Warrants, Arrest Warrants, complaints, extradition papers, writs, proffers, Court Transmittals, MUDD and Toll records, PENS, etc.).
38. Schedule and conduct live lineups involving appropriate personnel (e.g., detectives not involved in the case, other investigators, social workers, etc.) as required for adult and juvenile lineups, including video- or audio-taping lineup as needed.
39. Schedule and conduct photo array lineups involving appropriate personnel (e.g., detectives not involved in the case, other investigators, social workers, etc.) as required for adult and juvenile lineups, including use of mug shot system in CLEAR.
40. Schedule and coordinate with specialists needed to conduct specialized investigative activities (e.g., polygraphs, preparation of composite drawings, victim sensitive interviews (VSI), etc.).
41. Determine status of cases (e.g., open, closed, suspended, unfounded, progress, etc.) based on investigation and information available and reclassify case reports, as required, using information obtained from investigation.
42. Investigate police-related shootings (i.e., shots fired at or by police officers) and participate in Department review of the incident.
43. Review and analyze information contained in paper files and computerized databases to identify crime patterns, possible offenders, distinct problems, similarities across criminal cases and across geographical boundaries, etc.

44. Determine ownership and verify accuracy of stolen property lists (e.g., using serial numbers, I.D. marks, LEADS On-line, etc.) and notify Records Section.
45. Take video statements from witnesses, with their permission and with supervisory or Assistant State's Attorney assistance, for investigation of specified crimes.
46. Investigate incidents in which a person is arrested with a gun to obtain and document weapon information, including contacting or responding with CAGE Unit.
47. Complete writ to transfer custody of offenders from Cook County jail to Chicago Police Department for a pre-determined period of time.

D. Criminal Arrests, Processing, and Other Adjudication

48. Request, process, and/or serve Arrest Warrants and Investigative Alerts.
49. Detain arrestees for investigative purposes within legal and Departmental guidelines (e.g., 48-hour rule, juvenile detention time limits, etc.).
50. Conduct pat-down and custodial searches of offenders.
51. Arrest or assist in the arrest of criminals or suspects, including restraining individuals, advising arrestees of their constitutional rights, and participating in mass arrest situations.
52. Confer with Assistant State's Attorney for Felony Review to determine proper charges for offenders, additional information needed, further investigative actions to be taken, etc.
53. Process adults and juvenile offenders following appropriate guidelines.

E. Collection and Preservation of Evidence

54. Request and process legal authorization (e.g., Search Warrants, subpoena, consent to search) prior to collection of evidence, as required.
55. Evaluate crime scenes or sites of Search Warrant executions and coordinate the collection and preservation of evidence, including directing Evidence Technician/Crime Lab personnel at the scene (e.g., DNA evidence, photographs, fingerprints, etc.).
56. Direct inventory of evidence obtained at crime scenes and establish chain of custody using appropriate procedures and tools (e.g., computerized system to inventory and track evidence and property taken into custody).
57. Examine victim and offender for wounds and identification, including examination of victim's and offender's clothing.
58. Confer with Evidence Technician and review related reports to determine the extent and quality of evidence available.
59. Ensure that evidence found by others is inventoried and documented in appropriate reports.
60. Ensure request is made to Crime Lab to analyze evidence and follow up to obtain information concerning the results of tests conducted on evidence.
61. Obtain consent to search or court order for buccal swab and DNA testing.

62. Collect buccal swab evidence from subject and submit for DNA testing.
63. Conduct GSR (gun shot residue) test and submit for testing by hand carrying to Crime Lab.

F. Investigative Interviews

64. Conduct interviews (in the field, in person follow up, or over the telephone) with complainants, victims, witnesses, offenders, and other individuals who may provide information that is potentially relevant to obtain facts concerning cases.
65. Conduct interviews with juveniles according to rules and regulations.
66. Conduct interrogations of suspects to gather background information, possible alibis, gang affiliation, admission of guilt, implication of offenders, etc., including video-taping for certain crimes.
67. Conduct interviews with personnel representing public and private agencies (e.g., doctors and medical specialists, other police agencies, Medical Examiner's staff, Fire Department members, Public Aid officials, DCFS, Child Advocacy Center, telephone company liaison, insurance agencies, school officials, referral agencies, etc.) to collect information relevant to assigned cases.
68. Re-interview witnesses and/or interview individuals identified by witnesses to determine veracity of witness statements.

G. Trial Preparation and Court Testimony

69. Read and review case files in preparation for court appearances.
70. Discuss criminal cases (pre-trial, trial, grand jury, etc.) and review evidence with Assistant State's Attorney in order to be familiar with case details and charges.
71. Obtain evidence from ERPS (Evidence and Recovered Property Section), if requested by court.
72. Respond to court subpoena and provide copy of case file needed for trial.
73. Testify in court or before the grand jury, as requested or required, to present evidence regarding cases.
74. Notify victims, witnesses, and police officers about the time and place of court hearings, encouraging them to attend and possibly transporting victims and witnesses to and from court if needed.

APPENDIX D
DETECTIVE IMPORTANT KNOWLEDGE AREAS, SKILLS,
ABILITIES, AND PERSONAL CHARACTERISTICS

CHICAGO POLICE DEPARTMENT

Important Knowledge, Skills, Abilities, and Personal Characteristics for BOD Detective Assignments (Property Crimes, Violent Crimes, Special Victims Unit)

Knowledge Areas

1. Knowledge of **Illinois Compiled Statutes 720—Criminal Offenses** (e.g., Criminal Code, Offenses Against Persons, Offenses Against Property, Offenses Against the Public)
2. Knowledge of **Illinois Compiled Statutes 725—Criminal Procedure** (e.g., probable cause, preliminary hearings, grand jury, trial procedures, writ procedures, material witnesses, lineups, photo spreads, independent administration, extradition, etc.)
3. Knowledge of **Illinois Compiled Statutes 750—Families** (e.g., Illinois Domestic Violence Act)
4. Knowledge of **crime classification**, including use of the **Incident Reporting Guide**
5. Knowledge of **general law enforcement methods, procedures, and policies defining the powers and authorities of a law enforcement officer** (e.g., arrests, weapons, deadly force, pursuits, search and arrest warrants, unmarked cars, investigative stops, orders of protection, etc.)
6. Knowledge of **Department policies and procedures regarding the conduct of investigations** (e.g., preliminary investigations, missing/found persons, death investigations, violent crimes, property crimes, youth investigations, abuse and neglect, domestic violence, overhears, etc.), **including reporting instructions and investigative procedures** (e.g., lineups, investigative alerts, polygraphs, buccal swabs, etc.)
7. Knowledge of **constitutional and other legal protections** (e.g., first amendment investigations, HIPPA laws, etc.) and **legal considerations and techniques connected with the interviewing process** (e.g., Miranda, juvenile interviewing procedures, attorney's rights, video-taping, witness advisories, identifying deceptive behavior, assessing witness/victim/suspect credibility, conducting victim sensitive interviews, etc.)
8. Knowledge of **evidence recovery, collection, and inventory procedures and techniques** (e.g., marking, documenting, Crime Lab, types of tests, packaging, DNA, etc.)
9. Knowledge of Department policies and procedures regarding the **processing of persons under Department control** (e.g., arrestees, lockup procedures, CB and IR numbers, bonding procedures, adjudications, felony approval of charges, etc.), including the **handling of special populations** (e.g., juveniles, mentally ill, witnesses/complainants, death in custody, etc.)
10. Knowledge of **Departmental and external computerized databases and other resources** (e.g., CLEAR "Data Warehouse," CHRIS, Triple I, SOS, Domestic Violence Advocate, Legal Bulletins, Training Bulletins, Accurint, NCIC, LEADS, LEADS On-line, HIDTA, CPS, the Internet, CPD Intranet, telephone records, online social media, other governmental, civilian/non-governmental sources of information), including **how to obtain resource information**

11. Knowledge of **notification requirements and other communication procedures and systems within the Department** (e.g., situations requiring notifications, written and verbal notifications, radio communication, PDT, etc.)
12. Knowledge of **contacts and communication procedures with other agencies** (e.g., Assistant State's Attorney, DCFS, other police agencies outside the jurisdiction of the Department, FBI, other federal agencies, telecommunications companies, Public Aid, social agencies, etc.)

Skills and Abilities

13. **Oral Communication**—Understanding, expressing, or communicating information, thoughts, ideas, instructions, or descriptions verbally so that others will understand; listening carefully when others are speaking and asking questions as necessary to clarify points (e.g., speaking understandably, using gestures and body language appropriately, summarizing information clearly and concisely, presenting legal arguments, etc.).
14. **Investigative Interviewing**—Effectively obtaining information from witnesses, victims, offenders, and other relevant individuals (e.g., changing interview style to communicate effectively and obtain information; recognizing when to involve others in interview process; interpreting, evaluating, and summarizing information obtained from individuals interviewed; etc.).
15. **Written Communication**—Understanding, expressing, or communicating information, thoughts, ideas, instructions, or descriptions in writing so that others will understand (e.g., completing forms, documenting or entering information, using grammar correctly, composing reports including summarizing information logically, clearly, and accurately); taking concise notes to accurately record key points raised in interviews.
16. **Analytical Thinking and Problem Solving**—Systematically collecting and analyzing the full range of information necessary to solve problems; applying knowledge and experience to select, organize, and logically "process" relevant information and draw reasonable conclusions; evaluating and comparing information to identify conflicts with existing information; recognizing facts or information that is incomplete or ambiguous (e.g., comparing objects, interviews, or other pieces of information collected; detecting consistencies and inconsistencies between statements; correctly identifying and stating problems; determining facts of a particular case; recognizing a pattern across a series of events; evaluating conflicting information from witnesses, offenders, or victims; formulating and testing theories).
17. **Judgment and Decision Making**—Taking appropriate and timely actions in specific circumstances given the information known, even under conditions of uncertainty; assessing and managing risks and likely outcomes of various actions; determining if a crime has been committed, the nature of the crime, and required courses of action. (e.g., releasing suspects from custody, making an arrest, determining presence or absence of criminality in cases, adjudicating juvenile offenders, taking custody of children, etc.).

18. **Planning, Organizing, and Scheduling**—Strategizing and prioritizing multiple work activities; making efficient and situationally appropriate use of time and resources; controlling or coordinating the work of self or others to accomplish tasks and meet deadlines (e.g., directing the collection of evidence at the crime scene, prioritizing investigative procedures, establishing investigative goals and methods to achieve them, working on multiple cases simultaneously, scheduling cases and court dates, etc.).
19. **Observation and Memory**—Observing and recognizing events and circumstances taking place; noting others' actions and demeanor in order to evaluate behavior and credibility (e.g., conducting surveillance activities, crime scene processing, searching for missing persons, interrogating suspects, etc.); selectively and accurately recalling relevant information at the appropriate time; retaining information as appropriate using both long- and short-term memories (e.g., remembering information collected from interviews, recognizing individuals or methods with possible connections to other crimes, recalling facts for presentation in court, etc.).
20. **Computer Skills**—Completing reports, forms, and other documentation using computer software; accessing and analyzing information from databases using automated systems.
21. **Equipment Operation**—Operating Department radio and other communication systems; driving vehicles; using firearms and other approved weapons safely; operating video and digital cameras as needed for interviews and evidence documentation.

Personal Characteristics

22. **Interpersonal Relations and Empathy**—Developing and maintaining effective and cordial working relationships with others; being courteous to victims, juveniles, witnesses, the public, family members, coworkers, etc.; resolving interpersonal conflicts in a professional and diplomatic manner; understanding the feelings, thoughts, or motives of another person; (e.g., cooperating and coordinating actions with others, responding to inquiries courteously, adopting an appropriate interpersonal role with a variety of people; etc.).
23. **Encouraging Others to Cooperate**—Obtaining open and honest cooperation from others (e.g., witnesses, complainants, offenders) by using appropriate language, tone, and techniques to gain their trust; effectively engaging colleagues (e.g., Crime Lab personnel, Patrol officers) in order to accomplish work through others.
24. **Objectivity and Open-Mindedness**—Treating people fairly regardless of individual differences; remaining unbiased or detached in the face of rejection or hostility; maintaining a realistic perspective; willing to consider different points of view, versions of events, or other possible theories; remaining uninfluenced by emotion or personal opinion (e.g., dealing with uncooperative witnesses, victims, offenders, medical personnel; etc.).

25. **Adaptability**—Demonstrating a flexible, changeable approach in response to shifting priorities or ambiguous work situations; switching to different tasks or applying different methods to meet changing schedules or other circumstances; redirecting attention to accomplish tasks after interruptions (e.g., change in status regarding urgency of a case, availability of witnesses, receipt of new information, shift changes due to manpower needs, etc.).
26. **Attention to Detail**—Giving careful attention to the details of one's work; being thorough and making sure nothing is left undone; ensuring that appropriate quality checks are done to prevent errors or mistakes (e.g., checking reports for accuracy and completeness, ensuring appropriate procedures are followed, completing and reviewing forms, gathering evidence at a scene, etc.).
27. **Dependability**—Following through on assignments without prompting; maintaining a good attendance record; arriving promptly and prepared for work; requires minimal supervision; conscientious about work performance.
28. **Initiative and Leadership**—Anticipating or recognizing a need and taking action; actively directing events toward a productive outcome; identifying a positive goal or objective and guiding, directing, or motivating others to attain the goal; coordinating activities to address situations (e.g., crime scenes) involving personnel with various assignments and responsibilities.
29. **Stress Tolerance**—Maintaining composure and self-control in difficult circumstances; remaining self-assured in conflicts, emotionally charged situations, or in front of large groups; maintaining concentration and level of performance under pressure, opposition, frustration, or crisis (e.g., court testimony, media exposure, crowd situations, unusually high volume of work, limited resources available, etc.).
30. **Persistence and Patience**—Staying with a task or assignment, despite obstacles or lack of enthusiasm, until it is completed or it is no longer reasonably attainable; tolerating periods of inactivity or delay (e.g., following up on all leads to close a case, waiting for new details or a break before continuing investigation, maintaining awareness of facts or missing information during lulls in activity, waiting for call backs from complainants or for arrival of responsible parties to release juvenile detainees, etc.).
31. **Professional Orientation and Commitment**—Remaining firm in one's allegiance to the Department's core values and remaining faithful in pursuit of the Department's mission despite obstacles or opposition; setting high standards for personal job performance and working hard to achieve them; following Department policies and regulations and supporting their intent and value; demonstrating positive regard for one's career and profession.
32. **Personal Integrity**—Behaving in a manner that is consistent with ethical principles and values; building trust and credibility with others through demonstrated commitment to personal values; accepting responsibility for one's own decisions and actions in the face of challenge or adversity.

APPENDIX E

SAMPLE WQT REFERENCE MATERIALS BOOKLET

FOR PRACTICE JOB KNOWLEDGE (REFERENCE) QUESTIONS



**CHICAGO POLICE DEPARTMENT
DETECTIVE SELECTION PROCESS**

**SAMPLE REFERENCE MATERIALS BOOKLET
FOR WRITTEN QUALIFYING TEST
PRACTICE JOB KNOWLEDGE (REFERENCE) ITEMS**

This booklet contains **selected portions** of the following references:

Illinois Compiled Statutes

CHAPTER 720 CRIMINAL OFFENSES

Title I – General Provisions

Article 3 Rights of Defendant

Sec. 3-5. General limitations 1

Sec. 3-6. Extended limitations 1

Title III – Specific Offenses

Part B-Offenses Directed Against the Person

Article 9 Homicide

Sec. 9-3. Involuntary Manslaughter and Reckless Homicide 4

Article 10 Kidnapping and Related Offenses

Sec. 10-1. Kidnapping 6

Sec. 10-2. Aggravated kidnapping 6

Sec. 10-3. Unlawful restraint 8

Sec. 10-4. Aggravated unlawful restraint 8

Sec. 10-5. Forcible detention 8

Article 12 Bodily Harm

Sec. 12-3.05. Aggravated Battery 9

Part C-Offenses Directed Against Property

Article 17 Deception

Sec. 17-3. Forgery 14

Article 20 Arson

Sec. 20-1. Arson 15

CHAPTER 725 CRIMINAL PROCEDURE

Title II – Apprehension and Investigation

Article 108A Judicial Supervision of the Use of Eavesdropping Devices

Sec. 108A-1 Authorization for use of eavesdropping device 16

Sec. 108A-2 Authorized disclosure or use of information 16

Sec. 108A-3 Procedure for obtaining judicial approval of use of
eavesdropping device 16

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The materials included in this booklet for the *Illinois Compiled Statutes (ILCS)* are printed from <http://www.ilga.gov/legislation/ilcs/ilcs.asp>

(720 ILCS 5/3-5) (from Ch. 38, par. 3-5)

Sec. 3-5. General Limitations.

(a) A prosecution for: (1) first degree murder, attempt to commit first degree murder, second degree murder, involuntary manslaughter, reckless homicide, leaving the scene of a motor vehicle accident involving death or personal injuries under Section 11-401 of the Illinois Vehicle Code, failing to give information and render aid under Section 11-403 of the Illinois Vehicle Code, concealment of homicidal death, treason, arson, residential arson, aggravated arson, forgery, child pornography under paragraph (1) of subsection (a) of Section 11-20.1, aggravated child pornography under paragraph (1) of subsection (a) of Section 11-20.1B, or (2) any offense involving sexual conduct or sexual penetration, as defined by Section 11-0.1 of this Code in which the DNA profile of the offender is obtained and entered into a DNA database within 10 years after the commission of the offense, may be commenced at any time. Clause (2) of this subsection (a) applies if either: (i) the victim reported the offense to law enforcement authorities within 3 years after the commission of the offense unless a longer period for reporting the offense to law enforcement authorities is provided in Section 3-6 or (ii) the victim is murdered during the course of the offense or within 2 years after the commission of the offense.

(b) Unless the statute describing the offense provides otherwise, or the period of limitation is extended by Section 3-6, a prosecution for any offense not designated in Subsection (a) must be commenced within 3 years after the commission of the offense if it is a felony, or within one year and 6 months after its commission if it is a misdemeanor. (Source: P.A. 98-265, eff. 1-1-14.)

(720 ILCS 5/3-6) (from Ch. 38, par. 3-6)

Sec. 3-6. Extended limitations. The period within which a prosecution must be commenced under the provisions of Section 3-5 or other applicable statute is extended under the following conditions:

(a) A prosecution for theft involving a breach of a fiduciary obligation to the aggrieved person may be commenced as follows:

(1) If the aggrieved person is a minor or a person under legal disability, then during the minority or legal disability or within one year after the termination thereof.

(2) In any other instance, within one year after the discovery of the offense by an aggrieved person, or by a person who has legal capacity to represent an aggrieved person or has a legal duty to report the offense, and is not himself or herself a party to the offense; or in the absence of such discovery, within one year after the proper prosecuting officer becomes aware of the offense. However, in no such case is the period of limitation so extended more than 3 years beyond the expiration of the period otherwise applicable.

(b) A prosecution for any offense based upon misconduct in office by a public officer or employee may be commenced within one year after discovery of the offense by a person having a legal duty to report such offense, or in the absence of such discovery, within one year after the proper prosecuting officer becomes aware of the offense. However, in no such case is the period of limitation so extended more than 3 years beyond the expiration of the period otherwise applicable.

(b-5) When the victim is under 18 years of age at the time of the offense, a prosecution for involuntary servitude, involuntary sexual servitude of a minor, or trafficking in persons and related offenses under Section 10-9 of this Code may be commenced within one year of the victim attaining the age of 18 years. However, in no such case shall the time period for prosecution expire sooner than 3 years after the commission of the offense.

(c) (Blank).

(d) A prosecution for child pornography, aggravated child pornography, indecent solicitation of a child, soliciting for a juvenile prostitute, juvenile pimping, exploitation of a child, or promoting juvenile prostitution except for keeping a place of juvenile prostitution may be commenced within one year of the victim attaining the age of 18 years. However, in no such case shall the time period for prosecution expire sooner than 3 years after the commission of the offense. When the victim is under 18 years of age, a prosecution for criminal sexual abuse may be commenced within one year of the victim attaining the age of 18 years. However, in no such case shall the time period for prosecution expire sooner than 3 years after the commission of the offense.

(e) Except as otherwise provided in subdivision (j), a prosecution for any offense involving sexual conduct or sexual penetration, as defined in Section 11-0.1 of this Code, where the defendant was within a professional or fiduciary relationship or a purported professional or fiduciary relationship with the victim at the time of the commission of the offense may be commenced within one year after the discovery of the offense by the victim.

(f) A prosecution for any offense set forth in Section 44 of the "Environmental Protection Act", approved June 29, 1970, as amended, may be commenced within 5 years after the discovery of such an offense by a person or agency having the legal duty to report the offense or in the absence of such discovery, within 5 years after the proper prosecuting officer becomes aware of the offense.

(f-5) A prosecution for any offense set forth in Section 16-30 of this Code may be commenced within 5 years after the discovery of the offense by the victim of that offense.

(g) (Blank).

(h) (Blank).

(i) Except as otherwise provided in subdivision (j), a prosecution for criminal sexual assault, aggravated criminal sexual assault, or aggravated criminal sexual abuse may be commenced within 10 years of the commission of the offense if the victim reported the offense to law enforcement authorities within 3 years after the commission of the offense.

Nothing in this subdivision (i) shall be construed to

shorten a period within which a prosecution must be commenced under any other provision of this Section.

(i-5) A prosecution for armed robbery, home invasion, kidnapping, or aggravated kidnaping may be commenced within 10 years of the commission of the offense if it arises out of the same course of conduct and meets the criteria under one of the offenses in subsection (i) of this Section.

(j) (1) When the victim is under 18 years of age at the time of the offense, a prosecution for criminal sexual assault, aggravated criminal sexual assault, predatory criminal sexual assault of a child, aggravated criminal sexual abuse, or felony criminal sexual abuse may be commenced at any time when corroborating physical evidence is available or an individual who is required to report an alleged or suspected commission of any of these offenses under the Abused and Neglected Child Reporting Act fails to do so.

(2) In circumstances other than as described in paragraph (1) of this subsection (j), when the victim is under 18 years of age at the time of the offense, a prosecution for criminal sexual assault, aggravated criminal sexual assault, predatory criminal sexual assault of a child, aggravated criminal sexual abuse, or felony criminal sexual abuse, or a prosecution for failure of a person who is required to report an alleged or suspected commission of any of these offenses under the Abused and Neglected Child Reporting Act may be commenced within 20 years after the child victim attains 18 years of age.

(3) When the victim is under 18 years of age at the time of the offense, a prosecution for misdemeanor criminal sexual abuse may be commenced within 10 years after the child victim attains 18 years of age.

(4) Nothing in this subdivision (j) shall be construed to shorten a period within which a prosecution must be commenced under any other provision of this Section.

(j-5) A prosecution for armed robbery, home invasion, kidnapping, or aggravated kidnaping may be commenced at any time if it arises out of the same course of conduct and meets the criteria under one of the offenses in subsection (j) of this Section.

(k) A prosecution for theft involving real property exceeding \$100,000 in value under Section 16-1, identity theft under subsection (a) of Section 16-30, aggravated identity theft under subsection (b) of Section 16-30, or any offense set forth in Article 16H or Section 17-10.6 may be commenced within 7 years of the last act committed in furtherance of the crime.

(l) A prosecution for any offense set forth in Section 26-4 of this Code may be commenced within one year after the discovery of the offense by the victim of that offense.

(Source: P.A. 98-293, eff. 1-1-14; 98-379, eff. 1-1-14; 98-756, eff. 7-16-14; 99-234, eff. 8-3-15.)

(720 ILCS 5/9-3) (from Ch. 38, par. 9-3)

Sec. 9-3. Involuntary Manslaughter and Reckless Homicide.

(a) A person who unintentionally kills an individual without lawful justification commits involuntary manslaughter if his acts whether lawful or unlawful which cause the death are such as are likely to cause death or great bodily harm to some individual, and he performs them recklessly, except in cases in which the cause of the death consists of the driving of a motor vehicle or operating a snowmobile, all-terrain vehicle, or watercraft, in which case the person commits reckless homicide. A person commits reckless homicide if he or she unintentionally kills an individual while driving a vehicle and using an incline in a roadway, such as a railroad crossing, bridge approach, or hill, to cause the vehicle to become airborne.

(b) (Blank).

(c) (Blank).

(d) Sentence.

(1) Involuntary manslaughter is a Class 3 felony.

(2) Reckless homicide is a Class 3 felony.

(e) (Blank).

(e-2) Except as provided in subsection (e-3), in cases involving reckless homicide in which the offense is committed upon a public thoroughfare where children pass going to and from school when a school crossing guard is performing official duties, the penalty is a Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 3 years and not more than 14 years.

(e-3) In cases involving reckless homicide in which (i) the offense is committed upon a public thoroughfare where children pass going to and from school when a school crossing guard is performing official duties and (ii) the defendant causes the deaths of 2 or more persons as part of a single course of conduct, the penalty is a Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 6 years and not more than 28 years.

(e-5) (Blank).

(e-7) Except as otherwise provided in subsection (e-8), in cases involving reckless homicide in which the defendant: (1) was driving in a construction or maintenance zone, as defined in Section 11-605.1 of the Illinois Vehicle Code, or (2) was operating a vehicle while failing or refusing to comply with any lawful order or direction of any authorized police officer or traffic control aide engaged in traffic control, the penalty is a Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 3 years and not more than 14 years.

(e-8) In cases involving reckless homicide in which the defendant caused the deaths of 2 or more persons as part of a single course of conduct and: (1) was driving in a construction or maintenance zone, as defined in Section 11-605.1 of the Illinois Vehicle Code, or (2) was operating a vehicle while failing or refusing to comply with any lawful order or direction of any authorized police officer or traffic control aide engaged in traffic control, the penalty is a

Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 6 years and not more than 28 years.

(e-9) In cases involving reckless homicide in which the defendant drove a vehicle and used an incline in a roadway, such as a railroad crossing, bridge approach, or hill, to cause the vehicle to become airborne, and caused the deaths of 2 or more persons as part of a single course of conduct, the penalty is a Class 2 felony.

(e-10) In cases involving involuntary manslaughter or reckless homicide resulting in the death of a peace officer killed in the performance of his or her duties as a peace officer, the penalty is a Class 2 felony.

(e-11) In cases involving reckless homicide in which the defendant unintentionally kills an individual while driving in a posted school zone, as defined in Section 11-605 of the Illinois Vehicle Code, while children are present or in a construction or maintenance zone, as defined in Section 11-605.1 of the Illinois Vehicle Code, when construction or maintenance workers are present the trier of fact may infer that the defendant's actions were performed recklessly where he or she was also either driving at a speed of more than 20 miles per hour in excess of the posted speed limit or violating Section 11-501 of the Illinois Vehicle Code.

(e-12) Except as otherwise provided in subsection (e-13), in cases involving reckless homicide in which the offense was committed as result of a violation of subsection (c) of Section 11-907 of the Illinois Vehicle Code, the penalty is a Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 3 years and not more than 14 years.

(e-13) In cases involving reckless homicide in which the offense was committed as result of a violation of subsection (c) of Section 11-907 of the Illinois Vehicle Code and the defendant caused the deaths of 2 or more persons as part of a single course of conduct, the penalty is a Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 6 years and not more than 28 years.

(e-14) In cases involving reckless homicide in which the defendant unintentionally kills an individual, the trier of fact may infer that the defendant's actions were performed recklessly where he or she was also violating subsection (c) of Section 11-907 of the Illinois Vehicle Code. The penalty for a reckless homicide in which the driver also violated subsection (c) of Section 11-907 of the Illinois Vehicle Code is a Class 2 felony, for which a person, if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 3 years and not more than 14 years.

(f) In cases involving involuntary manslaughter in which the victim was a family or household member as defined in paragraph (3) of Section 112A-3 of the Code of Criminal Procedure of 1963, the penalty shall be a Class 2 felony, for which a person if sentenced to a term of imprisonment, shall be sentenced to a term of not less than 3 years and not more than 14 years.

(Source: P.A. 95-467, eff. 6-1-08; 95-551, eff. 6-1-08; 95-

587, eff. 6-1-08; 95-591, eff. 9-10-07; 95-803, eff. 1-1-09; 95-876, eff. 8-21-08; 95-884, eff. 1-1-09; 96-328, eff. 8-11-09.)

(720 ILCS 5/10-1) (from Ch. 38, par. 10-1)

Sec. 10-1. Kidnapping.

(a) A person commits the offense of kidnapping when he or she knowingly:

(1) and secretly confines another against his or her will;

(2) by force or threat of imminent force carries another from one place to another with intent secretly to confine that other person against his or her will; or

(3) by deceit or enticement induces another to go from one place to another with intent secretly to confine that other person against his or her will.

(b) Confinement of a child under the age of 13 years, or of a person with a severe or profound intellectual disability, is against that child's or person's will within the meaning of this Section if that confinement is without the consent of that child's or person's parent or legal guardian.

(c) Sentence. Kidnapping is a Class 2 felony.

(Source: P.A. 99-143, eff. 7-27-15.)

(720 ILCS 5/10-2) (from Ch. 38, par. 10-2)

(Text of Section from P.A. 99-69)

Sec. 10-2. Aggravated kidnaping.

(a) A person commits the offense of aggravated kidnaping when he or she commits kidnaping and:

(1) kidnaps with the intent to obtain ransom from the person kidnaped or from any other person;

(2) takes as his or her victim a child under the age of 13 years, or a severely or profoundly intellectually disabled person;

(3) inflicts great bodily harm, other than by the discharge of a firearm, or commits another felony upon his or her victim;

(4) wears a hood, robe, or mask or conceals his or her identity;

(5) commits the offense of kidnaping while armed with a dangerous weapon, other than a firearm, as defined in Section 33A-1 of this Code;

(6) commits the offense of kidnaping while armed with a firearm;

(7) during the commission of the offense of kidnaping, personally discharges a firearm; or

(8) during the commission of the offense of kidnaping, personally discharges a firearm that proximately causes great bodily harm, permanent disability, permanent disfigurement, or death to another person.

As used in this Section, "ransom" includes money, benefit, or other valuable thing or concession.

(b) Sentence. Aggravated kidnaping in violation of paragraph (1), (2), (3), (4), or (5) of subsection (a) is a Class X felony. A violation of subsection (a)(6) is a Class X felony for which 15 years shall be added to the term of imprisonment imposed by the court. A violation of subsection (a)(7) is a Class X felony for which 20 years shall be added to the term of imprisonment imposed by the court. A violation of subsection (a)(8) is a Class X felony for which 25 years or up to a term of natural life shall be added to the term of imprisonment imposed by the court. An offender under the age of 18 years at the time of the commission of aggravated kidnaping in violation of paragraphs (1) through (8) of subsection (a) shall be sentenced under Section 5-4.5-105 of the Unified Code of Corrections.

A person who has attained the age of 18 years at the time of the commission of the offense and who is convicted of a second or subsequent offense of aggravated kidnaping shall be sentenced to a term of natural life imprisonment; except that a sentence of natural life imprisonment shall not be imposed under this Section unless the second or subsequent offense was committed after conviction on the first offense. An offender under the age of 18 years at the time of the commission of the second or subsequent offense shall be sentenced under Section 5-4.5-105 of the Unified Code of Corrections.
(Source: P.A. 99-69, eff. 1-1-16.)

(Text of Section from P.A. 99-143)
Sec. 10-2. Aggravated kidnaping.

(a) A person commits the offense of aggravated kidnaping when he or she commits kidnaping and:

- (1) kidnaps with the intent to obtain ransom from the person kidnaped or from any other person;
- (2) takes as his or her victim a child under the age of 13 years, or a person with a severe or profound intellectual disability;
- (3) inflicts great bodily harm, other than by the discharge of a firearm, or commits another felony upon his or her victim;
- (4) wears a hood, robe, or mask or conceals his or her identity;
- (5) commits the offense of kidnaping while armed with a dangerous weapon, other than a firearm, as defined in Section 33A-1 of this Code;
- (6) commits the offense of kidnaping while armed with a firearm;
- (7) during the commission of the offense of kidnaping, personally discharges a firearm; or
- (8) during the commission of the offense of kidnaping, personally discharges a firearm that proximately causes great bodily harm, permanent disability, permanent disfigurement, or death to another person.

As used in this Section, "ransom" includes money, benefit, or other valuable thing or concession.

(b) Sentence. Aggravated kidnaping in violation of paragraph (1), (2), (3), (4), or (5) of subsection (a) is a Class X felony. A violation of subsection (a)(6) is a Class X

felony for which 15 years shall be added to the term of imprisonment imposed by the court. A violation of subsection (a)(7) is a Class X felony for which 20 years shall be added to the term of imprisonment imposed by the court. A violation of subsection (a)(8) is a Class X felony for which 25 years or up to a term of natural life shall be added to the term of imprisonment imposed by the court.

A person who is convicted of a second or subsequent offense of aggravated kidnaping shall be sentenced to a term of natural life imprisonment; except that a sentence of natural life imprisonment shall not be imposed under this Section unless the second or subsequent offense was committed after conviction on the first offense.

(Source: P.A. 99-143, eff. 7-27-15.)

(720 ILCS 5/10-3) (from Ch. 38, par. 10-3)

Sec. 10-3. Unlawful restraint.

(a) A person commits the offense of unlawful restraint when he or she knowingly without legal authority detains another.

(b) Sentence. Unlawful restraint is a Class 4 felony.

(Source: P.A. 96-710, eff. 1-1-10.)

(720 ILCS 5/10-3.1) (from Ch. 38, par. 10-3.1)

Sec. 10-3.1. Aggravated unlawful restraint.

(a) A person commits the offense of aggravated unlawful restraint when he or she commits unlawful restraint while using a deadly weapon.

(b) Sentence. Aggravated unlawful restraint is a Class 3 felony.

(Source: P.A. 96-710, eff. 1-1-10.)

(720 ILCS 5/10-4) (from Ch. 38, par. 10-4)

Sec. 10-4. Forcible Detention.) (a) A person commits the offense of forcible detention when he holds an individual hostage without lawful authority for the purpose of obtaining performance by a third person of demands made by the person holding the hostage, and

(1) the person holding the hostage is armed with a dangerous weapon as defined in Section 33A-1 of this Code, or

(2) the hostage is known to the person holding him to be a peace officer or a correctional employee engaged in the performance of his official duties.

(b) Forcible detention is a Class 2 felony.

(Source: P.A. 79-941.)

(720 ILCS 5/12-3.05) (was 720 ILCS 5/12-4)

Sec. 12-3.05. Aggravated battery.

(a) Offense based on injury. A person commits aggravated battery when, in committing a battery, other than by the discharge of a firearm, he or she knowingly does any of the following:

(1) Causes great bodily harm or permanent disability or disfigurement.

(2) Causes severe and permanent disability, great bodily harm, or disfigurement by means of a caustic or flammable substance, a poisonous gas, a deadly biological or chemical contaminant or agent, a radioactive substance, or a bomb or explosive compound.

(3) Causes great bodily harm or permanent disability or disfigurement to an individual whom the person knows to be a peace officer, community policing volunteer, fireman, private security officer, correctional institution employee, or Department of Human Services employee supervising or controlling sexually dangerous persons or sexually violent persons:

(i) performing his or her official duties;

(ii) battered to prevent performance of his or her official duties; or

(iii) battered in retaliation for performing his or her official duties.

(4) Causes great bodily harm or permanent disability or disfigurement to an individual 60 years of age or older.

(5) Strangles another individual.

(b) Offense based on injury to a child or person with an intellectual disability. A person who is at least 18 years of age commits aggravated battery when, in committing a battery, he or she knowingly and without legal justification by any means:

(1) causes great bodily harm or permanent disability or disfigurement to any child under the age of 13 years, or to any person with a severe or profound intellectual disability; or

(2) causes bodily harm or disability or disfigurement to any child under the age of 13 years or to any person with a severe or profound intellectual disability.

(c) Offense based on location of conduct. A person commits aggravated battery when, in committing a battery, other than by the discharge of a firearm, he or she is or the person battered is on or about a public way, public property, a public place of accommodation or amusement, a sports venue, or a domestic violence shelter.

(d) Offense based on status of victim. A person commits aggravated battery when, in committing a battery, other than by discharge of a firearm, he or she knows the individual battered to be any of the following:

(1) A person 60 years of age or older.

(2) A person who is pregnant or has a physical disability.

(3) A teacher or school employee upon school grounds or grounds adjacent to a school or in any part of a building used for school purposes.

(4) A peace officer, community policing volunteer, fireman, private security officer, correctional institution employee, or Department of Human Services employee supervising or controlling sexually dangerous persons or sexually violent persons:

- (i) performing his or her official duties;
- (ii) battered to prevent performance of his or her official duties; or
- (iii) battered in retaliation for performing his or her official duties.

(5) A judge, emergency management worker, emergency medical technician, or utility worker:

- (i) performing his or her official duties;
- (ii) battered to prevent performance of his or her official duties; or
- (iii) battered in retaliation for performing his or her official duties.

(6) An officer or employee of the State of Illinois, a unit of local government, or a school district, while performing his or her official duties.

(7) A transit employee performing his or her official duties, or a transit passenger.

(8) A taxi driver on duty.

(9) A merchant who detains the person for an alleged commission of retail theft under Section 16-26 of this Code and the person without legal justification by any means causes bodily harm to the merchant.

(10) A person authorized to serve process under Section 2-202 of the Code of Civil Procedure or a special process server appointed by the circuit court while that individual is in the performance of his or her duties as a process server.

(11) A nurse while in the performance of his or her duties as a nurse.

(e) Offense based on use of a firearm. A person commits aggravated battery when, in committing a battery, he or she knowingly does any of the following:

(1) Discharges a firearm, other than a machine gun or a firearm equipped with a silencer, and causes any injury to another person.

(2) Discharges a firearm, other than a machine gun or a firearm equipped with a silencer, and causes any injury to a person he or she knows to be a peace officer, community policing volunteer, person summoned by a police officer, fireman, private security officer, correctional institution employee, or emergency management worker:

- (i) performing his or her official duties;
- (ii) battered to prevent performance of his or her official duties; or
- (iii) battered in retaliation for performing his or her official duties.

(3) Discharges a firearm, other than a machine gun or a firearm equipped with a silencer, and causes any injury to a person he or she knows to be an emergency medical technician employed by a municipality or other governmental unit:

- (i) performing his or her official duties;

(ii) battered to prevent performance of his or her official duties; or

(iii) battered in retaliation for performing his or her official duties.

(4) Discharges a firearm and causes any injury to a person he or she knows to be a teacher, a student in a school, or a school employee, and the teacher, student, or employee is upon school grounds or grounds adjacent to a school or in any part of a building used for school purposes.

(5) Discharges a machine gun or a firearm equipped with a silencer, and causes any injury to another person.

(6) Discharges a machine gun or a firearm equipped with a silencer, and causes any injury to a person he or she knows to be a peace officer, community policing volunteer, person summoned by a police officer, fireman, private security officer, correctional institution employee or emergency management worker:

(i) performing his or her official duties;

(ii) battered to prevent performance of his or her official duties; or

(iii) battered in retaliation for performing his or her official duties.

(7) Discharges a machine gun or a firearm equipped with a silencer, and causes any injury to a person he or she knows to be an emergency medical technician employed by a municipality or other governmental unit:

(i) performing his or her official duties;

(ii) battered to prevent performance of his or her official duties; or

(iii) battered in retaliation for performing his or her official duties.

(8) Discharges a machine gun or a firearm equipped with a silencer, and causes any injury to a person he or she knows to be a teacher, or a student in a school, or a school employee, and the teacher, student, or employee is upon school grounds or grounds adjacent to a school or in any part of a building used for school purposes.

(f) Offense based on use of a weapon or device. A person commits aggravated battery when, in committing a battery, he or she does any of the following:

(1) Uses a deadly weapon other than by discharge of a firearm, or uses an air rifle as defined in Section 24.8-0.1 of this Code.

(2) Wears a hood, robe, or mask to conceal his or her identity.

(3) Knowingly and without lawful justification shines or flashes a laser gunsight or other laser device attached to a firearm, or used in concert with a firearm, so that the laser beam strikes upon or against the person of another.

(4) Knowingly video or audio records the offense with the intent to disseminate the recording.

(g) Offense based on certain conduct. A person commits aggravated battery when, other than by discharge of a firearm, he or she does any of the following:

(1) Violates Section 401 of the Illinois Controlled

Substances Act by unlawfully delivering a controlled substance to another and any user experiences great bodily harm or permanent disability as a result of the injection, inhalation, or ingestion of any amount of the controlled substance.

(2) Knowingly administers to an individual or causes him or her to take, without his or her consent or by threat or deception, and for other than medical purposes, any intoxicating, poisonous, stupefying, narcotic, anesthetic, or controlled substance, or gives to another person any food containing any substance or object intended to cause physical injury if eaten.

(3) Knowingly causes or attempts to cause a correctional institution employee or Department of Human Services employee to come into contact with blood, seminal fluid, urine, or feces by throwing, tossing, or expelling the fluid or material, and the person is an inmate of a penal institution or is a sexually dangerous person or sexually violent person in the custody of the Department of Human Services.

(h) Sentence. Unless otherwise provided, aggravated battery is a Class 3 felony.

Aggravated battery as defined in subdivision (a)(4), (d)(4), or (g)(3) is a Class 2 felony.

Aggravated battery as defined in subdivision (a)(3) or (g)(1) is a Class 1 felony.

Aggravated battery as defined in subdivision (a)(1) is a Class 1 felony when the aggravated battery was intentional and involved the infliction of torture, as defined in paragraph (14) of subsection (b) of Section 9-1 of this Code, as the infliction of or subjection to extreme physical pain, motivated by an intent to increase or prolong the pain, suffering, or agony of the victim.

Aggravated battery under subdivision (a)(5) is a Class 1 felony if:

(A) the person used or attempted to use a dangerous instrument while committing the offense; or

(B) the person caused great bodily harm or permanent disability or disfigurement to the other person while committing the offense; or

(C) the person has been previously convicted of a violation of subdivision (a)(5) under the laws of this State or laws similar to subdivision (a)(5) of any other state.

Aggravated battery as defined in subdivision (e)(1) is a Class X felony.

Aggravated battery as defined in subdivision (a)(2) is a Class X felony for which a person shall be sentenced to a term of imprisonment of a minimum of 6 years and a maximum of 45 years.

Aggravated battery as defined in subdivision (e)(5) is a Class X felony for which a person shall be sentenced to a term of imprisonment of a minimum of 12 years and a maximum of 45 years.

Aggravated battery as defined in subdivision (e)(2), (e)(3), or (e)(4) is a Class X felony for which a person shall be sentenced to a term of imprisonment of a minimum of 15

years and a maximum of 60 years.

Aggravated battery as defined in subdivision (e)(6), (e)(7), or (e)(8) is a Class X felony for which a person shall be sentenced to a term of imprisonment of a minimum of 20 years and a maximum of 60 years.

Aggravated battery as defined in subdivision (b)(1) is a Class X felony, except that:

(1) if the person committed the offense while armed with a firearm, 15 years shall be added to the term of imprisonment imposed by the court;

(2) if, during the commission of the offense, the person personally discharged a firearm, 20 years shall be added to the term of imprisonment imposed by the court;

(3) if, during the commission of the offense, the person personally discharged a firearm that proximately caused great bodily harm, permanent disability, permanent disfigurement, or death to another person, 25 years or up to a term of natural life shall be added to the term of imprisonment imposed by the court.

(i) Definitions. For the purposes of this Section:

"Building or other structure used to provide shelter" has the meaning ascribed to "shelter" in Section 1 of the Domestic Violence Shelters Act.

"Domestic violence" has the meaning ascribed to it in Section 103 of the Illinois Domestic Violence Act of 1986.

"Domestic violence shelter" means any building or other structure used to provide shelter or other services to victims or to the dependent children of victims of domestic violence pursuant to the Illinois Domestic Violence Act of 1986 or the Domestic Violence Shelters Act, or any place within 500 feet of such a building or other structure in the case of a person who is going to or from such a building or other structure.

"Firearm" has the meaning provided under Section 1.1 of the Firearm Owners Identification Card Act, and does not include an air rifle as defined by Section 24.8-0.1 of this Code.

"Machine gun" has the meaning ascribed to it in Section 24-1 of this Code.

"Merchant" has the meaning ascribed to it in Section 16-0.1 of this Code.

"Strangle" means intentionally impeding the normal breathing or circulation of the blood of an individual by applying pressure on the throat or neck of that individual or by blocking the nose or mouth of that individual.

(Source: P.A. 98-369, eff. 1-1-14; 98-385, eff. 1-1-14; 98-756, eff. 7-16-14; 99-143, eff. 7-27-15.)

(720 ILCS 5/17-3) (from Ch. 38, par. 17-3)

Sec. 17-3. Forgery.

(a) A person commits forgery when, with intent to defraud, he or she knowingly:

(1) makes a false document or alters any document to make it false and that document is apparently capable of defrauding another; or

(2) issues or delivers such document knowing it to have been thus made or altered; or

(3) possesses, with intent to issue or deliver, any such document knowing it to have been thus made or altered; or

(4) unlawfully uses the digital signature, as defined in the Financial Institutions Electronic Documents and Digital Signature Act, of another; or

(5) unlawfully uses the signature device of another to create an electronic signature of that other person, as those terms are defined in the Electronic Commerce Security Act.

(b) (Blank).

(c) A document apparently capable of defrauding another includes, but is not limited to, one by which any right, obligation or power with reference to any person or property may be created, transferred, altered or terminated. A document includes any record or electronic record as those terms are defined in the Electronic Commerce Security Act. For purposes of this Section, a document also includes a Universal Price Code Label or coin.

(c-5) For purposes of this Section, "false document" or "document that is false" includes, but is not limited to, a document whose contents are false in some material way, or that purports to have been made by another or at another time, or with different provisions, or by authority of one who did not give such authority.

(d) Sentence.

(1) Except as provided in paragraphs (2) and (3), forgery is a Class 3 felony.

(2) Forgery is a Class 4 felony when only one Universal Price Code Label is forged.

(3) Forgery is a Class A misdemeanor when an academic degree or coin is forged.

(e) It is not a violation of this Section if a false academic degree explicitly states "for novelty purposes only". (Source: P.A. 96-1551, eff. 7-1-11; 97-231, eff. 1-1-12; 97-1109, eff. 1-1-13.)

(720 ILCS 5/20-1) (from Ch. 38, par. 20-1)

Sec. 20-1. Arson; residential arson; place of worship arson.

(a) A person commits arson when, by means of fire or explosive, he or she knowingly:

(1) Damages any real property, or any personal property having a value of \$150 or more, of another without his or her consent; or

(2) With intent to defraud an insurer, damages any property or any personal property having a value of \$150 or more.

Property "of another" means a building or other property, whether real or personal, in which a person other than the offender has an interest which the offender has no authority to defeat or impair, even though the offender may also have an interest in the building or property.

(b) A person commits residential arson when he or she, in the course of committing arson, knowingly damages, partially or totally, any building or structure that is the dwelling place of another.

(b-5) A person commits place of worship arson when he or she, in the course of committing arson, knowingly damages, partially or totally, any place of worship.

(c) Sentence.

Arson is a Class 2 felony. Residential arson or place of worship arson is a Class 1 felony.

(Source: P.A. 97-1108, eff. 1-1-13.)

(725 ILCS 5/108A-1) (from Ch. 38, par. 108A-1)

Sec. 108A-1. Authorization for use of eavesdropping device. The State's Attorney or an Assistant State's Attorney authorized by the State's Attorney may authorize an application to a circuit judge or an associate judge assigned by the Chief Judge of the circuit for, and such judge may grant in conformity with this Article, an order authorizing or approving the use of an eavesdropping device by a law enforcement officer or agency having the responsibility for the investigation of any felony under Illinois law where any one party to a conversation to be monitored, or previously monitored in the case of an emergency situation as defined in this Article, has consented to such monitoring.

The Chief Judge of the circuit may assign to associate judges the power to issue orders authorizing or approving the use of eavesdropping devices by law enforcement officers or agencies in accordance with this Article. After assignment by the Chief Judge, an associate judge shall have plenary authority to issue such orders without additional authorization for each specific application made to him by the State's Attorney until such time as the associate judge's power is rescinded by the Chief Judge.

(Source: P.A. 92-413, eff. 8-17-01.)

(725 ILCS 5/108A-2) (from Ch. 38, par. 108A-2)

Sec. 108A-2. Authorized Disclosure or Use of Information.

(a) Any law enforcement officer who, by any means authorized in this Article, has obtained knowledge of the contents of any conversation overheard or recorded by use of an eavesdropping device or evidence derived therefrom, may disclose such contents to another law enforcement officer or prosecuting attorney to the extent that such disclosure is appropriate to the proper performance of the official duties of the person making or receiving the disclosure.

(b) Any investigative or law enforcement officer who, by any means authorized in this Article, has obtained knowledge of the contents of any conversation overheard or recorded use of an eavesdropping device or evidence derived therefrom, may use the contents to the extent such use is appropriate to the proper performance of his official duties.

(c) Admissibility into evidence in any judicial, administrative, or legislative proceeding shall be as elsewhere described in this Article.

(Source: P.A. 79-1159.)

(725 ILCS 5/108A-3) (from Ch. 38, par. 108A-3)

Sec. 108A-3. Procedure for Obtaining Judicial Approval of Use of Eavesdropping Device. (a) Where any one party to a conversation to occur in the future has consented to the use of an eavesdropping device to overhear or record the conversation, a judge may grant approval to an application to use an eavesdropping device pursuant to the provisions of this section.

Each application for an order authorizing or subsequently approving the use of an eavesdropping device shall be made in

writing upon oath or affirmation to a circuit judge, or an associate judge assigned for such purpose pursuant to Section 108A-1 of this Code, and shall state the applicant's authority to make such application. Each application shall include the following:

(1) the identity of the investigative or law enforcement officer making the application and the State's Attorney authorizing the application;

(2) a statement of the facts and circumstances relied upon by the applicant to justify his belief that an order should be issued including: (a) details as to the felony that has been, is being, or is about to be committed; (b) a description of the type of communication sought to be monitored; (c) the identity of the party to the expected conversation consenting to the use of an eavesdropping device; (d) the identity of the person, if known, whose conversations are to be overheard by the eavesdropping device;

(3) a statement of the period of time for which the use of the device is to be maintained or, if the nature of the investigation is such that the authorization for use of the device should not terminate automatically when the described type of communication is overheard or recorded, a description of facts establishing reasonable cause to believe that additional conversations of the same type will occur thereafter;

(4) a statement of the existence of all previous applications known to the individual making the application which have been made to any judge requesting permission to use an eavesdropping device involving the same persons in the present application, and the action taken by the judge on the previous applications;

(5) when the application is for an extension of an order, a statement setting forth the results so far obtained from the use of the eavesdropping device or an explanation of the failure to obtain such results.

(b) The judge may request the applicant to furnish additional testimony, witnesses, or evidence in support of the application.

(Source: P.A. 86-391.)

(725 ILCS 5/108A-4) (from Ch. 38, par. 108A-4)

Sec. 108A-4. Grounds for Approval or Authorization. The judge may authorize or approve the use of the eavesdropping device where it is found that:

(a) one party to the conversation has or will have consented to the use of the device;

(b) there is reasonable cause for believing that an individual is committing, has committed, or is about to commit a felony under Illinois law;

(c) there is reasonable cause for believing that particular conversations concerning that felony offense will be obtained through such use; and

(d) for any extension authorized, that further use of a device is warranted on similar grounds.

(Source: P.A. 79-1159.)

(725 ILCS 5/108A-5) (from Ch. 38, par. 108A-5)

Sec. 108A-5. Orders Authorizing Use of an Eavesdropping Device.

(a) Each order authorizing or approving the use of an eavesdropping device shall specify:

(1) the identity of the person who has consented to the use of the device to monitor any of his conversations and a requirement that any conversation overheard or received must include this person;

(2) the identity of the other person or persons, if known, who will participate in the conversation;

(3) the period of time in which the use of the device is authorized, including a statement as to whether or not the use shall automatically terminate when the described conversations have been first obtained.

(b) No order entered under this section may authorize or approve the use of any eavesdropping device for any period longer than 30 days. An initial or a subsequent extension, in no case for more than 30 days each, of an order may be granted but only upon application made in accordance with Section 108A-3 and where the court makes the findings required in Section 108A-4.

(Source: P.A. 92-413, eff. 8-17-01.)

(725 ILCS 5/108A-6) (from Ch. 38, par. 108A-6)

Sec. 108A-6. Emergency Exception to Procedures. (a) Notwithstanding any other provisions of this Article, any investigative or law enforcement officer, upon approval of a State's Attorney, or without it if a reasonable effort has been made to contact the appropriate State's Attorney, may use an eavesdropping device in an emergency situation as defined in this Section. Such use must be in accordance with the provisions of this Section and may be allowed only where the officer reasonably believes that an order permitting the use of the device would issue were there a prior hearing.

An emergency situation exists when, without previous notice to the law enforcement officer sufficient to obtain prior judicial approval, the conversation to be overheard or recorded will occur within a short period of time, the use of the device is necessary for the protection of the law enforcement officer or it will occur in a situation involving a clear and present danger of imminent death or great bodily harm to persons resulting from: (1) a kidnapping or the holding of a hostage by force or the threat of the imminent use of force; or (2) the occupation by force or the threat of the imminent use of force of any premises, place, vehicle, vessel or aircraft; or (3) any violation of Article 29D.

(b) In all such cases, an application for an order approving the previous or continuing use of an eavesdropping device must be made within 48 hours of the commencement of such use. In the absence of such an order, or upon its denial, any continuing use shall immediately terminate.

In order to approve such emergency use, the judge must make a determination (1) that he would have granted an order had the information been before the court prior to the use of the device and (2) that there was an emergency situation as defined in this Section.

(c) In the event that an application for approval under this Section is denied the contents of the conversations overheard or recorded shall be treated as having been obtained in violation of this Article.

(Source: P.A. 92-854, eff. 12-5-02.)

APPENDIX F
SAMPLE ILT ASSIGNMENT MATERIALS
FOR PRACTICE INVESTIGATIVE ASSIGNMENTS QUESTIONS

PRACTICE ASSIGNMENT 1 MATERIALS

(Questions 1–3)

Related Assignment Materials

Item 1A Background Information Received from Police Officer Stover

Your Role

Today is Monday, 29 February 2016. You are the Special Victims Unit Detective who has been assigned to respond to Kelvin Junior High School to investigate a report of suspected child abuse.

Item 1A

Background Information Received from Police Officer Stover

As the assigned SVU Detective, you arrive at Kelvin Junior High School at 0930 hours. You are met by Police Officer Stover, who tells you the following information:

- Ms. Jamison, a teacher at Kelvin Junior High, reported a 14-year-old girl, Susan Cole, as the victim of physical abuse. According to Ms. Jamison, the victim confided to a classmate (Ida Winn) last Friday that she was afraid to return home because her mother's live-in boyfriend beat her on Thursday evening. Ida Winn told the teacher about this conversation today (Monday morning). Ms. Jamison called police to report the abuse after talking to the victim, who is currently in school.
- While she was talking to the victim, Ms. Jamison noticed that Susan Cole appeared disheveled and was visibly bruised across her forearms. The victim told Ms. Jamison that her mother's live-in boyfriend caused the bruises on her arms and back. The victim stated that she is worried about her two siblings (ages 5 and 2) who stay at home with the boyfriend while her mother is at work.
- Officer Stover ran a name check that identified the victim as a missing person. According to the Missing Person Report, Susan Cole did not return home after leaving school last Friday afternoon, and was reported as missing by her mother on Saturday morning.

PRACTICE ASSIGNMENT 2 MATERIALS

(Questions 4–9)

Related Assignment Materials

Item 2A Overview of the Incident Upon Your Arrival at the Scene

Your Role

Today is Thursday, 21 April 2016. You are the Property Crimes Detective who responds to the scene of a reported armed robbery at a restaurant. When you arrive at the location, you speak to Officer O'Brien who was the first responding officer. Item 2A summarizes the information about the incident that Officer O'Brien provides to you upon your arrival at the scene.

Item 2A

Overview of the Incident Upon Your Arrival at the Scene

- At approximately 0845 hours today (Monday), Officer O'Brien and his partner responded to a call of an armed robbery. The location of the incident is Yummy Chow restaurant.
- Upon arrival, the responding officers learned there were three victims: Gloria, Juan, and Kendra. All three are restaurant employees who arrived at 0830 hours to begin food preparation for lunch time when the restaurant is scheduled to open. Tanya, the restaurant manager, unlocked the door for the three employees and then left to run a quick errand.
- From Juan and Kendra, the officers learned that after Tanya let the three workers into the restaurant, she left. They locked the door behind her and went to the freezer/cooler area of the kitchen to gather the supplies they would need for food preparation.
- The offender, who came up from behind them, grabbed Kendra and pressed a gun to her ribs. The offender asked, "Where is the other lady?" Juan responded by saying that they were the only ones in the restaurant.
- Still holding Kendra, the offender pointed his weapon at the other two workers and directed them out of the freezer area and began looking around, moving toward the manager's office. When the offender turned his back, Gloria and Juan ran out the back door and across the street to the 7-Eleven where they called the police.
- The offender seemed to realize that the other two employees had escaped and asked Kendra how he can get out of the restaurant. She told him about the back door and the offender left carrying a blue tool bag.
- The responding officers arrived and determined that the offender had left the scene. Officer O'Brien's partner went over to the 7-Eleven and returned with Gloria and Juan just as Tanya returned to the restaurant from her errand.
- While the responding officers were otherwise occupied, Gloria left, telling her manager (Tanya) that she was upset and needed to go home.
- In the process of securing the scene, the officers noticed a hole in the ceiling of the men's room and debris on the floor, making it appear that offender entered the restaurant from the roof and then knocked out a panel in the drop ceiling of the restroom.
- They also noted that the safe in the manager's office shows signs of damage (scratches and pry marks), but was still closed.
- The Yummy Chow restaurant does not have any video surveillance.

PRACTICE ASSIGNMENT 3 MATERIALS

(Questions 10–12)

Related Assignment Materials

- Item 3A General Offense Case Report (RD No. HL-749013)
Criminal Sexual Assault—Aggravated-Other
- Item 3B Case Supplementary Report (RD No. HL-749013)
Criminal Sexual Assault—Aggravated-Other
- Item 3C General Offense Case Report (RD No. HL-703870)
Criminal Sexual Assault—Aggravated-Other
- Item 3D General Offense Case Report (RD No. HL-724881)
Criminal Sexual Assault—Aggravated-Other
- Item 3E General Offense Case Report (RD No. HL-724944)
Burglary—Forcible Entry
- Item 3F General Offense Case Report (RD No. HL-747009)
Burglary—Forcible Entry

Your Role

Today is Tuesday, 10 May 2016. You are the Violent Crimes Detective who is assigned to conduct the follow-up investigation of a case of criminal sexual assault (refer to Item 3A). So far, detectives have conducted an initial interview with the victim at the scene and found a possible witness during a canvass of the building (refer to Item 3B). Your supervisor also has identified and provided you with reports from four other incidents (refer to Items 3C, 3D, 3E, and 3F) that have happened recently in the same area as the incident you are investigating.

Item 3A

CHICAGO POLICE DEPARTMENT

RD #: HL-749013

ORIGINAL CASE INDICENT REPORT

EVENT #: XXXXX

3510 S. Michigan Ave., Chicago, Illinois 60653
 (For Use By Chicago Police Department Personnel Only)
 CPD-11.388 (6/03)-C

ASSIGNED TO FIELD	
INCIDENT	IUCR: 0265 – Criminal Sexual Assault: Aggravated-Other
	Occurrence 3811 W 8 th Street #204 Beat: 2611 Unit Assigned: 2612
	Location: Chicago, IL RO Arrival Date: 9 May 16 1530 hours
	090 Multi-Unit Apartment # Offenders: 1
Occurrence Date: 9 May 16 1500 hours	

VICTIM - Individual	
NON OFFENDER	Name: CARSON, Kathy Demographics:
	Res: 3811 W 8 th Street, Apt. 204 Beat: 2611 Female DOB: 12 Jan 1991
	Chicago, IL 606XX White Age: 25 Years
	Empl: General Savings, Bank Teller Beat: 2721 5'5" 130 lbs
	700 W Byers St Identification:
	Chicago, IL 606XX Type State Number
Sobriety: Sober State ID Illinois 3567538462	
	Type State Number
	N/A
Other Communications and Availability	
Cellular	312-856-1039
Work Phone:	312-589-0900
Available Time	08:00:00 – 17:00:00

SUSPECT #1	
SUSPECTS	Name: UNK Demographics:
	Male
	Unknown Race
	Unknown Age
Descriptions	
Clothing Description: Unknown	Additional Information: Wore possible cloth gloves

RELATIONSHIP	
RELATIONSHIP	(Victim) CARSON, Kathy
	Is a No Relationship of (Offender) UNK

RD#: HL-749013

OTHER	Miscellaneous	
	Victim Information Provided	Flash Message Sent? Yes

NOTIFICATIONS	Request Type	Unit	Agency Name	Date	Star #	Name
	Notification	610	Detective Area – West	9 May 16 1600 hours	XXXX	Golden

PROPERTY	Property #1		Owner: CARSON, Kathy		Used as Weapon?	No
	Description:	Laptop Computer	Estimated Value:	\$900.00	Taken/Stolen?	Yes
		Dell Latitude			Recovered?	No
					Damaged?	No
	Property #2		Owner: CARSON, Kathy		Used as Weapon?	No
	Description:	Jewelry: Watch,	Estimated Value:	\$2500.00	Taken/Stolen?	Yes
		Rings, Gold Chains,			Recovered?	No
		Diamond Brooch			Damaged?	No
	Property #3		Owner: CARSON, Kathy		Used as Weapon?	No
Description:	Consumer Goods	Estimated Value:	\$350.00	Taken/Stolen?	Yes	
	20-25 CDs			Recovered?	No	
	Gym Bag			Damaged?	No	

NARRATIVE
R/O WAS ASSIGNED TO CRIMINAL SEXUAL ASSAULT AT ABOVE ADDRESS. UPON ARRIVAL, VICTIM WAS EXTREMELY UPSET AND CRYING. IN SUMMARY, VICTIM RELATED SHE CAME HOME FROM WORK EARLY BECAUSE SHE WAS NOT FEELING WELL. SHE USED HER KEY IN THE FRONT DOOR AND WENT TO HER BEDROOM. UPON ENTERING BEDROOM, VICTIM NOTICED HER GYM BAG ON THE FLOOR AND DRESSER DRAWERS OPEN. VICTIM BECAME ALARMED AND NEXT THING SHE KNEW SHE WAS ATTACKED FROM BEHIND AND THROWN ONTO THE BED. OFFENDER COVERED HER HEAD WITH A PILLOW CASE AND TOLD HER NOT TO STRUGGLE OR HE WOULD HURT HER. VICTIM WAS THEN TOLD TO PUT HER HANDS TOGETHER, AND OFFENDER TIED HER HANDS WITH THE BELT FROM HER ROBE. OFFENDER FORCIBLY PENETRATED VICTIM VAGINALLY AND THEN EJACULATED ON THE BED SHEET. OFFENDER GOT OFF THE BED, TOOK VICTIM'S PROPERTY, AND EXITED THE APARTMENT THROUGH THE REAR DOOR. VICTIM COULD NOT DESCRIBE OFFENDER, BUT SAID IT FELT LIKE HE WAS WEARING CLOTH GLOVES. HE ALSO HAD A STRONG BODY ODOR. VICTIM WAS ABLE TO FREE HER HANDS AND CALLED 911. IT APPEARS ENTRY WAS MADE THROUGH KITCHEN WINDOW – SCREEN BROKEN OPEN. VICTIM TRANSPORTED TO LOCAL HOSPITAL VIA CFD AMB # 791. ALL NOTIFICATIONS MADE.

PERSONNEL		Star No	Emp No	Name	Date	Unit	Beat
	Approving Supervisor	XXXX	XXXXX	JONES, Rachael	9 May 16 1655 hours	026	
	Detective/Investigator	XXXX	XXXXX	DUNLAVY, Vince	9 May 16 1640 hours	610	
	Reporting Officer	XXXX	XXXXX	STORY, Leo	9 May 16 1620 hours	026	2612

Item 3B

CHICAGO POLICE DEPARTMENT CASE SUPPLEMENTARY REPORT

R.D. No. HL-749013

3510 S. Michigan Avenue, Illinois 60653
(For use by Chicago Police • Bureau of Detectives Personnel Only)

PROGRESS			DETECTIVE SUP. APPROVAL COMPLETE		
Last Offense Classification/Re-Classification	IUCR Code	Original Offense Classification			IUCR Code
CRIMINAL SEXUAL ASSAULT: Aggravated – Other	0265	CRIMINAL SEXUAL ASSAULT: Aggravated – Other			0265
Address of Occurrence	Beat of Occur	No of Victims	No of Offenders	No of Arrested	SCR No
3811 W. 8th Street, Apt. 204	2611	1	1	0	
Location Type	Location Code	Secondary Location			Hate Crime?
Multi-Unit Apartment	090				NO
Date of Occurrence	Unit Assigned	Date RO Arrived	Fire Related?	Gang Related?	Domestic Related?
9 MAY 2016—1500 Hrs.	2612	9 MAY 05—1530	NO	NO	NO

Reporting Officer	Star No	Approving Supervisor	Star No	Primary Detective Assigned	Star No
V. Dunlavy	XXXX	R. Fletcher	XXXX	V. Dunlavy	XXXX
Date Submitted	Date Approved		Assignment Type		
9 MAY 2016—1830 Hrs.	9 MAY 2016—1900 Hrs.		FIELD		

THIS IS A FIELD INVESTIGATION PROGRESS REPORT

VICTIM(S)

CARSON, Kathy
 Female/White/25 Years
 DOB: 12 JAN 1991
 RES: 3811 W. 8th Street, Apt. 204
 Chicago, IL 606XX
 312-856-1039
 EMPLOYMENT: Bank Teller
 OTHER COMMUNICATIONS:
 BUSINESS: 312-589-0900

SUSPECT(S)

UNKNOWN/Unknown
 Male
 DESCRIPTION:
 Unknown
 WEARING:
 Unknown
 RELATIONSHIP OF VICTIM TO OFFENDER:
 No Relationship

VICTIM'S INJURIES

Contusions, trauma to vaginal area

TRANSPORTED TO

HOSPITAL: West Side Hospital
 By CFD Amb. #791

WEAPON(S)

None
 SERIAL #: DNA
 PROPERTY TYPE: DNA
 OWNER: DNA

LOCATION OF INCIDENT	3811 W. 8 th Street, Apt. 204 Chicago, IL
DATE & TIME OF INCIDENT	9 MAY 2016—1500 Hrs.
MOTIVE	Burglary/Sexual gratification
FIREARM(S) TAKEN	None SERIAL #: DNA PROPERTY TYPE: DNA OWNER: DNA
OTHER PROPERTY TAKEN	1 Dell Laptop Computer SERIAL #: Unknown PROPERTY TYPE: Office equipment 3 Gold Chains, 1 Diamond Brooch, 2 Rings, 1 Watch SERIAL #: DNA PROPERTY TYPE: Jewelry 20-25 Music CDs SERIAL #: DNA PROPERTY TYPE: Consumer goods 1 Vinyl Gym Bag, Pink with Green Stripe SERIAL #: DNA PROPERTY TYPE: Other OWNER: Carson, Kathy (Victim)
BURGLARY INFORMATION	POINT OF ENTRY: Rear Window POINT OF EXIT: Rear Door
PERSONNEL ASSIGNED	Detective: V. Dunlavy, Star XXXXX Responding Officer: L. Story, Star XXXXX ET: S. Carey, 9643
WITNESS(ES)	UNK
ADDITIONAL PERSON(S) INTERVIEWED	PRICE, William RES: 3811 W. 8 th Street, Apt. 102 Chicago, IL 606XX 312-856-3476
INVESTIGATION	FIELD INVESTIGATION – AREA WEST – PROGRESS REPORT R/D was assigned to follow up on Aggravated Criminal Sexual Assault victim at above listed location. R/D interviewed victim, CARSON, Kathy, F/2/25, DOB 12 JAN 1991, 3811 W. 8 th St., Apt. 204, on 9 MAY 2016 at approximately 1630 hrs. In summary, but not verbatim, Ms. Carson stated that on today's date, she returned home from work at approximately 1500 hrs. because she was not feeling well. Victim lives in a multi-unit apartment dwelling in Apt. # 204. Ms. Carson stated that she keeps her residence very neat, but upon entering her apartment, victim

noticed her gym bag on the floor just inside her bedroom door. It looked full and she saw her laptop computer sticking out of it. When victim walked into her bedroom, she noticed a Pepsi can on the dresser, and the drawer where she keeps her jewelry was open.

Then, victim was attacked from behind, and the offender threw a pillow case over her head. He pushed victim face up onto her bed, laid on top of her, and tied her hands together with the sash from her bathrobe. Offender stated, "Be quiet and stay still and I won't hurt you." Offender seemed to stutter when he spoke.

Offender then fondled victim's breasts and pushed her legs apart after pulling up her skirt. Offender then inserted his penis into her vagina, but he ejaculated on the bed sheets. Victim stated that it felt like the offender was wearing cloth gloves during the attack. Victim stated that she was able to scratch offender's lower stomach area with her fingernails. Victim heard the offender exit the apartment through the rear door, which leads onto a porch with stairs to the ground level.

When Ms. Carson was able to free herself, she noticed that her gym bag along with the laptop and other property inside it was gone. She called police to report the incident. Victim was transported to West Side Hospital for medical attention wearing the same clothing as she had on during the attack. This concludes the preliminary statement of Kathy Carson.

While conducting a canvass of 3811 W. 8th Street, R/D interviewed the below listed subject on 9 MAY 2016 at approximately 1700 hrs.

PRICE, William, M/1/70, DOB 20 Feb 1945, Retired School Principal, 3811 W. 8th St., Apt. 102.

In summary, but not verbatim, Mr. Price stated that earlier this afternoon on today's date, a Male, White, 25-30 years old, came to Price's apartment and knocked at his rear door. Price stated that when he answered the door, this person asked him, "Is Louie here?" Price said, "No." The man then apologized and stated that he thought his friend lived there and told Mr. Price to "have a super day." Price stated that the man was wearing tattered blue jeans and a white t-shirt and had several tattoos on his arms. Price also stated that the man "smelled bad." Price watched the man leave before he shut the door. Price noticed something sticking out of the man's back pants pocket, possibly a pair of gloves.

Item 3C

CHICAGO POLICE DEPARTMENT

RD #: HL-703870

ORIGINAL CASE INDICENT REPORT

EVENT #: XXXXX

3510 S. Michigan Ave., Chicago, Illinois 60653
 (For Use By Chicago Police Department Personnel Only)
 CPD-11.388 (6/03)-C

ASSIGNED TO FIELD	
INCIDENT	IUCR: 0265 – Criminal Sexual Assault: Aggravated-Other
	Occurrence 3727W 6 th Street #309 Beat: 2611 Unit Assigned: 2611
	Location: Chicago, IL RO Arrival Date: 26 Apr 16 1830 hours
	090 Multi-Unit Apartment # Offenders: 1
Occurrence Date: 26 Apr 16 1730 hours	

VICTIM - Individual	
NON OFFENDER	Name: PRIBYL, Norma Demographics:
	Res: 3727W 6 th Street #309 Beat: 2611 Female DOB: 19 Feb 1972
	Chicago, IL 606XX White Age: 44 Years
	Empl: Not Employed Beat: 125 lbs
	5'8"
	Identification:
	Type State Number
	State ID Illinois 9837538272
Sobriety: Sober	Type State Number
	N/A
Other Communications and Availability	
Cellular	312-209-2989
Home Phone:	312-875-2069
Available Time	Any

SUSPECT #1	
SUSPECTS	Name: UNK Demographics:
	Male
	White Hispanic
	25-30 Years
	5'8"
	160 lbs
Black, short hair	
Brown eyes	
Descriptions	
Clothing Description:	Tan jacket Additional Information:
	Blue jeans Carried brown tool bag
	Black boots

RELATIONSHIP	
RELATIONSHIP	(Victim)
	PRIBYL, Norma Is a No Relationship of (Offender) UNK

RD#: HL-703870

OTHER	Miscellaneous	
	Victim Information Provided	Flash Message Sent? Yes

NOTIFICATIONS	Request Type	Unit	Agency Name	Date	Star #	Name
	Notification	610	Detective Area – West	26 Apr 16 1900 hours	XXXX	Silver

PROPERTY	Property #1	Owner: PRIBYL, Norma
	Description: Table Lamp	Estimated Value: \$75.00
		Used as Weapon? No
		Taken/Stolen? No
		Recovered? No
		Damaged? Yes

NARRATIVE
R/O RESPONDED TO ABOVE ADDRESS WHERE VICTIM RELATED THAT SHE WAS STACKING BOXES IN HER LIVING ROOM WHEN THERE WAS A KNOCK ON HER FRONT DOOR AT APPROX 1730 HOURS. WHEN SHE ANSWERED THE DOOR, A MAN STATED THAT HE WAS A REPAIRMAN AND WAS THERE TO CHECK A LEAK COMING FROM THE APARTMENT ABOVE. VICTIM ALLOWED OFFENDER TO ENTER HER APARTMENT. OFFENDER IMMEDIATELY PUNCHED VICTIM IN THE FACE, PUSHED HER TO THE FLOOR, AND VAGINALLY PENETRATED HER. WHEN OFFENDER GOT UP, HE TOLD VICTIM TO STAY ON THE FLOOR FOR 30 MINUTES BEFORE CALLING ANYONE. VICTIM WATCHED OFFENDER LEAVE THE APARTMENT AND WAITED THE SPECIFIED TIME BEFORE CALLING POLICE. VICTIM TRANSPORTED TO LOCAL HOSPITAL BY CFD AMB # 77. ALL NOTIFICATIONS MADE.

PERSONNEL		Star No	Emp No	Name	Date	Unit	Beat
	Approving Supervisor	XXXX	XXXXX	WALTER, Ryan	26 Apr 16 1955 hours	026	
	Detective/Investigator	XXXX	XXXXX	THURKRAL, Sonu	26 Apr 16 1940 hours	610	
	Reporting Officer	XXXX	XXXXX	HAYES, Donna	26 Apr 16 1920 hours	026	2611

Item 3D

CHICAGO POLICE DEPARTMENT

RD #: HL-724881

ORIGINAL CASE INCIDENT REPORT

EVENT #: XXXXX

3510 S. Michigan Ave., Chicago, Illinois 60653
 (For Use By Chicago Police Department Personnel Only)
 CPD-11.388 (6/03)-C

ASSIGNED TO FIELD			
INCIDENT	IUCR:	0265 – Criminal Sexual Assault: Aggravated-Other	
	Occurrence	3321 W 9 th Street	Beat: 2612
	Location:	Chicago, IL 092 Alley	Unit Assigned: 2613
	Occurrence Date:	30 Apr 16 0700 hours	RO Arrival Date: 30 Apr 16 0730 hours
			# Offenders: 1

VICTIM - Individual			
NON OFFENDER	Name:	SIMS, Angela	
	Res:	419 N Waring St., Apt. 1B Chicago, IL 606XX	Beat: 2733
	Empl:	Itty Bitty Burgers, Manager 3219 W Sunset Chicago, IL 606XX	Beat: 2612
	Sobriety:	Sober	
	Other Communications and Availability		
	Cellular	312-245-7774	
Work Phone:	312-998-2119		
Available Time	After 1500		

SUSPECT #1			
SUSPECTS	Name:	UNK	
			Demographics:
			Male
			White
			35 Years
			5'11"
		200 lbs	
Descriptions			
Clothing Description:	Gray sweatpants	Additional Information:	
	Black hooded sweatshirt		
	Dark sneakers		

RELATIONSHIP			
RELATIONSHIP	(Victim)		(Offender)
	SIMS, Angela	Is a No Relationship of	UNK

RD#: HL-724881

OTHER	Miscellaneous	
	Victim Information Provided	Flash Message Sent? Yes

NOTIFICATIONS	Request Type	Unit	Agency Name	Date	Star #	Name
	Notification	610	Detective Area – West	30 Apr 16 0800 hours	XXXX	Turner

NARRATIVE

R/O RESPONDED WAS ASSIGNED TO CRIMINAL SEXUAL ASSAULT AT ABOVE ADDRESS. VICTIM RELATED THAT SHE GOT OFF THE BUS AND WAS WALKING TO WORK WHEN AN UNKNOWN MALE GRABBED HER FROM BEHIND AND FORCED HER INTO THE ALLEY. OFFENDER THEN PUT ON A CONDOM AND SEXUALLY ASSAULTED VICTIM BY VAGINAL PENETRATION. OFFENDER THEN FLED THE SCENE. VICTIM IS NOT SURE IF SHE CAN IDENTIFY OFFENDER IF SEEN AGAIN, BUT NOTICED THAT HE SMELLED STRONGLY OF ALCOHOL AND TOBACCO. EVIDENCE TECH ORDERED. VICTIM TRANSPORTED TO LOCAL HOSPITAL BY CFD AMB #456. ALL NOTIFICATIONS MADE.

PERSONNEL		Star No	Emp No	Name	Date	Unit	Beat
	Approving Supervisor	XXXX	XXXXX	ANDREWS, Lindsey	30 Apr 16 1030 hours	026	
	Detective/Investigator	XXXX	XXXXX	WEINSTEIN, Glenn	30 Apr 16 0940 hours	610	
	Reporting Officer	XXXX	XXXXX	WILLIS, Duncan	30 Apr 16 0915 hours	026	2613

Item 3E

CHICAGO POLICE DEPARTMENT

RD #: **HL-724944**

ORIGINAL CASE INDICENT REPORT

EVENT #: XXXXX

3510 S. Michigan Ave., Chicago, Illinois 60653
 (For Use By Chicago Police Department Personnel Only)
 CPD-11.388 (6/03)-C

ASSIGNED TO FIELD	
INCIDENT	IUCR: 0610 – Burglary: Forcible Entry
	Occurrence: 3080 W 7 th Street, 3 rd Fl Beat: 2611 Unit Assigned: 2614
	Location: Chicago, IL RO Arrival Date: 3 May 16 1630 hours
	090 Multi-Unit Apartment # Offenders: Unk
Occurrence Date: 3 May 16 0800-1600 hours	

VICTIM - Individual	
NON OFFENDER	Name: BEATO, Jennifer Demographics:
	Res: 3080 W 7 th Street, 3 rd Floor Beat: 2611 Female DOB: 31 May 1964
	Chicago, IL 606XX White Hispanic Age: 52 Years
	Empl: TowAway, Dispatcher Beat: 2833 115 lbs
	459 S Curtis St Chicago, IL 606XX Identification:
Sobriety: Sober Type State Number	
	State ID Illinois 9832538462
	Type State Number
	N/A
Other Communications and Availability	
Cellular	312-234-1771
Work Phone:	312-532-0532
Available Time	After 1600 hours

SUSPECT #1	
SUSPECTS	Name: UNK Demographics:
	UNK
Descriptions	
Clothing Description:	Unknown Additional Information:

RELATIONSHIP	
RELATIONSHIP	(Victim)
	BEATO, Jennifer
	Is a No Relationship of
	(Offender)
	UNK

RD#: HL-724944

OTHER	Miscellaneous	
	Victim Information Provided	Flash Message Sent? No

NOTIFICATIONS	Request Type	Unit	Agency Name	Date	Star #	Name
	Notification	610	Detective Area – West	3 May 16 1700 hours	XXXX	LaBuda

PROPERTY	Property #1		Owner: BEATO, Jennifer		Used as Weapon?	No
	Description:	Jewelry: 3 Rings, Gold Charm Bracelet, Diamond Earrings	Estimated Value:	\$1800.00	Taken/Stolen?	Yes
					Recovered?	No
					Damaged?	No
	Property #2		Owner: BEATO, Jennifer		Used as Weapon?	No
	Description:	Apple iPad	Estimated Value:	\$500.00	Taken/Stolen?	Yes
					Recovered?	No
					Damaged?	No
	Property #3		Owner: BEATO, Jennifer		Used as Weapon?	No
Description:	Consumer Goods 12 DVDs	Estimated Value:	\$150.00	Taken/Stolen?	Yes	
				Recovered?	No	
				Damaged?	No	

NARRATIVE	R/O RESPONDED TO A BURGLARY AT ABOVE ADDRESS. R/O WAS MET BY VICTIM WHO RELATED THAT UPON HER RETURN HOME FROM WORK, SHE DISCOVERED HER BACK WINDOW SCREEN HAD BEEN FORCED OPEN. THE FOLLOWING ITEMS ARE MISSING: 1 APPLE IPAD, APPROX. 12 DVDS, 1 GOLD CHARM BRACELET, 3 RINGS, AND 1 PAIR DIAMOND EARRINGS. VICTIM ALSO NOTICED HER BACKPACK IS MISSING FROM HER CLOSET. ET ORDERED. ALL NOTIFICATIONS MADE.
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PERSONNEL		Star No	Emp No	Name	Date	Unit	Beat
	Approving Supervisor	XXXX	XXXXX	JANWESKI, Robert	3 May 16 1755 hours	026	
	Detective/Investigator	XXXX	XXXXX	SANDERS, Lynn	3 May 16 1800 hours	610	
	Reporting Officer	XXXX	XXXXX	GARZA, Sarah	3 May 16 1650 hours	026	2614

Item 3F

CHICAGO POLICE DEPARTMENT

RD #: **HL-747009**

ORIGINAL CASE INDICENT REPORT

EVENT #: XXXXX

3510 S. Michigan Ave., Chicago, Illinois 60653
 (For Use By Chicago Police Department Personnel Only)
 CPD-11.388 (6/03)-C

ASSIGNED TO FIELD	
INCIDENT	IUCR: 0610 – Burglary: Forcible Entry
	Occurrence: 3800 W 14 th Street Beat: 2613 Unit Assigned: 2613
	Location: Chicago, IL RO Arrival Date: 7 May 16 1930 hours
	290 Residence # Offenders: Unk
Occurrence Date: 7 May 16 1730-1900 hours	

VICTIM - Individual			
NON OFFENDER	Name: EVANS, Maryanne	Demographics:	
	Res: 3800 W 14 th Street Beat: 2613	Female	DOB: 20 Feb 1962
	Chicago, IL 606XX	White	Age: 55 Years
	5'6"	145 lbs	
	Empl: Greenwood King, Realtor Beat: 2641	Identification:	
	450 W Rhodes St Chicago, IL 606XX	<u>Type</u>	<u>State</u> <u>Number</u>
Sobriety: Sober	State ID Illinois 7321538455	<u>Type</u> <u>State</u> <u>Number</u>	
	N/A		
Other Communications and Availability			
Cellular	312-432-9925		
Work Phone:	312-446-3920		
Available Time	Any		

SUSPECT #1		
SUSPECTS	Name: UNK	Demographics:
		UNK
Descriptions		
Clothing Description:	Unknown	Additional Information:

RELATIONSHIP				
RELATIONSHIP	(Victim)	Is a	No Relationship of	(Offender)
	EVANS, Maryanne			UNK

RD#: HL-747009

OTHER	Miscellaneous	
	Victim Information Provided	Flash Message Sent? No

NOTIFICATIONS	Request Type	Unit	Agency Name	Date	Star #	Name
	Notification	610	Detective Area – West	7 May 16 2045 hours	XXXX	Dooley

PROPERTY	Property #1	Owner: EVANS, Maryanne		Used as Weapon?	No
	Description: Office Equipment: Desktop Computer, Monitor, Printer	Estimated Value:	\$3000.00	Taken/Stolen?	Yes
				Recovered?	No
				Damaged?	No
	Property #2	Owner: EVANS, Maryanne		Used as Weapon?	No
	Description: Television Samsung 65" Ultra	Estimated Value:	\$1700.00	Taken/Stolen?	Yes
				Recovered?	No
				Damaged?	No
	Property #3	Owner: EVANS, Maryanne		Used as Weapon?	No
Description: Stereo Equipment Yamaha Receiver, Bose Speakers	Estimated Value:	\$600.00	Taken/Stolen?	Yes	
			Recovered?	No	
			Damaged?	No	

NARRATIVE	R/O RESPONDED TO A BURGLARY AT ABOVE ADDRESS. IN SUMMARY, VICTIM RELATED THAT UPON RETURNING HOME FROM SHOWING A HOUSE TO A CLIENT, SHE FOUND THAT HER FRONT DOOR HAD BEEN KICKED OPEN. UPON ENTERING HER RESIDENCE, VICTIM DISCOVERED THAT HER TELEVISION, STERO EQUIPMENT, AND HER DESK TOP COMPUTER, MONITOR, AND PRINTER WERE MISSING. VICTIM STATED THAT SHE WILL RE-CONTACT POLICE WITH SERIAL NUMBERS. EVIDENCE TECH ORDERED. ALL NOTIFICATIONS MADE.
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PERSONNEL		Star No	Emp No	Name	Date	Unit	Beat
	Approving Supervisor	XXXX	XXXXX	FISHER, Richard	7 May 16 2120 hours	026	
	Detective/Investigator	XXXX	XXXXX	JACKSON, Leonidas	7 May 16 2100 hours	610	
	Reporting Officer	XXXX	XXXXX	CARLSON, Amy	7 May 16 2050 hours	026	2613