

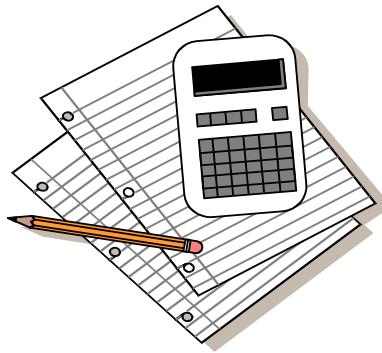
A

HOW TO PREPARE GUIDE

FOR THE

DRIVER LICENSE EXAMINER I - 60410

WRITTEN EXAMINATION



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I. INTRODUCTION

A written examination is being given in order to establish a register for the classification of Driver License Examiner I (60410). The purpose of this How to Prepare Guide is to help you prepare for the written examination. The Driver License Examiner I exam will be used to place individuals on the Driver License Examiner I register with the State of Alabama. The register is used to hire individuals into Driver License Examiner I jobs.

It is very important that you review the material in this booklet. We recommend that you practice the things suggested in this booklet in order to prepare for the written exam. *You will not be allowed to bring this booklet into the examination session.*

II. JOB PREVIEW

Driver License Examiner I positions are available in the Department of Public Safety at locations statewide.

Employees in this class are responsible for giving written or oral examinations as well as performance tests to persons applying for driver licenses; conducting driving performance tests; collecting examination fees and maintaining accountable deposit records; and preparing various reports. Work is performed in an assigned area of the state and may include working at a number of scheduled locations within this area. Employees are guided by well established standards and procedures, and after an initial training period, they work independently unless examining procedures or methods are changed. Work is reviewed by a superior officer through periodic observations of work methods and by analysis of reports indicating number and results of examinations given.

A. Job Duties

A job study of the Driver License Examiner I classification was conducted prior to developing the examination. A number of employees who work in this position participated in this study. When the information was completed, the results showed that an employee in the position of Driver License Examiner I must be able to perform several important duties. The most important duties are listed below:

- Administers commercial and regular driver license examinations to include written and oral tests, visual acuity tests, commercial and regular driver skills tests, boat license, pre-trip inspections, and basic skills and road tests for all classes of Alabama driver licenses.
- Collects fees from applicants taking written and oral tests for driver licenses, permits, etc., and maintains records of activities, monies received and deposited, and expenses.
- Performs administrative duties such as:
 - Files correspondence, reports, memos, and applications for driver licenses in order to ensure that documents are retrievable.
 - Enters information about CDL applicants on computer terminal in order to change or update applicant records.

B. Knowledges and Abilities

The job study also determined knowledges and abilities needed to perform the above job duties of a Driver License Examiner I. The exam measures the following knowledges and abilities which the study showed are needed on the first day of work before training:

- **Knowledge of math to include addition, subtraction, multiplication, division, and percentages as needed to count money and maintain records of fees collected from license applicants.**
- **Knowledge of alphabetical filing system as needed to maintain applicant files.**
- **Ability to read, understand, and follow instructions as needed to process applications, administer tests, and determine the validity of documents submitted by applicants.**
- **Ability to communicate in writing as needed to write reports and letters and to complete necessary forms.**

III. PREPARING FOR THE EXAMINATION

The more you prepare for the exam, the more comfortable you will feel taking the exam. There are two things you can do before taking the exam: 1) follow the guidelines presented in this booklet on how to prepare for the exam, and 2) become familiar with the kinds of questions that will be used in the exam.

Here are some specific suggestions for what to do before you take the exam:

- Be well rested. Get a good night's sleep for several nights in a row before the written exam.
- Allow plenty of time to get to the exam site. If you are rushed and late, you may be nervous and upset when you arrive. Plan to arrive at least 20 minutes before the exam start time.
- Do not bring a cell phone to the testing site. Pagers should only be brought if it is absolutely necessary. All pagers must be set to the vibration mode.
- Dress comfortably. The total time provided for completion of the exam will be three hours so you could be at the exam site for a considerable amount of time.
- **Do not** bring this or any other booklets, reading, or study materials to the exam. You **will not** be permitted to take them into the testing area. All written materials needed to complete the exam will be given to you at the exam.

IV. EXAM ADMINISTRATION

A. What to Bring to the Examination

- Remember to bring to the exam the NOTIFICATION POSTCARD that you received in the mail from the State of Alabama Personnel Department.
- To protect your own interests, you will also be asked to bring a PICTURE IDENTIFICATION to the exam location. Examples of acceptable identification are a valid driver's license, a military identification card, a student identification card, or some form of picture identification. You only need to have one form of picture identification.
- Bring several number 2 pencils with erasers to the exam. It is also recommended that you bring a highlighter pen.
- You may bring a calculator to use for the Driver License Examiner I examination. Small solar powered or battery operated calculators that perform basic functions such as addition, subtraction, multiplication, division, square roots, or percentages are allowed. Calculators that plug-in, utilize tape, have word processing, spelling, thesauruses, or other storage and retrieval capabilities (except basic memory functions) are not allowed. **Calculators that are a feature on a cell phone are not permitted.** Calculators are subject to inspection by exam monitors. Applicants may not borrow or share calculators at the exam site.

B. Taking the Examination

- Many people get nervous when they take tests, but you should try to concentrate on the exam. To improve your ability to keep your mind on the test questions, you will find ideas in this booklet on how to study and prepare for the written exam. **The more prepared you are, the more comfortable and less nervous you will feel during the exam.**
- You will be given **3 hours** to complete the exam. Use your time efficiently. The exam is not a test of how quickly you can answer questions. However, it may not allow you all the time you might like to have. In the parts of the test that require reading, try to keep a steady pace. Try to finish as much of the test as you can.
- While reading passages, you may want to underline or highlight important information as you read. You may also want to take a few notes. Make your notes brief.
- Don't give up. Many people give up too easily on tests. If a question or problem seems hard, they do not even try. Mark an answer on your answer sheet even if it is a guess. You will not be penalized for guessing. On the other hand, do not

spend too much time on any one question just because it is hard. This may not leave you enough time to answer questions that you know.

C. Effective Note Taking

While reading passages in the exam, you may want to take a few brief notes to help you answer the questions. You may also want to underline or highlight important information as you read. Why take notes? There are several good reasons to take notes:

- Taking notes can help you remember information.
- Notes you take in your own words are easier to understand and remember.
- Writing down notes may actually make ideas you did not fully understand clearer.

While you are working on the exam, be careful not to spend too much time taking notes. While taking notes is often helpful, it takes away from time you could spend answering test questions. The following are some rules and suggestions for taking effective notes:

- Make your notes meaningful. Pick out only the important points.
- Make your notes brief. Do not use a sentence when you can use a phrase. Likewise, do not use a phrase when you can use a word.
- Use abbreviations whenever possible.
- Put most notes in your own words. However, copy definitions, specific facts, and specific rules and procedures exactly as they are presented.
- Highlight information that cannot be summarized, rather than taking notes, to save time.

D. Strategies for Taking the Examination

There are things you can do while you take the exam to help improve your performance. Consider the suggestions listed below:

- Read each question carefully, and read each possible response. Be sure you know what the question asks and what the choices are before you try to answer the question. It is easy to choose wrong answers simply by failing to pay attention to a part of the question or failing to read all of the answers.

- Make a decision about each question. For example:
 1. You may decide you know the answer. Mark your answer on the answer sheet and spend no more time on that particular question.
 2. You may decide you are fairly sure of the answer, but want to think about it. Mark the answer you think is correct on the answer sheet and make a note of it in the test booklet so it will be easier to find later.
 3. You may decide one or two answers are definitely not the best. Eliminate the answers you know are wrong, and then direct your attention to those choices that are potentially correct.
 4. You may decide that figuring out the answer is possible, but will take you a lot of time. Don't mark any answer. Note the question in your test booklet so you can find it when you are ready to come back to it. Make sure that you finish the test in enough time to come back to answer the question.
 5. You may decide you don't know the answer and that all you can do is make a guess. Make a guess and mark the answer sheet to show your answer. Don't spend any more time on that question. There is no penalty for guessing and sometimes you may guess right.
- Don't change answers unless you have a good reason. When people change their answers, they more often change from a right answer to a wrong answer than from a wrong answer to a right answer. The reason seems to be that they start thinking about some specific situation, which results in choosing an answer on the basis of facts that are not given in the question. In other instances, people think about what a part of a question says and forget what the rest of the question said.
- Follow the instructions of the examination monitor *at all times*. A monitor will be at your test site when you report. The monitor will check your picture identification and Exam Notification Postcard, and then provide you with test materials. Do not open any examination booklets or begin working on the exam until you are instructed by the monitor to do so.
- Use the restroom before the examination, if possible. The examination monitor will provide you with instructions concerning restroom availability during the test administration. It is important to remember that the time you take to use the restroom is time away from working on the examination.
- Bring only the following materials to the test site—picture identification, Exam Notification Postcard, and several number 2 pencils. You may bring a highlighter and a calculator if you wish. No other materials will be allowed in the test site.

- Do not cheat. Candidates making any disturbances or caught cheating will be disqualified from the exam.
- Ask questions concerning exam administration issues only. Test monitors **will not** be able to interpret exam questions for you, provide clarification of a question, or provide additional information.
- Check to make sure that your answers to questions are marked in the location on the answer sheet that matches the number of the question you are answering. All answers **must be** recorded on the Scantron Answer Sheet.
- Review your responses on the more difficult questions if you have time remaining after you have completed the test. Once you have finished, notify the monitor for further instructions.

E. Study Suggestions

You may find some of the following ideas helpful in preparing for the exam:

- Do not prepare for the exam in a single session.
- Study in a quiet place. Do not study when you are doing something else.
- Make up your own tests and take them. Think about other possible test questions. Pretend that you are in a real testing situation and try not to talk to anyone else while you are taking the sample tests.
- Practice following instructions. Read sections of how-to books or instruction manuals and practice taking notes or highlighting important aspects of the sections.
- Study the sample test items in this booklet.
- Study material you believe will assist you in learning the duties, knowledges, and abilities required for the Driver License Examiner I position as listed in Section II of this booklet.

V. FREQUENTLY ASKED QUESTIONS

A. Contact Information

State Personnel cannot answer questions or provide information about the actual content of the test. However, as you prepare to take the test, if you have questions regarding exam procedures or administration not answered in this booklet, please call the State Personnel Department. You should contact **Jennifer Thomasson** or **Melissa Williamson** at **(334) 242-3389**. After test administration and receipt of your score, if you have questions regarding the interview or hiring process, please contact **Department of Public Safety Personnel Department** at **(334) 242-4263**.

B. General Questions

1. How do I request reasonable accommodations?

If you would like to request special testing accommodations or have any questions concerning the test site or testing conditions, please contact the State Personnel Department at (334)242-3389.

2. What do I do if I have a scheduling conflict?

If there is a conflict in your schedule, and you are unable to attend the written exam at the time and date for which you have been scheduled, you must resubmit your Application for Examination. The State Personnel Department will schedule for the next available administration of this written test.

3. When will I get my score?

Four to six weeks after completing the exam, you will receive a Notice of Examination Results postcard in the mail. This postcard will identify your score, or Band placement, for the written exam. If you have not received your score within four to six weeks, you should call the State Personnel Department.

In addition to your Band placement, you may also obtain your standing, or rank on the register, online at www.personnel.alabama.gov. From the home page, you should click on “Applicants” and then “Register Standings”, and follow the instructions. For security purposes, you must now create an online profile in order to access your standing.

4. When will I be contacted for an interview?

State Personnel Department is responsible for administering the exam, scoring the exam, and establishing the employment register. Once the register has been established and you have received your score, it will be made available to the appointing agency, the Department of Public Safety. Public Safety's Personnel Department will contact individuals certified to them from the register for interview and selection purposes as the need arises. State Personnel Department is not involved in the interview and hiring process.

The employment register will likely be used for the next several years so you could be called anytime based on vacancies in the Driver License Examiner I position. Your name will remain on the employment register for consideration for the next two years. You will be notified by mail when your name is being removed so you can reapply.

C. Banded Scoring

When the written exam for Driver License Examiner I is graded, the scores will be grouped into bands. When you receive notification of your performance on the exam, you will not be given a numerical score. Rather, you will receive a banded score, which will inform you of the band into which your numerical score fell. The following is provided to help you better understand the banding procedure.

1. What is Banded Scoring?

Banded scoring, or banding, is one way to reduce the impact of fluctuation in test scores that do not provide meaningful information about differences in the ability to do the job. One important purpose of testing is to identify the differences in test scores that reflect real differences among candidates. Banding is a statistical procedure for grouping raw test scores that statistically are not meaningfully different from one another. In banded scoring, bands are set objectively and mathematically. They are not manipulated arbitrarily.

2. Misconceptions about Banded Scoring

There are many misconceptions about banding and the use of banded scores. Some of the most common misconceptions are listed below. Each misconception is followed by a clarification.

- a. Misconception: Each band should have the same number of people.

The people in a band are similar to each other in that statistically there is no meaningful difference in their scores. Sometimes Band 1 may be very large and at other times it may be small. We do not force bands to be a certain size. The size of the bands are based on the scores people make.

- b. Misconception: Band numbers have no meaning. I don't have a score.

A band is a group of tied scores. Think of a band as a group of scores that statistically are not meaningfully different. In school, two students with average grades of 94.5 and 94.3 would both be grouped into a band called "A" because the scores are so close the teacher cannot be sure that .2 of a point is a real difference in achievement. Think of scores on achievement tests children take in school. The fine print on the tests always cautions you not to focus on the numerical score but rather on the comparative score which uses some grouping technique such as percentiles, stanines, standard deviations, grade levels, etc. These grouping techniques are considered forms of banding.

- c. Misconception: Band numbers are the same as letter grades.

Band 1 does not equate to an "A," Band 2 to a "B," etc. In school a predetermined numerical score (e.g., 90-100) equals an A. In banding, scores are banded only in relation to one another. Unlike grade school bands, the width of bands are not set in advance. You compete against your peers only, and your scores are set in relation to your peers. Your banded score is actually more meaningful than your numerical scores because your banded score is in relation to the other test candidates.

- d. Misconception: A band score on one test has the same value as a band score on another test.

Banded scores are test specific and cannot be compared to banded scores on other tests.

- e. Misconception: People who have been on the job the longest should be in the top bands.

Time spent in a job may not be the same as skill in doing the job. The people with the strongest skills (or who did best on the exam) should be in the top bands. Some of these people will have been in the job longer than others. Years of service do not always equal proficiency.

- f. Misconception: A standing in Band 4 or below automatically indicates failure or ineligibility for jobs.

This statement is false. A band score of 4 or lower is not automatically equated with failure. If you receive a band score, you passed the exam and your name has been added to the employment register. If you do not pass the test, you will not receive a band score. You will receive a postcard in the mail indicating that you did not achieve the minimum passing score.

- g. Misconception: Banding replaced the “Rule of 10.”

Banding did not replace the “Rule of 10.” The “Rule of 10” determines the number of bands to be certified. In the past, tied scores referred to an actual numerical score (e.g., two candidates with a score of 98.98 were considered tied) while now all of the scores within a band are considered tied.

- h. Misconception: People in a band do not differ.

When several people are placed in the same band, it does not mean that those people do not differ. Instead, it means that their scores on the exam do not differ enough to be separate scores.

VI. EXAMINATION DESCRIPTION

You will have three hours to complete the written examination. If you finish before three hours have passed, you may leave the test site. The exam questions will require you to answer questions related to knowledge of math, knowledge of filing, ability to read, understand, and follow instructions, and ability to communicate in writing.

Following are examples of exam items on the Driver License Examiner I test. Please review these items in order to familiarize yourself with the kinds of items you will be asked and the format of the exam.

VII. SAMPLE TEST QUESTIONS

The following are sample test items for each section of the examination. Answers are provided at the end of this section.

Section 1. A Driver License Examiner I is required to have the knowledge of math, to include addition, subtraction, multiplication, division, and percentages. In this section, your knowledge of math will be measured.

1. Add $618+244+182+211$.

- A. 1,245
- B. 1,255
- C. 1,345
- D. 1,355

2. A driver license exam has 50 questions. If an applicant missed 12 questions, how many correct answers were given?

- A. 48
- B. 28
- C. 36
- D. 38

3. $1,000 \times 15 =$ _____

- A. 150
- B. 1,500
- C. 15,000
- D. 150,000

4. Divide 1,066 by 28. The correct answer is _____. (Round your answer to the nearest hundredth.)

- A. 38.70
- B. 38.07
- C. 38.08
- D. 39.07

5. Twenty percent of \$5,275.95 is equal to _____.

- A. \$1,055.19
- B. \$1,565.29
- C. \$1,655.19
- D. \$2,015.19

Section 2. A Driver License Examiner I is required to have the knowledge of alphabetical filing. In this section, your knowledge of alphabetical filing will be measured.

6. If the following four names were arranged in alphabetical order by last name, which name would appear **THIRD**?

- A. Jack Combes
- B. Marvin Combe
- C. Tony Combs
- D. Ted Combs

7. If the following four names were arranged in alphabetical order by last name, which name would appear **SECOND**?

- A. Jack Combes
- B. Marvin Combe
- C. Tony Combs
- D. Ted Combs

8. If the following four names were arranged in alphabetical order by last name, which name would appear **FIRST**?

- A. Shana Baswel
- B. Shane Baswell
- C. Shae Baswell
- D. Shania Baswell

9. If the following four names were arranged in alphabetical order by last name, which name would appear **LAST**?

- A. Shana Baswel
- B. Shane Baswell
- C. Shae Baswell
- D. Shania Baswell

10. If the following four names were arranged in alphabetical order by last name, which name would appear **SECOND**?

- A. Shana Baswel
- B. Shane Baswell
- C. Shae Baswell
- D. Shania Baswell

Section 3. A Driver License Examiner I is required to have the ability to read, understand, and follow instructions. This section will measure this ability.

Situation A

A Driver License Examiner I begins administering a road test to an applicant. The applicant drives without incident for several blocks. Then the examiner asks the applicant to make a left turn at the next traffic light. The applicant turns left from the right lane on a four-lane divided highway without looking in the rear-view mirror.

Excerpts from the Driver License Examiner Guide

The examiner is instructed to grade the applicant based on the following rules given to the applicant:

- 1) At least 100 feet before making the turn, signal your intentions.
- 2) Get into the proper lane for your turn well ahead of the place where you will make your turn.
- 3) Reduce speed before making any turns.
- 4) Make sure in advance that it is safe to turn. Check the front, rear, and sides for cars and pedestrians, and also watch for situations developing in the street you will enter upon turning.
- 5) If you fail to meet any of the above requirements, you will not be permitted to continue the exam and will receive a failing score.
- 6) If you do not pass the exam, your examiner will inform you of the mistakes you made during the exam.

NOTE: *You should choose (A), (B), or (C) for each observation listed in questions 11 – 15. The observations do not appear in a particular order and should be considered one at a time. Please consider each of the observations listed below:*

If you decide that the observation described is correct, mark (A) on your answer sheet. If you decide that the observation described is incorrect, mark (B) on your answer sheet. If you cannot determine whether the observation described is correct or incorrect based on the information provided, mark (C) on your answer sheet.

11. Tell the applicant that the road test is over.
12. Allow the applicant to complete the road test, but inform the applicant that he/she did not pass the exam.
13. Give the applicant a strong warning about the fact that he/she did not turn on the left blinkers.
14. Give the applicant a strong warning about the fact that he/she did not reduce his/her speed.
15. Remind the applicant that he/she should have checked the rear-view mirror before making the left turn.

Section 4. A Driver License Examiner I is required to have the ability to communicate in writing. In this section, your ability to communicate in writing will be measured.

16.
 - A. The supervisor and the aide, together with the rest of the office force, has unanimously agreed to send a representative.
 - B. The supervisor, together with the aide and the rest of the office force, have unanimously agreed to send a representative.
 - C. The entire office force, including the supervisor and the aide, have unanimously agreed to send a representative.
 - D. The entire office force, including the supervisor and the aide, has unanimously agreed to send a representative.

17.
 - A. The policy don't matter irregardless of your opinion.
 - B. The policy don't matter regardless of your opinion.
 - C. The policy doesn't matter irregardless of your opinion.
 - D. The policy doesn't matter regardless of your opinion.

Answers:

Section 1 - Math

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

Section 2 – Alphabetical Filing

6. D
7. A
8. A
9. D
10. C

Section 3 – Reading, Understanding, and Following Instructions

11. Shade in (A) on your answer sheet. According to the instructions, if the applicant fails to meet any of the requirements, he/she will not be permitted to continue the exam.
12. Shade in (B) on your answer sheet. According to the instructions, the applicant should not be allowed to continue the exam after making a left turn from the wrong lane.
13. Shade in (C). There is not enough information in the situation narrative to conclude that the applicant did not turn on his/her left blinkers.
14. Shade in (C). There is not enough information in the situation narrative to conclude that the applicant did not reduce his/her speed.
15. Shade in (A). According to the instructions, if the applicant fails the exam the examiner should inform the applicant of mistakes he/she made on the exam.

Section 4 – Communicate in Writing

16. D
17. D