

**Test Information Guide  
for  
Nuclear Security Officer Battery**

**Test Battery #5702**

**December, 1994**

**Performance Assessment Services  
Southern California Edison Company**

## **Introduction**

The purpose of this Test Information Guide is to familiarize you with the Nuclear Security Officer Test Battery. This guide contains brief descriptions of the four tests that make up this test battery, sample questions and answers, and suggestion for taking tests.

## **Test Scheduling**

Employees will be scheduled for testing by their Supervisor through Human Resources. Applicants will be scheduled through the recruiter. If you do not pass the test on your first attempt, please refer to the testing guidelines on MyEdison.Net (employees only) or call 626-302-9830.

## **Test Session**

It is important that you follow the directions of the Test Administrator *exactly*. If you have any questions about the testing session, be sure to ask the Test Administrator *before* the testing begins. You are not allowed to bring in any test aids such as books, papers, calculators, wristwatch calculators, wristwatch alarms, etc. During testing, you may not leave the room, talk, smoke, eat, or drink. Since some tests take several hours, you should consider these factors before the test begins.

All questions on this test are multiple-choice with four possible answers. Your answers to the questions are indicated by filling in a circle on an answer sheet with a special mark-sense pencil. For your answers to be read accurately by the scanner, you must fill in the circles completely and erase completely any answer you wish to change.

## **Background Information**

The Nuclear Security Officer Test Battery is composed of a series of tests to measure how well people will perform on the job for which you have applied. This test battery was developed after a thorough analysis of Nuclear Security Officer jobs in Southern California Edison to identify the required knowledge, abilities, and skills of these jobs in order to help SCE select the most qualified people.

## **How the Test is scored**

The point for each test in the battery will be combined to produce an overall battery score. Your qualification is determined by the overall battery score. It is not necessary to qualify on each individual test in the battery. Rather, you must get enough points in the total process to qualify, and you can compensate for some areas of weakness with other areas of strength. Remember, though, that the competition is stiff and that it is important to try your best on ALL the tests.

## Test-Taking Strategies

### Introduction

The Nuclear Security Officer Test Battery contains multiple-choice questions. The purpose of this section is to help you to identify some special features of a multiple-choice test and to suggest techniques for you to use when taking one.

Your emotional and physical state during the test may determine whether you are prepared to do your best. The following list provides common sense techniques you can use before the test begins.

### Technique

### Remarks

*Be confident*

- If you feel confident about passing the test, you may lose some of your anxiety.
- Think of the test as a way of demonstrating how much you know, the skills you can apply, the problems you can solve, and your good judgment capabilities.

*Be punctual*

- Arrive early enough to feel relaxed and comfortable before the test begins.

*Concentrate*

- Try to block out all distractions and concentrate only on the test. You will not only finish faster but you will reduce your chances of making careless mistakes.
- If possible, select a seat away from others who might be distracting.
- If lighting in the room is poor, sit under a light fixture.
- If the test room becomes noisy or there are other distractions or irregularities, mention them to the Test Administrator *immediately*.

*Budget your time*

- You are allowed three hours to complete each part of the two parts of the test.
- Pace yourself carefully to ensure that you will have enough time to complete all items and review your answers.

*Read critically*

- Read all directions and questions carefully.
- Even though the first or second answer choice looks good, be sure to read all the choices before selecting your answer.

*Changing answers*

- If you need to change an answer, be sure to erase your previous answer completely.

*Return to difficult questions*

- On the Industrial Reading test and the Critical Thinking Test, make a note of the questions that seem particularly difficult, continue with the test, and return to them later.

*Review*

- If time permits, review your answers.
- Do the questions you skipped previously.
- Make sure each answer bubble is *completely* filled in. Erase any stray marks on your answer sheet.

Remember the techniques described in this section are only suggestions. You should follow the test taking methods that work best for you.

## **Description of Tests**

**There are four separate tests in this battery. The tests measure: visual speed and accuracy; forms checking; industrial reading (comprehension); and critical thinking.** A Test Administrator will go over the directions and give you time to study examples of each test type before you start.

All four tests are times. You will have five minutes for the Visual Speed and Accuracy Test, five minutes for the Forms Checking Tests, 40 minutes for the Industrial Reading Test, and 60 minutes (one hour) for the Critical Thinking Test. No aids (dictionaries, calculators, etc.) are allowed on any of these tests.

# Sample Questions

## Visual Speed and Accuracy

### Directions

Look at the pairs of numbers below. The first pair of numbers, 792 and 792 are exactly alike. Therefore the circle in front of **S** (same) has been marked. The second pair of numbers, 6123 and 6122, are not exactly the same. Therefore, the circle in front of **D** (different) has been marked. The next pair \$898 and \$898, are marked to show that they are the same. The fourth pair, 72,10 and 72.10, are marked as different because one has a comma in it while the other has a period.

Now mark the next four items for practice.

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- |     |       |       |                                  |   |                                  |   |
|-----|-------|-------|----------------------------------|---|----------------------------------|---|
| S1. | 792   | 792   | <input checked="" type="radio"/> | S | <input type="radio"/>            | D |
| S2. | 6123  | 6122  | <input type="radio"/>            | S | <input checked="" type="radio"/> | D |
| S3. | \$898 | \$898 | <input checked="" type="radio"/> | S | <input type="radio"/>            | D |
| S4. | 72,10 | 72.10 | <input type="radio"/>            | S | <input checked="" type="radio"/> | D |
| S5. | 33333 | 33323 | <input type="radio"/>            | S | <input type="radio"/>            | D |
| S6. | 117!  | 117!  | <input type="radio"/>            | S | <input type="radio"/>            | D |
| S7. | 42    | 24    | <input type="radio"/>            | S | <input type="radio"/>            | D |
| S8. | 6696  | 6696  | <input type="radio"/>            | S | <input type="radio"/>            | D |

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You should have marked them **D**, **S**, **D**, and **S**.



# Sample Test Questions

## Industrial Reading

### Directions

This is a test of your reading ability. On the following pages are a number of passages. Read each passage carefully, then read the questions, that follow that passage. Choose the best answer for each question, find the line for that question on your separate answer sheet, and blacken the space under the same letter as the choice you think is the best answer. Mark only one answer for each question.

Read the Sample Passage below. Then read the first question, and look at the Sample box to see how the answer has been marked. Then read the second question, and see how it has been marked.

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### Sample Passage

Metals play a very important role in modern industry. However, pure metals are rarely used. Instead, different metals are mixed together to form combinations called alloys. For example, brass is a combination of copper and either zinc or tin, and "German Silver" is a combination of copper, zinc, and nickel. Alloys are generally harder than the individual metals which compose them and poorer conductors of heat and electricity than pure metals. For example, brass is a poor conductor of electricity and copper is one of the best.

- X. Alloys are best described as:
- A. one metal combined with a small amount of another metal.
  - B. two metals mixed together in equal amounts.
  - C. two or more metals mixed together unequal amounts.
  - D. two or more metal mixed together.
- Y. Compared to the pure metals which compose them, alloys are:
- A. better conductors of electricity.
  - B. poorer conductors of heat.
  - C. generally softer.
  - D. less important in industrial use.

# Sample Test Questions

## Critical Thinking TEST 1: INFERENCE

### DIRECTIONS

An inference is a conclusion a person can draw from certain observed or supposed facts. For example, if the lights are on in a house and music can be heard coming from the house, a person might infer that someone is at home. But this inference may or may not be correct. Possibly the people in the house did not turn the lights and the radio off when they left the house.

*In this test, each exercise begins with a statement of facts that you are to regard as true. After each statement of facts you will find several possible inferences- that is, conclusions that some persons might draw from the stated facts.*

Examine each inference separately, and make a decision as to its *degree* of truth or falsity.

For each inference you will find spaces on the answer sheet labeled T, PT, ID, PF, and F. For each inference make a mark on the answer sheet under the appropriate heading as follows:

**T** if you think the inference is definitely **TRUE**; that it properly follows beyond a reasonable doubt from the statement of facts given.

**PT** if, in the light of the facts given, you think the inference is **PROBABLY TRUE**; that it is more likely to be true than false.

**ID** if you decide that there is **INSUFFICIENT DATA**; that you cannot tell from the facts given whether the inference is likely to be true or false; if the facts provide no basis for judging one way or the other.

**PF** if, in the light of the facts given, you think the inference is **PROBABLY FALSE**; that it is more likely to be false than true.

**F** if you think the inference is definitely **FALSE**; that it is wrong, either because it misinterprets the facts given, or because it contradicts the facts or necessary inferences from those facts.

Sometimes, in deciding whether an inference is probably true or probably false, you will have to use certain commonly accepted knowledge or information that practically every person has. This will be illustrated in the example that follows. Look at the example in the next column; the correct answers are indicated in the block at

### EXAMPLE

Two hundred students in their early teens voluntarily attended a recent weekend student conference in a Midwestern city. At this conference, the topics of race relations and means of achieving lasting world peace were discussed, since these were the problems the students selected as being most vital in today's world.

- As a group, the students who attended this conference showed a keener interest in broad social problems than do most other students in their early teens.
- The majority of the students had not previously discussed the conference topics in their schools.
- The students came from all sections of the country.
- The students discussed mainly labor relations problems.
- Some teenage students felt it worthwhile to discuss problems of race relations and ways of achieving world peace.

		Test 1				
		T	PT	ID	PF	F
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

the right.

In the above example, inference 1 is probably true (PT) because (as is common knowledge) most people in their early teens do not show so much serious concern with broad social problems. It cannot be considered definitely true from the facts given because these facts do not tell how much concern other young teenagers may have. It is also possible that some of the students volunteered to attend mainly because they wanted a weekend outing. Inference 2 is probably false (PF) because the students' growing awareness of these topics probably at least in part from discussions with teachers and classmates. There is no evidence for inference 3. Thus there is insufficient data (ID) for making a judgment on the matter.

Inference 4 is definitely false (F) because it is given in the statement of facts that the topics of race relations and means of achieving world peace were the problems chosen for discussion. Inference 5 necessarily follows from the given facts; it therefore is true (T).

In the exercises that follow, more than one of the inferences from a given statement of facts may be true (T), or false (F), or probably true (PT), or probably false (PF), or have insufficient data (ID) to warrant any conclusion. Thus you are to judge each inference independently.

Make a heavy black mark in the space under the heading that you think best describes each inference. If you change an answer, erase it thoroughly. Make no extra marks on the answer sheet.

