

CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION (CDCR) MAJOR 1 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE**

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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1. What is deadly force?

- A. Any force that is likely to result in death.
- B. Force that could injure but not kill.
- C. Force used only to protect property.
- D. Force used to gain compliance with lawful orders.

2. What are the four steps in the ODDA decision sequence?

- A. Observe, Decide, Orient, Act
- B. Observe, Orient, Decide, Act
- C. Orient, Observe, Decide, Act
- D. Observe, Decide, Act, Orient

3. Which of the following is NOT a listed scenario for deadly force use?

- A. To defend an employee or other person from an inmate threat of death or great bodily injury
- B. To prevent an escape from custody
- C. To stop acts such as arson or riots that constitute immediate jeopardy to institutional security and magnitude likely to result in escapes, great bodily injury, or death
- D. To arrest a non-dangerous inmate for a minor property offense

4. What is the primary objective of de-escalation techniques in inmate interactions?

- A. To resolve conflicts safely without force, preserving inmate rights and staff safety.
- B. To punish inmates quickly.
- C. To maximize procedural formalities.
- D. To minimize training requirements.

5. What does the Red color code represent in key classification?

- A. Yellow: specific positions
- B. Red: hot or emergency keys
- C. Green: personal keys or take home
- D. Blue: specific person - institution only

- 6. How can bias affect supervision decision-making, and what is a recommended mitigation?**
- A. Bias never affects professional judgments.
 - B. Bias can skew judgments; mitigate with standard criteria, evidence-based decisions, and diverse input.
 - C. Bias only affects color of uniforms.
 - D. Bias improves decisiveness.
- 7. What memorandum requirement applies to hobby craft tools?**
- A. A memorandum approved by the hobby shop supervisor and facility captain must be posted with the tools
 - B. A memo from the warden
 - C. No memorandum is required
 - D. Inmates must sign a liability waiver
- 8. What are dangerous tools?**
- A. Lawn mowers
 - B. Knives
 - C. Broom handles
 - D. Drills
- 9. When documenting a disciplinary incident, what sources should you corroborate for accuracy?**
- A. Inmate statements only.
 - B. Visual surveillance footage only.
 - C. Inmate statements and staff observations, along with any physical evidence.
 - D. Inmate medical records only.
- 10. Which item is not authorized to bring into the institution?**
- A. Notebook and pen
 - B. Lunch box
 - C. Thermos
 - D. Picket knives

Answers

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1. A
2. B
3. D
4. A
5. B
6. B
7. A
8. B
9. C
10. D

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Explanations

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1. What is deadly force?

- A. Any force that is likely to result in death.
- B. Force that could injure but not kill.
- C. Force used only to protect property.
- D. Force used to gain compliance with lawful orders.

Deadly force is the most extreme level of force available to a responder and is defined by its likelihood of causing death. In practice, it's used only when there is an imminent threat of death or serious bodily harm to the officer or others. This sets it apart from force used for non-lethal injuries, for protecting property, or for coercing compliance, which do not meet the threshold of causing or risking death.

2. What are the four steps in the ODDA decision sequence?

- A. Observe, Decide, Orient, Act
- B. Observe, Orient, Decide, Act
- C. Orient, Observe, Decide, Act
- D. Observe, Decide, Act, Orient

This is the classic OODA loop approach to rapid decision-making: Observe, Orient, Decide, Act. The idea is to move through a loop that keeps you in sync with a changing environment. First, you Observe the situation to gather current data and signs of what's happening around you. Then you Orient by interpreting that information in the context of your knowledge, goals, rules, and the realities you face. This helps you form a clear mental model of the situation. Next, you Decide on the best course of action given that understanding. Finally, you Act to carry out that decision, and you immediately re-observe to see the results, which starts the loop again and keeps your actions aligned with what's actually occurring. The order matters because good action depends on having up-to-date information and a proper interpretation of that information. Deciding without a fresh observation or misinterpreting the situation before deciding can lead to flawed choices, and acting without a decision isn't a disciplined way to operate. This continuous cycle makes responses more effective in dynamic or uncertain environments.

3. Which of the following is NOT a listed scenario for deadly force use?

- A. To defend an employee or other person from an inmate threat of death or great bodily injury
- B. To prevent an escape from custody
- C. To stop acts such as arson or riots that constitute immediate jeopardy to institutional security and magnitude likely to result in escapes, great bodily injury, or death
- D. To arrest a non-dangerous inmate for a minor property offense

Deadly force is justified only when there is an imminent threat to life or serious bodily harm, or to stop a situation that could directly result in death or serious injury. The first scenario fits because defending someone from an inmate who is threatening death or great bodily harm involves an immediate danger to life. The second scenario fits because preventing an escape from custody can be necessary when an escape would create an immediate risk of serious harm. The third scenario fits because stopping arson or riots that threaten institutional security and could lead to deaths or serious injuries represents acting to prevent an imminent, dangerous situation. Arresting a non-dangerous inmate for a minor property offense does not involve an imminent threat to life or serious bodily harm, nor does it involve preventing a dangerous escape or a life-threatening incident. Therefore it is not a listed scenario for deadly force. In such cases, less-than-lethal or non-forceful methods should be used.

4. What is the primary objective of de-escalation techniques in inmate interactions?

- A. To resolve conflicts safely without force, preserving inmate rights and staff safety.**
- B. To punish inmates quickly.
- C. To maximize procedural formalities.
- D. To minimize training requirements.

De-escalation in inmate interactions focuses on preventing violence by calming the situation and avoiding the use of force. The main goal is to resolve conflicts safely while preserving the rights of inmates and protecting staff safety. This approach relies on calm communication, active listening, respectful verbal and nonverbal cues, and clear boundaries to reduce arousal and prevent the situation from escalating. It emphasizes control without coercion, aiming to restore calm and resolve the issue rather than punish or rush to formal procedures. The other options don't fit because punishment, excessive formalities, or reducing training do not align with the purpose of de-escalation, which is safety, rights protection, and effective crisis management through skilled communication.

5. What does the Red color code represent in key classification?

- A. Yellow: specific positions
- B. Red: hot or emergency keys**
- C. Green: personal keys or take home
- D. Blue: specific person - institution only

Key color coding is used to quickly identify the level of access and urgency associated with a key. Red signifies hot or emergency keys—these are the keys you need immediately for critical areas during urgent situations. Because of their importance, red keys are tightly controlled, logged, and typically kept secure to prevent misuse while ensuring rapid access when needed. Other colors serve different purposes: yellow keys are linked to specific positions or posts, green keys are personal or take-home keys that an employee can carry, and blue keys are tied to a specific person or institution only. So red is the category for emergency or rapid-access keys.

6. How can bias affect supervision decision-making, and what is a recommended mitigation?

- A. Bias never affects professional judgments.
- B. Bias can skew judgments; mitigate with standard criteria, evidence-based decisions, and diverse input.**
- C. Bias only affects color of uniforms.
- D. Bias improves decisiveness.

Bias can creep into supervision decisions by shaping what a supervisor notices, how they interpret behavior, and what conclusions they reach, often based on stereotypes, personal experiences, or cognitive shortcuts rather than objective facts. When judgments hinge on these preconceptions, decisions can become inconsistent and unfair. The best mitigation is to ground decisions in standard criteria and evidence-based practices. Use clear, objective performance criteria, rely on documented evidence, and follow a structured decision process so every case is evaluated on the same basis. Involve diverse input or a review group to bring multiple perspectives and counter individual blind spots. Together, these steps reduce bias' influence and improve fairness and accuracy. The other options miss the reality that bias can affect judgments, aren't about relevant factors like uniforms, and suggest bias would improve decisiveness, which it does not.

7. What memorandum requirement applies to hobby craft tools?

- A. A memorandum approved by the hobby shop supervisor and facility captain must be posted with the tools**
- B. A memo from the warden
- C. No memorandum is required
- D. Inmates must sign a liability waiver

Tools used in hobby craft are tightly controlled to prevent misuse and protect safety. Requiring a memorandum that is approved by the hobby shop supervisor and the facility captain ensures there is a documented authorization and a clear, visible notice of the rules at the point of use. This combination creates accountability, guides proper tool handling, and informs both staff and inmates of what tools are allowed and how they are to be used. Posting the memo with the tools makes the policy hard to overlook during checks and when equipment is used. A memo from the warden would be too broad for this specific setting, having no direct built in oversight at the shop level; no memorandum would leave operations without formal controls; a liability waiver does not establish the required safety procedures and tool restrictions.

8. What are dangerous tools?

- A. Lawn mowers
- B. Knives**
- C. Broom handles
- D. Drills

Sharp-edged tools are particularly dangerous because their primary purpose is to cut, and a small slip can cause deep, rapid injuries. A knife concentrates force along a narrow edge, so even a brief loss of control or misjudgment can lead to serious wounds that are hard to treat. This inherent hazard makes knives more dangerous than the other options, which cause injury mainly through different mechanisms—moving parts or power in equipment like drills and lawn mowers, or blunt force with broom handles. To stay safe, handle blades with care, keep them properly stored when not in use, and use them with steady control and attention.

9. When documenting a disciplinary incident, what sources should you corroborate for accuracy?

- A. Inmate statements only.
- B. Visual surveillance footage only.
- C. Inmate statements and staff observations, along with any physical evidence.**
- D. Inmate medical records only.

When documenting a disciplinary incident, you verify what happened by checking multiple sources and comparing what each one shows. The strongest approach is to gather inmate statements, staff observations, and any physical evidence. Inmate statements provide the perspective of those involved, but they can be incomplete or biased. Staff observations add an objective, observed sequence of events and behavior, while physical evidence—such as damaged property, contraband, injuries, or documents—gives tangible data that can confirm, clarify, or challenge what was said and observed. If video or other media are available, they count as physical evidence too and can further corroborate the record. Relying on only one source leaves gaps: inmate statements alone may miss important details or be biased; visuals or surveillance footage alone may not capture context or intent; medical records alone show health effects but not the incident dynamics. By corroborating across these sources, you create a more accurate, defensible disciplinary record and reduce the risk of misrepresentation.

10. Which item is not authorized to bring into the institution?

- A. Notebook and pen
- B. Lunch box
- C. Thermos
- D. Picket knives**

The main idea is that facilities ban anything that can be used to harm others. A picket knife is a sharp blade and could be used as a weapon, so it is not authorized to bring into the institution. In contrast, notebook and pen are standard writing tools, a lunch box is a common food container, and a thermos is a typical beverage container; these items are normally allowed as long as they don't conceal contraband or be misused. So the item that cannot be brought in is the picket knife.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://cdcrmajor1.examzify.com>

We wish you the very best on your exam journey. You've got this!

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