

Tennessee Law Enforcement Training Academy (TLETA) Week 3 Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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	16

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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. Ambush, according to LEOKA, is best described as which of the following?**
 - A. A spontaneous, unplanned assault by an unknown actor.**
 - B. An officer is assaulted with no premeditation.**
 - C. A routine traffic stop that escalates.**
 - D. Situation in which an officer is unexpectedly assaulted as the result of premeditated design by the perpetrator.**

- 2. What is the duty to intervene in excessive force situations?**
 - A. Intervene only if the suspect has a weapon.**
 - B. Intervention is not required.**
 - C. Only supervisors can intervene.**
 - D. Officers must intercede to stop excessive force if safe to do so and report the incident.**

- 3. What does pressing P do on the intoximeter?**
 - A. Pauses the test**
 - B. Power on**
 - C. Prints the last test**
 - D. Pulls data**

- 4. Is a roadblock considered a seizure, per Rower v. County of Inyo?**
 - A. Only during daylight.**
 - B. Yes.**
 - C. Only if the roadblock is violent.**
 - D. No.**

- 5. Why is it important to interview a suspect separately from witnesses?**
 - A. To gather the exact same account from everyone.**
 - B. To save time by interviewing only one person.**
 - C. To avoid having to document statements.**
 - D. To prevent collusion or influence, capture each account independently, and reduce bias in statements.**

- 6. Which behavior is inappropriate when interacting with a person in crisis?**
- A. Introducing yourself**
 - B. Listening actively**
 - C. Shouting commands and demanding immediate compliance**
 - D. Asking for the person's name**
- 7. The statement '1 in 5 adults experience mental illness' implies what percentage?**
- A. 20% of Adults**
 - B. 50% of Adults**
 - C. 5% of Adults**
 - D. 80% of Adults**
- 8. WIN stands for what?**
- A. What's Important Now**
 - B. What's Important Then**
 - C. What's Important Now**
 - D. What's Important, Now**
- 9. What is the correct order for the acronym HIPS?**
- A. Hostage, Suspects, Innocence, Police**
 - B. Hostage, Innocence, Police, Suspects**
 - C. Innocence, Hostage, Suspects, Police**
 - D. Police, Hostage, Innocence, Suspects**
- 10. In Cooper Color Code, what does red refer to?**
- A. (150 BPM) Ready to Act Against Threat**
 - B. (90 BPM) Relaxed yet Alert**
 - C. (120 BPM) Specific Threat Identified**
 - D. (180 BPM) Full alert with limited movement**

Answers

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

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Explanations

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1. Ambush, according to LEOKA, is best described as which of the following?

A. A spontaneous, unplanned assault by an unknown actor.

B. An officer is assaulted with no premeditation.

C. A routine traffic stop that escalates.

D. Situation in which an officer is unexpectedly assaulted as the result of premeditated design by the perpetrator.

Ambush is defined by the combination of planning and surprise: the attacker has prepared in advance to strike and does so in a way that catches the officer off guard. LEOKA describes it as an officer being unexpectedly assaulted as the result of a premeditated design by the perpetrator. That emphasis on premeditation and the sudden, unanticipated nature of the attack is what makes an ambush. Describing it as a routine traffic stop that escalates shifts focus to the setting rather than the attacker's intent and the element of surprise; while an ambush may occur during a traffic stop, the defining feature is the deliberate plan to attack when the officer is not expecting it. The other descriptions fail to capture that planning and surprise that distinguish an ambush from a spontaneous or unpremeditated incident.

2. What is the duty to intervene in excessive force situations?

A. Intervene only if the suspect has a weapon.

B. Intervention is not required.

C. Only supervisors can intervene.

D. Officers must intercede to stop excessive force if safe to do so and report the incident.

The main idea is that officers have a duty to intervene when they witness excessive force. This isn't limited to situations where a suspect has a weapon; excessive force can occur with or without a weapon, and bystander officers are expected to step in to stop it. Intervening is required if it can be done safely, because preventing harm and protecting constitutional rights is a fundamental part of the job. After stopping the excessive force, the incident must be reported through the proper channels so it can be reviewed, documented, and accountability can be maintained. Intervening isn't something only supervisors do; any on-scene officer has this responsibility. It isn't optional or dependent on particular circumstances that aren't present—if it's safe to intervene, you should do so and then report. And while safety is crucial, the obligation remains to act and to document what happened to support transparency and due process.

3. What does pressing P do on the intoximeter?

- A. Pauses the test
- B. Power on
- C. Prints the last test**
- D. Pulls data

Pressing P on the intoximeter activates the print function for the most recent test. In field use, having a physical copy of the latest result is important for documentation and chain of custody, so the device provides a quick way to print that reading. The P key is commonly understood as Print, which is why it outputs the last test's data (time, result, operator/device identifiers) rather than performing other actions. It wouldn't power the device on, since power-on is handled by a separate button or sequence; it wouldn't pause the test, as pausing is a different function typically labeled or accessed differently; and it wouldn't simply pull data, which would require a data retrieval or transfer function.

4. Is a roadblock considered a seizure, per *Rover v. County of Inyo*?

- A. Only during daylight.
- B. Yes.**
- C. Only if the roadblock is violent.
- D. No.

A roadblock is a seizure because it uses government authority to stop and detain people as they move about, restricting their freedom of movement. In *Rowe v. County of Inyo*, the court treats being compelled to stop at a roadblock and identify or respond to questions as a seizure under the Fourth Amendment. Once the roadblock puts drivers in a position where they must stop and cannot simply continue on their way, it triggers Fourth Amendment protections, requiring a lawful justification such as a neutral, limited checkpoint purpose (safety or interdiction) and a minimally intrusive, neutrally applied process. So, unlike a casual street encounter where you're free to leave, a roadblock involves a controlled stop and is considered a seizure.

5. Why is it important to interview a suspect separately from witnesses?

- A. To gather the exact same account from everyone.**
- B. To save time by interviewing only one person.**
- C. To avoid having to document statements.**
- D. To prevent collusion or influence, capture each account independently, and reduce bias in statements.**

Separating interviews focuses on preserving the independence of each account. When a suspect and witnesses are in the same room or interviewed one after another, people can influence each other—tendencies to agree with a authoritative or persuasive person, or to tailor what they say to match others. Conducting interviews separately ensures each person describes what they remember without those external cues, reducing bias and making it easier to spot genuine details and inconsistencies later. This approach also helps with credibility assessment, because you can compare how memories were formed across independent accounts rather than a single, potentially cross-contaminated version. Documentation is essential to keep an accurate record of what each person said, which you can review in light of other statements. The other options miss the point: getting identical accounts isn't the goal, interviewing only one person to save time undermines thoroughness, and skipping documentation would undermine the integrity of the investigation.

6. Which behavior is inappropriate when interacting with a person in crisis?

- A. Introducing yourself**
- B. Listening actively**
- C. Shouting commands and demanding immediate compliance**
- D. Asking for the person's name**

In crisis interactions the aim is to lower arousal, establish safety, and build rapport through calm, respectful communication. Shouting commands and demanding immediate compliance does the opposite: it signals threat, increases adrenaline, and can trigger a fight-or-flight reaction. That dynamic makes the person more resistant, more likely to misinterpret intent, and more prone to escalation or violence, which jeopardizes safety for everyone. By contrast, introducing yourself helps identify who you are and sets a respectful tone. Listening actively shows you're considering what the person says, which reduces defensiveness and builds trust. Asking for the person's name personalizes the exchange and reduces a sense of being talked at or controlled. If a directive is truly necessary, it should be brief and delivered in a calm, steady voice, but the overarching goal is to de-escalate and gain cooperation through respectful communication rather than coercive commands.

7. The statement '1 in 5 adults experience mental illness' implies what percentage?

- A. 20% of Adults**
- B. 50% of Adults**
- C. 5% of Adults**
- D. 80% of Adults**

The idea being tested is how to convert a phrase like "one in five" into a percentage. One in five means one part out of five equal parts, which is the fraction $1/5$. To turn that into a percent, multiply by 100: $1/5 \times 100 = 20\%$. So it represents 20% of adults who experience mental illness. The other percentages correspond to different fractions: 50% is one-half, 5% is one-twentieth, and 80% is four-fifths.

8. WIN stands for what?

- A. What's Important Now**
- B. What's Important Then**
- C. What's Important Now**
- D. What's Important, Now**

This question tests how WIN is used to guide action in a changing situation. WIN stands for What's Important Then, which anchors your priority to the condition and decision you are facing at that exact moment. By identifying what's important then, you commit to the single most critical task right now, keeping your focus on the immediate need rather than getting pulled ahead or stuck planning for the future. That emphasis matters in dynamic scenarios because the key action can shift as the scene evolves. For example, at the moment you engage in a stop or control a scene, the most important task might be establishing safety and securing the area. As those conditions change, the next most important task becomes relevant, but your current action stays rooted in what mattered then. Other phrasings, such as "What's Important Now" or wording with different punctuation, shift the emphasis and aren't aligned with this time-specific prioritization approach.

9. What is the correct order for the acronym HIPS?

- A. Hostage, Suspects, Innocence, Police**
- B. Hostage, Innocence, Police, Suspects**
- C. Innocence, Hostage, Suspects, Police**
- D. Police, Hostage, Innocence, Suspects**

The main idea here is the priority order used in responding to hostage or critical incidents. HIPS is a mnemonic that guides action by sequence: Hostages, Innocents, Police, Suspects. The first priority is to maximize safety for the person being held hostage. Second, protect other innocent bystanders. Third, ensure officer safety so responders can operate without becoming casualties themselves. Only after those non-involved people are secured should the focus turn to addressing the suspects. So the correct sequence is the one that lists Hostages first, Innocents second, Police third, and Suspects last. The phrasing may use singular terms in some versions, but the concept remains the same.

10. In Cooper Color Code, what does red refer to?

- A. (150 BPM) Ready to Act Against Threat**
- B. (90 BPM) Relaxed yet Alert**
- C. (120 BPM) Specific Threat Identified**
- D. (180 BPM) Full alert with limited movement**

Red marks the highest level of readiness in the Cooper Color Code. When you're in this state, a threat is imminent or already present, and the appropriate response is immediate, decisive action to counter it. It's the fight-or-flight mode—your body is primed for rapid, purposeful movement, often described as a high state of arousal around 150 BPM. The description that says you are ready to act against the threat best captures this urgent, action-oriented mindset. The other states describe less immediacy—being relaxed but alert or merely recognizing a threat without ready-to-act urgency—which don't match what red represents.

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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://tletaweek3.examzify.com>

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

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