

Process the Scene: review the intake records

Student handout and one Parts A–E response sheet. Record review only.

One intake sheet

One individual D06 Daily Evidence Sheet, Parts A–E, with all required intake rows in the same sheet or PDF.

Hand in the paper sheet or submit one PDF of the same completed sheet to your section's Schoology assignment by September 14 at 11:59 PM. Include continuation rows in that same submission. Submit once.

Use the supplied classroom simulation records for your case. If teacher-approved classroom records are available, you may use them for the same sheet. State your source. Do not claim you performed the events described.

[Your Case A D06 Schoology assignment](#) · [Daily directions](#)

Five steps

1. Open your case's D06 sheet, choose the permitted record source and read R1–R6. Complete Part A.
2. Follow the separate MODEL-1 row. Use your case's RECORDS and STATUS to complete every Part B intake row.
3. Finish B2/B3 from the same sources and the four PRIORITY groups. Keep observations separate from identification and record missing fields honestly.
4. Write the approved four-to-six-sentence Part C correction. Finish Parts D and E; check your source labels and required fields.
5. Submit the same completed sheet once, on paper or as one PDF to your exact section assignment. Keep your notebook work separate.

No separate microscopy drawing, new scene photograph, scale sketch, group document, extra CER or exit ticket is required. Notebook work stays in the notebook.

Today is a record review. Do not collect samples, handle a stain, use UV equipment or perform chemical tests for this assignment. Any practical work requires separate teacher direction and approved safety preparation.

R1 / R2. Reading

R1. What should an intake record tell the next reader?

Friday's case work practiced keeping a source beside each statement. Today, use that rule to organize the supplied records. You are reviewing a classroom simulation. You are not collecting samples or testing a stain.

An intake record lists an item, its location, its photo references, and who handled it. An E-number is the evidence number used to track an item. Keep the number supplied. If none is assigned, say so. Do not make one up.

A reference point, or RP, is a named place used to describe a location. Keep both distances and their units. Chain of custody is the record of who handled an item and when. In today's collected-item records, the custody row starts when the item is bagged. An item left in place needs its true status, not a made-up transfer.

R2. A light response is an observation

Latent means not readily visible under the conditions being used. An alternate light source uses selected light to help make some material easier to see. Fluorescence means a material absorbs light and gives off light. The supplied classroom records describe a fluorescent visual model.

Luminol is different. It produces light through a chemical reaction. The classroom model does not reproduce that test or identify a substance. It helps us practice describing a response without naming its cause.

[Sources S1 and S2]

R3 / R4. Reading

R3. What can a first check establish?

A presumptive test is an initial check that may suggest a substance is present but does not identify it conclusively. Some chemical screens can respond to bleach or copper. These are examples of interference, not claims about the contents of our case items. Repeating initial screens does not itself establish identification. [Sources S3 and S4]

A visible response can be misleading if another material caused it. A missing response can also mislead if the material was not detected under the viewing conditions. Write what was reported. Do not turn “no response observed” into “nothing was present.” [Sources S1, S3 and S4]

R4. Keep the missing information visible

“No UV photograph supplied” describes a missing image reference. “No UV hit” describes a reported observation. They are different. Copy the status the record actually gives. If a record says only “no UV,” copy those words and add “meaning not specified.” If UV is not mentioned, write “UV status not supplied.” Do not change either into “no UV hit.” You do not need to open an unavailable photograph for this record exercise.

For a reported glowing area, write that the supplied record reports fluorescence, then name the recorded location and photo reference. The material remains unconfirmed. A stronger identification needs a method appropriate for the material and its actual result. You do not need to name or perform a test. [Sources S3 and S4]

R5 / R6 / R7. Reading

R5. Which records should be handled first?

Fragile means easily damaged or lost. Time-sensitive means delay could change the item. The supplied case record groups the items into four collection priorities. Use those groups to explain the recorded order. The groups are not a replacement for the full intake list.

R6. Use the same rule in biomedical work

In laboratory work, a comparison is useful only when its role is clear. A comparison item is an item used to compare with another. A seal describes packaging; it does not establish the contents as clean. A control is used to check how a test or comparison performs. [Source S5]

The strongest statement today preserves what the source reports and what remains unknown. An observation by itself does not identify a person, substance or cause.

R7. Use it now

Follow MODEL-1 before starting Part B. Notice how its source, location, photo references and custody status stay together. Then use your own case's records for your sheet. Keep that sheet for Tuesday's trace-comparison work.

Plain-English terms and preparation

Intake record

A list of an item's identifier, location, photo references and handling information.

Reference point (RP)

A named place used to describe a location. Keep both distances and units.

Custody row

The handling entry. In these collected-item records it starts at bagging; an in-place item has no invented transfer.

Alternate light source

Selected light used to help make some material easier to see.

Presumptive test

An initial check that may suggest a substance is present but does not identify it conclusively.

Time-sensitive

Delay could change the item.

W and UV

W labels a white-light photograph; UV labels an ultraviolet-light photograph. A reference is not access to its image.

E-number

The evidence number used to track an item. Retain an unassigned status when no number is supplied.

Chain of custody

The record of who handled an item and when.

Latent

Not readily visible under the conditions being used.

Fluorescence

A material absorbs light and gives off light. The response alone does not identify it.

Fragile

Easily damaged or lost.

Comparison item

An item used to compare with another. A seal describes packaging, not a clean analytical result.

Claim

A statement about what happened or what something is.

Three knowledge checks

1. Name today's purpose: preserve the source, location, photo status and handling information in one intake sheet.
2. State the boundary: read the records only. Practical work requires separate teacher direction and approved safety preparation.
3. Prepare the intake-row headings before copying any record. This knowledge check does not give permission to handle materials.

MODEL-1. Separate supplied practice

This is not Case A or Case B. These values come from an existing classroom practice record, not actions performed by you.

The source describes a stairwell landing and third step tread with a patch about 6 cm across that reportedly fluoresced. No material identification is supplied.

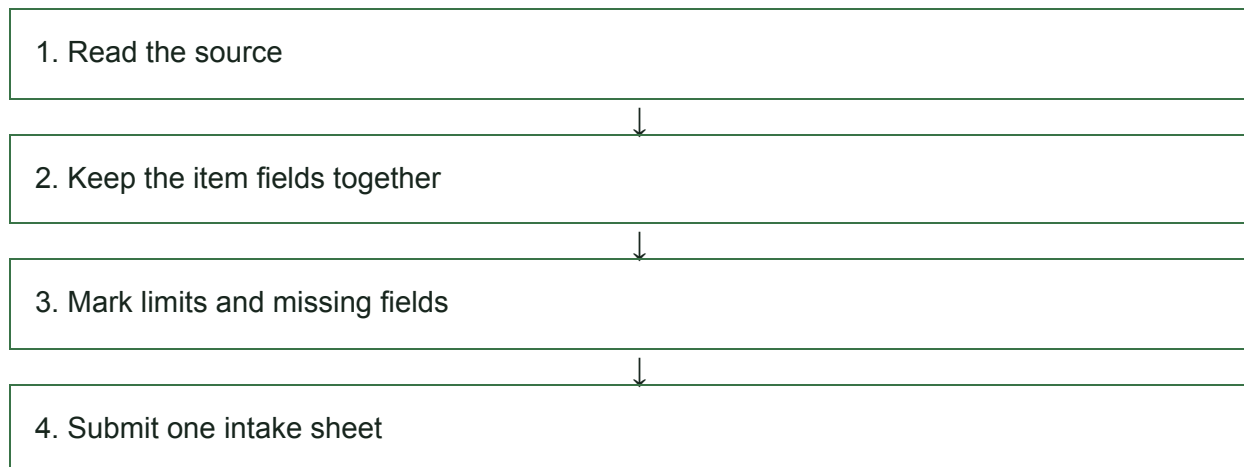
Identifier	MODEL-1, E2-step3
RP1	fire-door frame at the landing
RP2	handrail's bottom post
Location	138 cm from RP1, 96 cm from RP2, on the third step tread
Photo references	W-04 and UV-01, both with scale. Earlier white-light references: W-01, W-02, W-03
Collected by	evidence officer
Recorded time	3:14 PM
Received by	intake
Status	custody row opened at bagging

A four-sentence practice correction

The MODEL-1 record reports fluorescence on the third step. That light response does not identify the material. The intake entry should preserve the reported location and photo references without changing the item description to blood. An identification claim would need a method appropriate for the material and its actual result, which this practice record does not supply.

Use the shape to understand Part C. Write your own case response; never copy MODEL-1 values into the class-case record.

F1. The record workflow



F1. A record-review workflow. Teaching illustration, not a scene photograph or test result.

Start with the supplied source. Keep the identifier, location, photo references and handling status together. State limits or missing information. Finish the single Parts A–E intake sheet.

One support level, if helpful

Check one row: use R1 and MODEL-1, then complete the next intake row.

Explain your choice: use PRIORITY to explain the first and last groups in B3.

Check a limit: revise an unsupported claim in your existing Part C.

Optional guided notes can help you organize your thinking. They are not another submission. Use one support level, not all three.

Case A RECORDS. Rows 1–3

Supplied classroom simulation records, not observations made by the student

RP1: doorframe corner. RP2: console-end wall junction.

A-R1. E2-console (swab of the console-corner candidate stain)

Location: 412 cm from RP1, 168 cm from RP2, on the console corner 71 cm above the floor

Photo/status: W-05 (white light with scale), UV-01

Recorded handling: Collected by Team C evidence officer; 8:52 AM; received by Team A intake.

A-R2. E2-floor (swab of the floor candidate stain near the head end of the outline)

Location: 431 cm from RP1, 174 cm from RP2, floor

Photo/status: W-06, UV-02

Recorded handling: Collected by Team C evidence officer; 8:55 AM; received by Team A intake.

A-R3. E7 (three hairs from the acoustic blanket, tagged H1, H2, H3)

Location: 486 cm from RP1, 214 cm from RP2 (blanket edge); each hair's spot marked on the blanket photo

Photo/status: W-12 with scale, UV-03 (blanket sweep, no additional hits)

Recorded handling: Collected by Team B evidence officer; 9:01 AM; received by Team A intake.

Case A RECORDS. Rows 4–6

Supplied classroom simulation records, not observations made by the student

RP1: doorframe corner. RP2: console-end wall junction.

A-R4. E8 (print lifts: fader panel L-1, L-2, L-3; can lift L-4)

Location: Fader panel: 405 cm from RP1, 190 cm from RP2. Can: 356 cm from RP1, 290 cm from RP2

Photo/status: W-15 and W-16 with scale before powder; no UV

Recorded handling: Collected by Team B evidence officer; 9:08 AM; received by Team A intake.

A-R5. E4 (three energy-drink cans, side table)

Location: 356 cm from RP1, 290 cm from RP2

Photo/status: W-10, W-11 with scale; no UV hit

Recorded handling: Collected by Team D evidence officer; 9:12 AM; received by Team A intake.

A-R6. Glucose meter (logged; E-number assigned when its data releases)

Location: 298 cm from RP1, 402 cm from RP2, on the desk

Photo/status: W-14 with scale; no UV

Recorded handling: Collected by Team D evidence officer; 9:14 AM; received by Team A intake.

Case A STATUS and PRIORITY

Reported item conditions

All three cans open and empty. Glucose meter powered off, screen intact, no visible damage.

Reported light response

The supplied classroom simulation record reports: Two hits: the console corner and a floor smear near the head end of the outline. Nowhere else in the room fluoresced. Both hits were photographed under UV with a scale, then under white light, before swabbing.

This reports what was observed under those conditions. It does not establish that no material was present elsewhere.

Handling record

Every bag has a row; every row has a released-by and a received-by. Six rows opened today.

Four recorded priority groups

1. E2 stain swabs: a floor stain can be walked on or smeared; fragile and time-sensitive.
2. E7 hairs: a hair can lift off the blanket with one gust.
3. E8 print lifts: powder and tape work has to be done before anyone touches the panel.
4. E4 cans and the meter: durable, not going anywhere.

The four priority groups do not replace the complete intake inventory.

Your D06 Parts A–E response sheet

Case A or B and period

Investigator code, not name

Record source: supplied classroom simulation or teacher-approved classroom records

Date: September 14, 2026

Part A. Read before responding

PBS-U1-D06-A1

Name two kinds of material that the reading says can cause a chemical screening response. Copy the first three words of the sentence you used.

PBS-U1-D06-A2

What does latent mean, and how can an alternate light source help an observer? Answer from R2.

B1. Intake continuation 1

Complete one intake row for every item in your permitted record set. Keep its item identifier, location with units, photo references or stated photo status, and handling information. Record an in-place item as in place. Never invent a missing field.

Same product: keep every continuation page in this one sheet or PDF. If using teacher-approved actual records, copy this page as needed and retain your source label.

Intake row 1 of 6

Item / identifier	Location, both reference distances and units	
Photo references and true photo/status information		
Recorded handler	Recorded time	Receiver or in-place status

Intake row 2 of 6

Item / identifier	Location, both reference distances and units	
Photo references and true photo/status information		
Recorded handler	Recorded time	Receiver or in-place status

B1. Intake continuation 2

Complete one intake row for every item in your permitted record set. Keep its item identifier, location with units, photo references or stated photo status, and handling information. Record an in-place item as in place. Never invent a missing field.

Same product: keep every continuation page in this one sheet or PDF. If using teacher-approved actual records, copy this page as needed and retain your source label.

Intake row 3 of 6

Item / identifier	Location, both reference distances and units	
Photo references and true photo/status information		
Recorded handler	Recorded time	Receiver or in-place status

Intake row 4 of 6

Item / identifier	Location, both reference distances and units	
Photo references and true photo/status information		
Recorded handler	Recorded time	Receiver or in-place status

B1. Intake continuation 3

Complete one intake row for every item in your permitted record set. Keep its item identifier, location with units, photo references or stated photo status, and handling information. Record an in-place item as in place. Never invent a missing field.

Same product: keep every continuation page in this one sheet or PDF. If using teacher-approved actual records, copy this page as needed and retain your source label.

Intake row 5 of 6

Item / identifier	Location, both reference distances and units	
Photo references and true photo/status information		
Recorded handler	Recorded time	Receiver or in-place status

Intake row 6 of 6

Item / identifier	Location, both reference distances and units	
Photo references and true photo/status information		
Recorded handler	Recorded time	Receiver or in-place status

Part B. Observation and priority

PBS-U1-D06-B2

The supplied record reports a glowing area. Write an intake statement that keeps the reported observation separate from an identification. Use your case's recorded location and photo reference.

PBS-U1-D06-B3

Use the four priority groups in your case's PRIORITY record. List their recorded order and explain the reason for the first and last groups. The record also explains which group would wait if there were time for only three.

Part C. Your own-case correction

PBS-U1-D06-C1

Write four to six sentences correcting the claim that the glow identifies blood. Include what the source record reports, what that observation cannot establish, the wording that belongs in the intake log, and what remains unknown. Explain that a stronger identification needs an identification method appropriate for the material and its actual result. You do not need to name or perform a test.

Use R2–R4 and MODEL-1's separate four-sentence shape. Keep your own case's source, reported observation, identification limit and missing evidence explicit. Do not name or perform a new test.

Parts D and E. Complete the same sheet

PBS-U1-D06-D1

Use latent and presumptive test correctly in one or two sentences about the supplied classroom work. Use the terms in context, rather than listing definitions.

PBS-U1-D06-E1

A supplied record reports a glow under the lamp. Write an honest intake statement without identifying the material.

PBS-U1-D06-E2

Name two ways an initial check can mislead. Use the explanation in R3.

PBS-U1-D06-E3

When does the custody row open for a collected item in today's records?

Part E is the existing self-check section of this sheet. Do not upload another exit ticket.

Handoff, PLTW and sources

Hand in the paper sheet or submit one PDF of the same completed sheet to your section's Schoology assignment by September 14 at 11:59 PM. Include continuation rows in that same submission. Submit once.

Keep your intake sheet for Tuesday's trace-comparison work. It records the source and limits of the information you will use.

Related PLTW reference: Principles of Biomedical Science, Activity 1.1.1 A Sketchy Scene. This John Hay record exercise practices connected documentation skills. It does not by itself complete the official activity.

Complete the assigned D06 sheet here. Record official PLTW completion only when the teacher assigns and verifies the actual activity requirements.

[Case A D06 assignment](#) · [Official PLTW section hub](#)

Sources and optional background

The required reading above supplies the explanations. These links are optional background.

- [S1. FTCOE/NIJ, Landscape Study of Alternate Light Sources, 2018](#)
- [S2. Cassidy and colleagues, NIJ research record, 2017](#)
- [S3. NIJ, Locating Evidence, archived training](#)
- [S4. NIJ, Screening Tests, archived training](#)
- [S5. NIST OSAC Lexicon, Control](#)

Today's records cannot identify a substance, person, cause of death or responsible suspect. They describe reported observations and handling. A copied photo reference does not mean you viewed its image.