

2027-05-13 · 80 minutes

# Custody table: preserve the record

**Your goal:** Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. Today's objective: Build a forensic evidence table that maintains a proper chain of custody.

**One product:** Forensic evidence table with each item, collector, date and location of collection, all custody transfers with dates and handlers, storage and sealing method, and flagged documentation gaps.

**Question:** What can a custody record establish, and what must stay unknown?

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## Start the work

Prior class: Tuesday May 11 Research ethics debate. Its completion is unverified; use the complete fictional record here.

1. Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending. Step: List each piece of evidence in your forensic scenario.
2. Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending. Step: For each item, record who collected it, when, and where.
3. Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending. Step: Document every transfer of custody with date and handler.
4. Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending. Step: Note how each item was sealed and stored.

5. Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending. Step: Flag any gap that could compromise the evidence.

Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. If blocked, save the table with missing input, next action and receipt pending.

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## Words you will use

### **custody**

Control or possession of an item.

### **chain of custody**

Documented handling history of an item.

### **provenance**

Origin and history of a record or item.

### **collector**

Handler recorded as obtaining the item initially.

### **releasing handler**

Handler recorded as passing custody.

### **receiving handler**

Handler recorded as taking custody.

### **transfer**

Recorded change from one handler to another.

### **chronology**

Order of events by recorded dates and times.

### **seal**

Recorded closure or identifying seal on a cover; not proof of contents.

### **storage record**

Documentation of where an item was kept.

### **integrity**

Whether an item retains relevant original condition and identity.

### **uncertainty**

What the supplied evidence cannot settle.

**discrepancy**

Mismatch between recorded entries or expected relationships.

**source record**

Identified original card from which a table entry is drawn.

**evidence limit**

Boundary on the conclusion supported by a record.

**inventory**

Complete supplied list of items.

**item ID**

Stable code distinguishing one item from another.

**role code**

Fictional label representing a handler in this exercise.

**purpose**

Recorded reason for a transfer.

**observation**

What a source explicitly records as seen or measured.

**NOT RECORDED**

The source provides no value; not proof that an event did not occur.

**negative observation**

Explicit record that a named feature was not observed.

**transcription**

Copying a source value into a new record.

**correction source**

Genuine identified evidence supporting a change while retaining the original.

**audit trail**

Traceable record of original entries and documented changes.

**sign-off**

Actual authorized acknowledgment, not a guessed signature.

**reliability**

Dependability for a stated use, subject to evidence and limitations.

**admissibility**

Legal determination about use of evidence, not decided by this classroom table.

**alteration**

A change to an item; missing records alone do not prove it.

**intact**

Recorded as unbroken at the stated observation.

**unresolved**

Not settled by the supplied evidence.

**receipt**

Evidence that saved work reached its confirmed destination.

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## **H1: Missing is not the same as absent**

Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case.

Opening input: an invented handoff card lists a date but its receiving-handler field says NOT RECORDED. The recipient cannot be identified from that card. Original route: name that uncertainty in one short answer. Do not decide whether a court would admit evidence. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

NIST describes custody documentation as tracking handling, collection/transfer date and time, and transfer purpose (NIST-CUSTODY). Its cited guide concerns mobile-device forensics, not this classroom's paper items. We use the documentation concept only. Evidence management also includes preservation and tracking (NIST-EVIDENCE). A gap can limit confidence in an item's documented history. It does not prove alteration; a complete log does not by itself establish test accuracy, legal admissibility or guilt.

Today is Thursday May 13. Prior Tuesday May 11 debate completion is unverified. No previous scenario is needed. Read H1 now; read the item, collection and transfer cards in their assigned intervals. Start S1 short status marks during work.

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## **I1: Complete fictional inventory**

Case PAPER-13 is an invented classroom archive review, not a crime or real institution. A training exhibit has three nonbiological objects. You have only their written cards, not the objects. Role codes R1, R2 and R3 are invented handlers, not names of students or actual people. Dates/times are fictional local log labels in a single clock; no time-zone conversion is needed.

Inventory INV: D1 is one printed floor-plan sheet. D2 is one empty paper envelope. D3 is one printed timetable card. These are all items in the supplied scenario. No photographs, biological materials, test findings, identities or alleged offender are supplied.

Use one table with three item rows, D1/D2/D3, and eight columns. Columns 1–4: item/description; collection source and collector; collection date/time/place; seal observations with source. Columns 5–8: storage observations with source; every transfer with source/date/time/release/receive/purpose; gaps; evidence limit. Continue a long cell with its item ID if needed, not a new item.

At 5–20 enter only the three IDs and descriptions. Fill other columns during later stages. Add the final consequence sentence below the same table at 70–80. No second report or new scenario is required. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

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## C1: Collection, seal and storage cards

All entries below are invented recorded descriptions, not instructions to seal or store an item. NOT RECORDED means the source omits a value. It is not a negative observation. Preserve each date/time exactly; no correction record is supplied.

Collection C-D1: item D1; collector R1; 2027-05-12 at 09:00; place Training Desk A. Collection C-D2: item D2; collector R1; 2027-05-12 at 09:05; place Training Desk B. Collection C-D3: item D3; collector R2; 2027-05-12 at 10:30; place Training Shelf C.

Seal/storage S-D1: at collection, D1 was recorded inside paper cover PC1 with label seal SL1; seal observed intact. Storage recorded as Cabinet C, slot 1. At T1 and T2, seal SL1 was recorded intact. After T2 the recorded location remained Cabinet C, slot 1.

Seal/storage S-D2: at collection, D2 was recorded in paper cover PC2 with label seal SL2; seal condition NOT RECORDED. Initial storage: Cabinet C, slot 2. At T3, seal condition NOT RECORDED. Storage after T3: NOT RECORDED. No observed broken seal is supplied.

Seal/storage S-D3: at collection, D3 was recorded in paper cover PC3 with label seal SL3; seal observed intact. Initial storage: Cabinet C, slot 3. At T4, the record states seal SL3 observed broken; post-transfer location Review Tray Q. That observation is recorded at the T4 transfer. No reason for the broken seal is recorded.

At 20–40 add C-D1/C-D2/C-D3 and S-D1/S-D2/S-D3 information to the same three rows. Keep initial and later observations separate. Seal and storage descriptions do not verify actual preservation, item contents or who caused a change. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

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## T1: Every supplied transfer

Transfer columns here are source ID; item; date/time; releasing handler; receiving handler; recorded purpose. These four cards are the entire supplied transfer set, not proof that no other handling occurred. Release means passes custody; receive means takes custody. Dates use year-month-day; times use a 24-hour clock.

T1 | D1 | 2027-05-12 09:20 | R1 | R2 | inventory review. T2 | D1 | 2027-05-12 09:40 | R2 | R3 | archive return.

T3 | D2 | 2027-05-12 09:25 | R1 | NOT RECORDED | record review.

T4 | D3 | 2027-05-12 10:20 | R2 | R3 | layout review.

At 40–55 enter both T1 and T2 within D1’s transfer cell, T3 within D2’s cell, and T4 within D3’s cell. Keep dates, release/receive roles and purposes visible. Record order may be chronological; do not silently change any recorded time to a more plausible one. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

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## Q1: Flag the uncertainty without repairing history

At 55–70 check each row against the source IDs. For each item, compare collection and transfer times, handlers and seal observations across its cards. If a row shows no conflict or missing entry, write no discrepancy identified in supplied fields, not integrity proved. No independent testing or complete real-world history is available.

Retain every NOT RECORDED entry exactly as the source gives it, and note what each one keeps the record from showing. A missing entry does not prove no receiver, no storage or a broken seal.

Check that each item’s collection time comes before its transfer times. If two recorded times cannot form a collection-then-transfer sequence, retain both and flag the conflict as unresolved. A recorded broken seal raises an integrity question, but does not identify who caused it or prove contents changed.

No missing handler, date, location, signature or explanation may be guessed. There is no correction source in this closed record set. If genuine verified corrections later exist, preserve the original and identify the correction source; today mark unresolved. This is an evidence-record principle, not an invented institution’s policy.

Use self review unless a real peer check occurs. Correct only a transcription error you can verify against a supplied source, keeping its source pointer. Do not repair missing history or invent feedback. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

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## F1: One consequence note and honest status

At 70–80 add one brief final sentence below the same table. Name a source-specific gap and explain what confidence it limits. Do not give a legal admissibility verdict, claim tampering is proved or certify an item. Then check all three items and all four transfers remain visible. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Recovery rule: trace each cell to INV, C-D#, S-D# or T#. If the source says NOT RECORDED, retain that exact label. A broken-seal observation belongs in observations; its unknown cause belongs in gaps. One row can contain both. No extra exit-ticket document is needed.

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## S1: Actual completion stays separate

Track nine short statuses: 1 teacher acceptance and authentic scenario; 2 genuine form and interpretation requirements; 3 actual rubric; 4 official task/access/completion; 5 real procedures and sign-offs. Also track 6 actual peer work; 7 confirmed destination/deadline; 8 saved table; 9 genuine submission receipt. Use completed, pending or not checked with a short pointer or missing input/next action.

The course plan labels this work Activity 7.1.1 Forensic Autopsy. Confirm the enrolled prompt and stopping point with your teacher. Use the linked BI assignment in the submission directions. Opening the assignment is not a submission receipt.

Date this record Thursday May 13. The next scheduled lesson is Friday May 14 Project question; do not invent completed debate work or a project question now.

Save one chosen-route table. If blocked, retain missing input, next action and receipt pending. Do not send protected real-case, student or patient information to general tools. This original exercise needs no real identity or private record. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

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## M1: Complete library-log model

Optional fictional library-log model with different inputs, not a second task. Inventory M-INV: M7 is a printed book-list card. Collection M-C: handler H4, 2027-04-02 08:00, Display Desk. Seal/storage M-S: paper cover MP7; seal ID MS7; seal observed intact; initial storage Shelf Z.

Transfer M-T: M7, 2027-04-02 08:15, releasing H4, receiving H5, purpose NOT RECORDED. Post-transfer storage in M-S: Shelf Y. No later transfers or observations are supplied; that does not prove none occurred.

Worked row, columns 1–4: M7/book-list card | M-C/H4 | 2027-04-02 08:00/Display Desk | M-S: MP7/MS7; seal observed intact. Columns 5–8: M-S: Shelf Z initially, Shelf Y afterward | M-T: 2027-04-02 08:15, H4 to H5, purpose NOT RECORDED | transfer purpose missing | cannot confirm why custody changed.

Worked final note: M-T lacks a recorded purpose, so the record cannot establish why custody passed from H4 to H5. I checked the supplied source and kept NOT RECORDED. No invented signature, repair or peer response is claimed. The complete row is a documentation model, not proof of real custody or legal validity. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

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## Try the decision

Original route: T3 receiver is NOT RECORDED. What belongs in the table? Actual route: use the genuine source and approved form.

- Retain NOT RECORDED and explain that the recipient cannot be traced.
- Guess R2 from another item and enter it as T3's recipient.
- Write that no transfer occurred because the receiver field is not recorded.

Explain your choice using the reading. Discuss it or say it to yourself. This practice does not add another submission.

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## Your 80-minute flow

|               |                                                                                                                                                                                                                                                                                    |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0–5 minutes   | Use H1 for one brief missing-recipient answer. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.        |
| 5–20 minutes  | Use I1 to list all three items in the same table. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.     |
| 20–40 minutes | Use C1 to enter collection, seal and storage sources. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending. |
| 40–55 minutes | Use T1 to enter every supplied transfer. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.              |
| 55–70 minutes | Use Q1 to flag gaps and unresolved chronology. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.        |
| 70–80 minutes | Use F1/S1 for one final note, check and save. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.         |

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## Your response record

Use these labels on paper or in your document. The space below also works when this page is printed.

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## One bounded opening

Original route: Use H1 to name what is unknown; do not predict a legal ruling.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



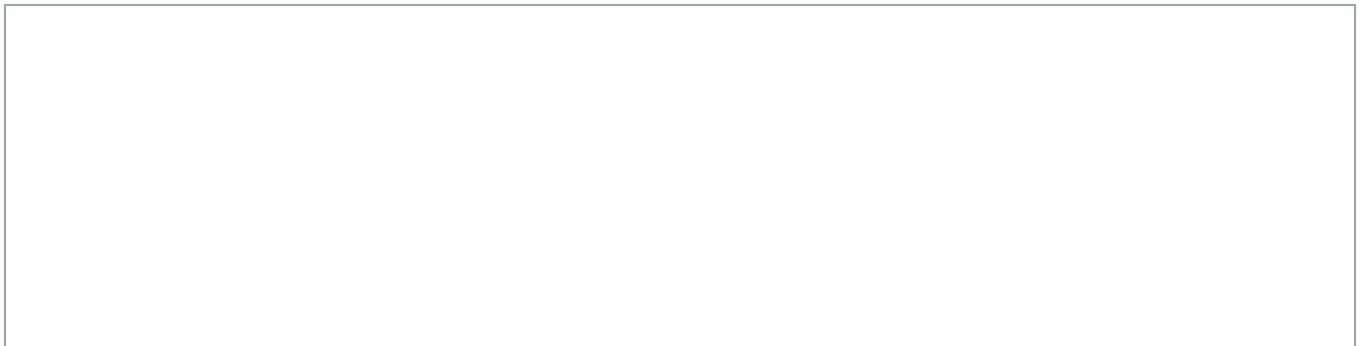
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## Three-item inventory

Original route: Use I1 to start the same three rows and eight columns.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



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## Collection, seals and storage

Original route: Use C1 to add collection and separate seal/storage observations with source IDs.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



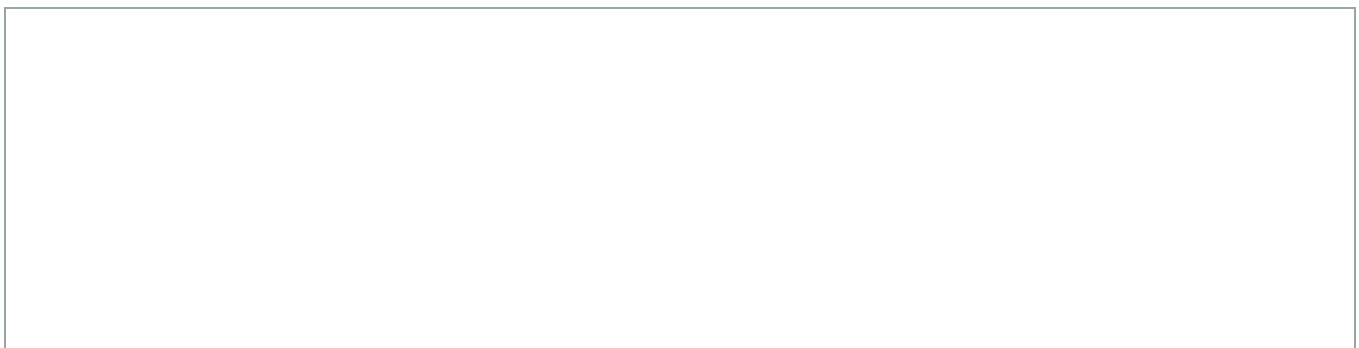
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## All four supplied transfers

Original route: Use T1 to preserve all four transfers, release/receive roles and purposes.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



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## Source-specific gaps

Original route: Use Q1 to flag missing entries and the unresolved chronology; no invented repair.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



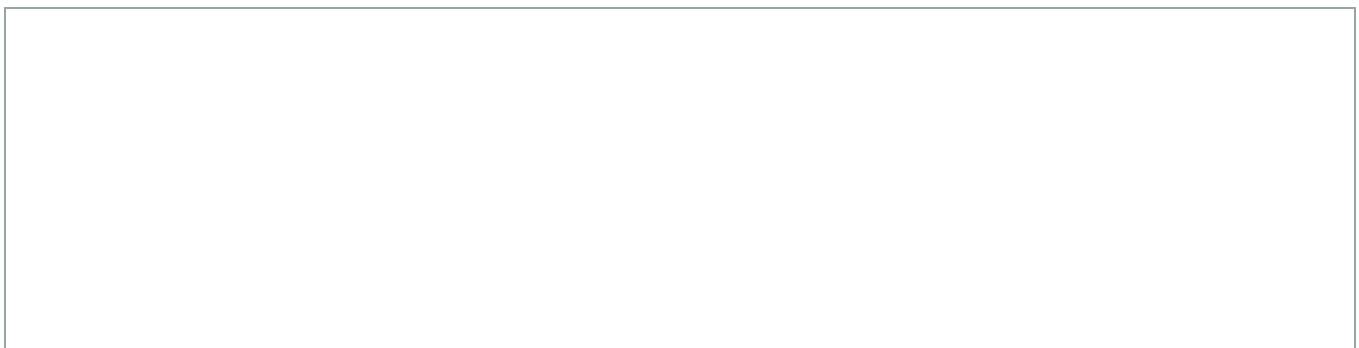
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## One consequence sentence

Original route: Use F1 for the final note below the same table.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.



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## Save the same record

Original route: Use S1 to save or submit only through a confirmed destination.

Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Use this space or the same labeled section in your existing document. Add paper when your table, graph or drawing needs more room.

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## Check your product

- Original route: one table preserves all three item IDs, collectors, dates/times/places and seal/storage observations.
- Original route: D1 includes T1/T2, D2 includes T3 and D3 includes T4, with every supplied role/purpose.
- Original route: every NOT RECORDED entry remains visible; any time conflict or unexplained seal observation stays flagged, not resolved.
- Original route: one final consequence sentence explains a source-specific uncertainty without a legal or scientific validity guarantee.
- Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.
- Both routes: actual sign-off, official completion and receipt require independent evidence.

**Keep the limit:** A gap can limit confidence in an item's documented history. It cannot prove alteration; a complete log does not by itself establish test accuracy, legal admissibility or guilt.

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## Turn in your work

Open the linked BI assignment in Turn in your work. Check the linked assignment's posted requirements, rubric and deadline with the teacher. Save one chosen-route table. Actual route: teacher-authorized deidentified scenario, records, form and rubric replace original practice. Complete one custody table only. Missing genuine materials, procedures, sign-offs and completion remain pending.

Paper documentation only. Use the fictional nonbiological records supplied here. Do not collect items, handle specimens, obtain signatures or investigate a real case. If blocked, save the table with missing input, next action and receipt pending.

[Open this assignment in Schoology.](#)

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## Carry forward

Preserve the source, distinguish missing from observed, and state the limit of the record.

Friday May 14 is the scheduled Project question lesson. Confirm actual requirements; no project completion is assumed. What research question can your available records answer?

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## Sources and resources

[Open today's page](#)

### **NIST-CUSTODY · Chain of custody**

NIST CSRC glossary; definition sourced to mobile-device forensic guidance

[https://csrc.nist.gov/glossary/term/chain\\_of\\_custody](https://csrc.nist.gov/glossary/term/chain_of_custody)

### **NIST-CONTEXT · NIST SP 800-101 Rev.1: Guidelines on Mobile Device Forensics**

NIST, publication context; no device procedures assigned

<https://csrc.nist.gov/pubs/sp/800/101/r1/final>

### **NIST-EVIDENCE · Evidence Management**

NIST Forensic Science

<https://www.nist.gov/forensic-science/interdisciplinary-topics/evidence-management>