



OHIO CSI FORENSIC DIVISION

UNIT 1 · MEDICAL INVESTIGATION · CASE STATIC

Period 1-2 · Statik Sound, a neighborhood recording studio

FORM NO. CSI-1-D15-S
CASE NO. JH-26-0831-A
REV. 2026-27
PAGE ____ OF ____

FOR EDUCATIONAL USE

OHIO CSI FORENSIC DIVISION

DO NOT DISTRIBUTE ANSWER KEYS

DAILY EVIDENCE SHEET

Oct 2 · Investigation Day 15 of 18 · Where Claims Must Stop

OFFICIAL

WEBXAM · DOMAIN 2 BIOTECHNOLOGY RESEARCH AND EXPERIMENTS · OHIO OUTCOMES 5.8 AND 1.3

VOCABULARY IN BOLD IS DEFINED WHERE IT FIRST APPEARS

INVESTIGATOR CODE (PERIOD + CODE, NOT YOUR NAME)	TEAM	DATE
		Oct 2, 2026

WHY TODAY MATTERS, IN PLAIN ENGLISH

SEC 00

Real investigators study wrongful convictions on purpose, to learn how careful, well-meaning people still reach wrong conclusions, and then they build rules to stop it happening again. Today you do the same, and you write your own **claim ceiling** before you know your answer, so the ceiling cannot bend to fit the verdict.

Today you will: study how a real-style wrongful conviction happens, name the reasoning failures that build one, and set the **claim ceiling** for your own case report.

The ten-year idea: The most dangerous evidence is the kind that makes you stop looking. Tunnel vision is a process failure, and process failures have process fixes.

TUNNEL VISION: locking onto one suspect or one story so early that evidence against it stops getting looked at. Analogy to hold onto: driving with the mirrors folded in.

CLAIM CEILING: the strongest sentence the evidence can carry. Say that sentence and no stronger. Analogy to hold onto: a load limit sign on a bridge.

PART A · READ THE BRIEFING, THEN ANSWER FROM THE TEXT

SEC 01

Today's packet is a compact fictional composite of how wrongful convictions actually happen, built from the standard documented failure patterns: an eyewitness certain and wrong (certainty and accuracy are different dials, and accuracy is the one that counts), class evidence oversold as individual ('consistent with' heard as 'matched'), **tunnel vision** (early suspect, evidence read to fit), and incentives to close. No real names; the PATTERNS are the lesson.

The fixes are process, not virtue: blind comparisons (features before names, as you practiced day 7), corroboration requirements (no conclusion on one line of evidence, day 12's lesson), stated limits on every result (every ceiling you have written), and a standing question: what **SHOULD** I be seeing if my theory is wrong, and did anyone look?

Then the mirror turns: tomorrow you synthesize. Today you write the **claim ceiling** for your own report **BEFORE** you know your conclusion, so the ceiling cannot bend to fit the verdict. That order matters: limits set after a conclusion protect the conclusion; limits set before protect the truth.

Answer from the reading above. Cite the sentence you used by copying its first three words in quotation marks.

PBS-U1-
D15-A1

The reading says certainty and accuracy are different dials. Which one counts, and why? Copy the first three words of the sentence you used.

PBS-U1-
D15-A2

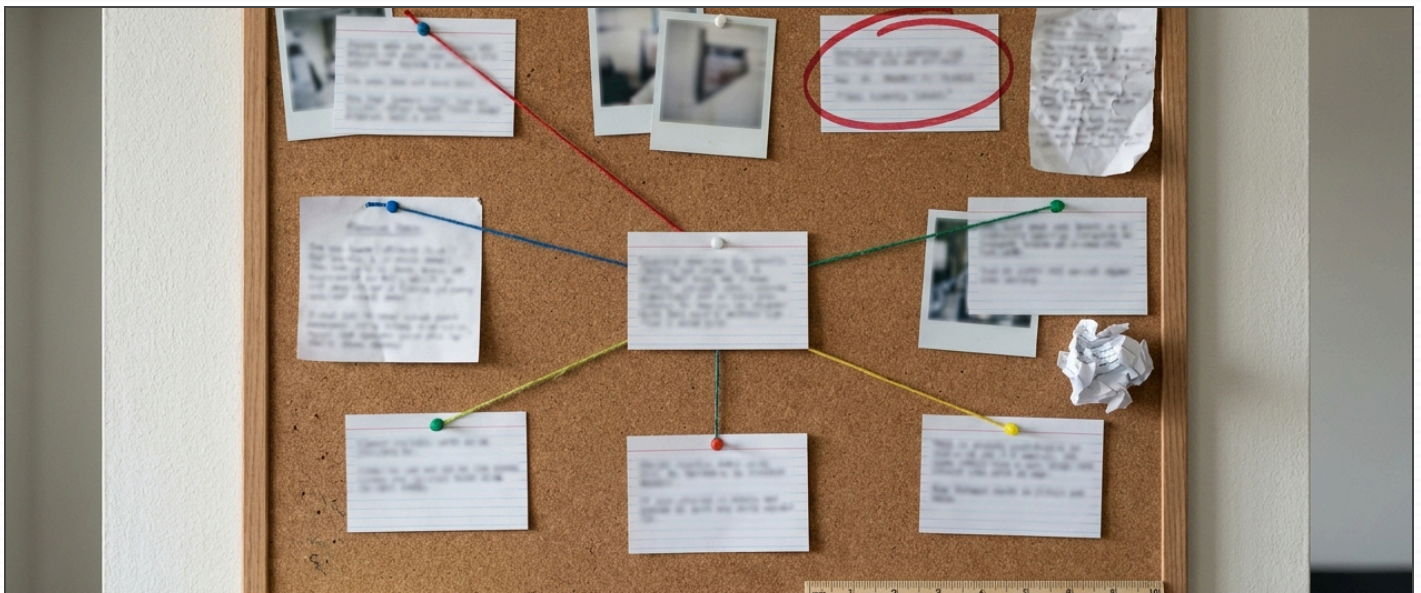
Why does the reading tell you to write your claim ceiling before you know your conclusion?

WORKED EXAMPLE, STEP BY STEP (A PRACTICE CASE, NOT OURS)

SEC 01A

Audit a practice file: the bike-shop burglary (made up)

A closed training file: a bike shop was broken into at night, a crowbar was left behind, one suspect was charged, and you must audit four sentences from the original notes.



What to notice: Notice that every string runs to one center card and nothing on the board points anywhere else, which is what a file looks like once the investigators have stopped asking what they should see if they are wrong.

1. Read the whole file once with a highlighter and mark every sentence where a claim goes further than its evidence. Result: four sentences marked: (1) 'Owner recognized the voice on the alarm-company recording without hesitation; identification considered solid.' (2) 'Blue paint flakes on the crowbar are the same color as the suspect's truck; paint matched.' (3) 'Neighbor states the suspect's truck never left the driveway; neighbor is elderly, statement discounted.' (4) 'Investigation narrowed to the suspect after the paint result; the two pawn-shop leads were dropped.'
2. Classify sentence 1 against the four patterns. 'Without hesitation' describes confidence, not correctness, and the file treats confidence as proof. Result: certainty for accuracy. Process rule: treat an identification as a lead to test, not a finding; record what the witness could actually hear and for how long. Taught: today's reading.
3. Classify sentence 2. Paint color is class evidence (many trucks share a factory blue), so 'matched' claims an individual source the test never established. Result: class sold as individual. Process rule: class evidence is reported as 'consistent with' plus the size of the class; the word 'matched' is reserved for individual evidence. Taught: Day 7.
4. Classify sentence 3. An alibi that cuts against the theory was dismissed because of who carried it, not tested. Result: ignored negative evidence. Process rule: test the alibi with something independent (a traffic camera, the truck's mileage, a phone location), then weigh it. Taught: today's reading.
5. Classify sentence 4. After one result, other leads were dropped and no one asked what they should be seeing if the theory were wrong. Result: tunnel vision. Process rule: no narrowing to one suspect until two independent threads support it; keep a standing question, 'what should I see if I am wrong, and did anyone look?' Taught: Day 12 (corroboration).
6. Pick the failure that did the most damage and the one sentence that should have stopped the case. Result: sentence 2, because 'paint matched' is what triggered the narrowing in sentence 4; the stopping sentence is the neighbor's statement, which, if tested and true, removes the suspect's truck from the scene.

Finished product: Audit table: row 1 certainty for accuracy (test identifications; today's reading); row 2 class sold as individual (report 'consistent with' and the class size; Day 7); row 3 ignored negative evidence (test the alibi independently; today's reading); row 4 tunnel vision (two independent threads before narrowing; Day 12). Most damage: the paint 'match', which fed the narrowing.

Now do the same steps on today's real data in Part B. If you were in class, use your team's data. If you were absent or are new, use the canned data set below.

IF YOU WERE NOT IN CLASS: THE DATA YOU NEED

SEC 01B

ABSENT OR NEW TO THE CLASS? START HERE

Day 15 had no new case exhibits. The class audited the review file (DOC-7, 'the corner store case', a fictional composite), classified four sentences from the original investigators' notes using the four failure patterns, and wrote an advance claim ceiling for our own report before the final records open on Day 16.

DOC-7 summary, part 1	Twenty years ago a corner-store clerk was injured in a late-night robbery. A customer who saw the robber for several seconds through door glass picked suspect R. from a photo array (a set of photos shown to a witness) two days later and testified, 'I will never forget that face. One hundred percent.' R. lived four blocks away and had a shoplifting record from age sixteen.
DOC-7 summary, part 2	A hair from a knit cap dropped at the scene was examined under a microscope; the analyst testified it was 'consistent with' R.'s reference sample, and in closing the prosecutor told the jury the hair 'matched the defendant.' R.'s cousin testified R. was at a birthday party that night; the jury was told the cousin 'would say anything for family.' Investigators stopped developing other leads after the photo array; a second man seen running two streets over was never interviewed. R. was convicted.
DOC-7 summary, part 3	Nine years later, DNA from the cap's inner band excluded R. entirely and matched a man already serving time for two similar robberies, who later admitted to this one. R. was released with an apology and a settlement that could not return the nine years.
The four sentences to audit (quote them exactly)	(1) 'Witness is fully certain; identification considered established.' (2) 'Hair evidence matches suspect.' (3) 'Alibi witness is family; disregarded.' (4) 'No further suspects developed; case focus confirmed on R.'
The four failure patterns (from the one-pager)	Certainty for accuracy: a witness's confidence is a feeling about a memory, not a measurement of it. Class sold as individual: 'consistent with' means the item could share a source with millions of others; 'matched' claims something never established. Tunnel vision: once a suspect feels right, every fact gets read their way and other leads starve. Ignored negative evidence: an alibi, an exclusion, or an absence that cuts against your theory is still evidence; dismissing it because of who carries it is how the innocent stay convicted.
Where the unit taught each rule (for the last column)	Blind comparison, features before names, class versus individual: Day 7. Corroboration, no conclusion on one line of evidence: Day 12. Stated limits on every result: every day's ceiling. Negative evidence counts: today's reading.
Our matrix as of Day 14, for writing your advance ceiling (findings only)	Every stain and DNA result so far traces to the victim alone (E2, E4, E-STR). Cole: DOC-6 shows his fob OUT Fri 9:02 PM and IN Mon 7:38 AM; his one blanket hair has no root tag (E7); his fader-panel print is an aged partial (E8). Vasquez: the DMs are 11 months old (E9b); no trace at the scene (E7, E8); blood type and STR excluded (E2b, E-STR). Okoye: no trace at the scene; whereabouts Saturday night not yet on record. Tran: never claimed present; master key unused on DOC-6. Open records question: the Sun 3:00 AM DOOR HELD row.

F team's self-audit question at conference

Which person's against-column did the room resist filling, and what does that column actually hold? Answer it from the matrix rows above, not from a feeling.

Use these values exactly as your team's data for Part B and Part E. Write "canned data set" at the top of Part B so Mr. Mendoza scores it as make-up work. Where the case file does not fix a number (room measurements, clock times, hair features), the value here is a classroom placeholder; your room's real numbers replace it.

PART B · WORK THE EVIDENCE

SEC 02

Audit the wrongful-conviction packet in today's pack. For each failure you find, quote the exact sentence, classify it, and write the process rule that would have caught it.

PROCESS FAILURE: a mistake built into how the work was done, not a bad person. Process failures have process fixes: blind comparisons, corroboration rules, stated limits.

QUOTED SENTENCE FROM THE PACKET	FAILURE TYPE (CERTAINTY FOR ACCURACY, CLASS AS INDIVIDUAL, TUNNEL VISION, IGNORED NEGATIVE EVIDENCE)	THE PROCESS RULE THAT WOULD HAVE CAUGHT IT	WHERE THIS UNIT TAUGHT THAT RULE (A DAY, OR TODAY'S READING)

PBS-U1-D15-B1

☐

Audit table complete: four quoted sentences, each classified, each with a rule and the day it comes from. (Scored on the table.)

PBS-U1-D15-B2

☐

Which failure in the packet did the most damage, and what single sentence in the original notes should have stopped the case?

PBS-U1-
D15-B3

☐

Practice numbers (a made-up review, not a real statistic). A review of 200 overturned cases finds eyewitness error in 140 of them. What percent is that? Does that number tell you how often eyewitnesses are wrong in ALL cases? Explain in one sentence why not.

PART C · WRITE THE CALL

SEC 03

Write your own case report's claim ceiling now, before you know the conclusion. Cover four things: the strongest kind of sentence you will allow yourself about manner, about cause, and about each person of interest; the corroboration rule you will hold yourself to; and the limitation you already know your case will carry. Four to six sentences.

Claim ceiling. The packet is a teaching composite. Real exonerations involve real people; our audit trains the pattern-spotting, it does not adjudicate anything.

PBS-U1-
D15-C1

☐

Your writing:

PART D · VOCABULARY IN USE

SEC 04

PBS-U1-
D15-D1

☐

Use **tunnel vision** and **claim ceiling** correctly in one or two sentences about today's work. A definition alone does not count; use the words about something real.

PART E · SELF-CHECK AND EXIT

SEC 05

One line each. These come from today's pack; answer from memory first, then check.

PBS-U1-
D15-E1

☐

A witness is absolutely certain. What does certainty measure?

PBS-U1-
D15-E2

☐

'The hair was consistent with the suspect' became 'the hair matched.' Name the failure.

PBS-U1-
D15-E3

☐

Why write your claim ceiling before your conclusion?

TURN IN

SLIP

Claim-ceiling exit slip: Failures named with quoted sentences; Process fix per failure; Your report's claim ceiling, written in advance.

Hand this sheet to Mr. Mendoza before you leave. The notebook pages named on today's pack stay in your Investigative Notebook.

STANDARDS CITED ON THIS SHEET, AND HOW IT IS USED IN DATA-DRIVEN INSTRUCTION

REF

WebXam alignment. Principles and Practice of Biomedical Technology (code 072110), Biotechnology Research and Experiments (46.07 percent of the test), Ohio outcome 5.8 Biotechnology Research and Experiments.

Ohio Health Science	1.3.3	Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).
Ohio Health Science	1.2.1	Extract relevant, valid information from materials and cite sources of information (e.g., medical reports, fitness assessment, medical test results).
Ohio Health Science	1.2.7	Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
Ohio Health Science	5.8.11	Draw conclusions and propose next steps based on observations and data analysis, recognizing that experimental results must be open to the scrutiny of others.
PLTW PBS framework	ERM-A.7	Weigh the ethical implications of biomedical science decisions.
PLTW PBS framework	ERM-A.8	Summarize and explain the larger ethical, moral, and legal issues related to scientific research, product development, and use in society (animal use/human research).
PLTW PBS framework	CCP-B.2	Conduct research using credible resources to craft explanations and draw conclusions while acknowledging the limitations, opposing views, and biases.
Common Core	RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or recommendation.
Common Core	WHST.9-10.1	Write arguments focused on discipline-specific content: precise claims, relevant evidence, and reasoning that connects them.
Common Core	WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
NGSS	SEP-7	Engaging in argument from evidence: evaluate the claims, evidence, and reasoning behind currently accepted explanations.

How this sheet is used in DDI. Each item carries a code (for example PBS-U1-D15-B2). Mr. Mendoza scores every item 0, 1, or 2 (2 = complete and correct, 1 = partly, 0 = missing or wrong) and records the scores by period and investigator code, never by name. The scores roll up into these skills:

PBS.S.15a	Tell certainty from accuracy and class from individual in a written record	items A1, E1, E2
PBS.S.15b	Classify a reasoning failure and name the process rule that would have caught it	items B1, B2
PBS.S.15c	Read a proportion and say what it does and does not show	items B3
PBS.S.15d	Write a claim ceiling before knowing the conclusion	items A2, C1, D1, E3

Mastery rule. A skill is on track when at least two of its items score 2 (or its single item scores 2). A skill below that routes you to today's pack, SEC 02 (Background and briefing), and to the matching page on the portal, and it comes back as a warm-up question next week. These scores are Mr. Mendoza's instructional record for deciding what to reteach. They are not the report-card grade, which lives in Schoology.