
Forensic Scientist: _____

Date: _____ - _____ - _____ HR: _____

Crime Scene Investigation "Court Report"

BRAINSTORM CSI vocabulary that you will use to dazzle/impress, below:

Brainstorm the science tools you used

“Court Report”

Who stole the Herbison Woods _____?

Intro paragraph - CLAIM

On _____ (day, time, place - provide ALL of these details) there was a crime committed in _____ (what location?). Mrs. Brushaber came to our classroom at _____ (time, day, etc.) and (explain all of the details that she shared) ...

(CLAIM)

(Your last sentence in this paragraph is a **strong sentence** saying WHO you think committed the crime beyond a 'shadow of doubt'.)

1st piece of EVIDENCE paragraph

(1st piece of **EVIDENCE** paragraph; include evidence, lab analysis)
I believe the fingerprint is a _____. I know it is because ...

(Explain what science tools you used and how/why they are used to help you solve this crime.)

During my crime scene investigations training, I learned ... (What did you learn about fingerprints?)

(**REASONING** - connect evidence to the suspect you believe committed the crime.)

This is one reason, I believe _____ committed the crime. He/she has a _____.

2nd piece of EVIDENCE paragraph

(2nd piece of **EVIDENCE** paragraph; include evidence, lab analysis)

I believe the hair is _____ (what color?). I know it is because . . .

(Explain what science tools you used and how/why they are used to help you solve this crime.)

During my crime scene investigations training, I learned . . . (What did you learn about hair?)

(REASONING - connect evidence to the suspect you believe committed the crime.)

This is another reason, I believe _____ committed the crime. He/she has _____

3rd piece of EVIDENCE paragraph

(3rd piece of **EVIDENCE** paragraph; include evidence, lab analysis)

The footprint is from a shoe (describe) _____

(Explain what science tools you used and why they are used to help you solve this crime. Did you use a formula? If so, share and explain.)

What I learned during our unit about feet are that

(REASONING - connect evidence to the suspect you believe committed the crime.)

This evidence leads me into thinking that _____ is a prime suspect/fits this description because . . .

4 th piece of EVIDENCE paragraph	<p>(4th piece of EVIDENCE paragraph; include evidence, lab analysis) I believe the mystery white powder collected from the crime scene is _____ because ...</p> <p>(Explain what science tools you used and how/why they are used to help you solve this crime.)</p> <p>(REASONING - connect evidence to the suspect you believe committed the crime.) All of this evidence leads me to believe that the person that stole the _____ must be _____</p>
Conclusion Paragraph	<p>Conclusion Paragraph Explain who you think committed the crime, give a short recap of evidence, and then connect the suspect you believe committed the crime to the evidence. (REASONING)</p>

Have you used your CSI vocabulary that we brainstormed, in class, within your report? If not, go back and insert these terms, where appropriate. These terms need to make sense within your writing.

*How will I be evaluated on _____, _____, _____, _____?
(due date)*

Teacher's Evaluation - Scientific Explanation Rubric

	4	3	2	1
Claim	Makes an accurate and complete claim that addresses the testable question in 3 rd person. Selects the best evidence to support the claim.	Makes an accurate and complete claim that addresses the testable question. Provides appropriate and sufficient evidence to support the claim. The data and or examples used as evidence are directly related to the claim.	Makes an accurate, but incomplete claim. Provides appropriate, but insufficient evidence to support the claim.	Makes an inaccurate claim or does not make a claim. Evidence is not provided, or only provides inappropriate evidence (does not support the claim)
Evidence	Provides reasoning that links evidence to the claim. Includes appropriate and sufficient scientific principles, along with current scientific knowledge that supports the claim.	Provides reasoning that links evidence to the claim. Includes appropriate and sufficient scientific principles	Provides reasoning that links the claim and evidence, but the amount of reasoning is insufficient.	No reasoning provided, or only provides reasoning that does not link evidence to the claim.
Reasoning	The report shows clear evidence of use of the writing process and is in final draft form. <ul style="list-style-type: none"> Focus is clearly stated and consistently referred to throughout the piece. Consistently uses a variety of transitions effectively and is written in a logical sequence. consistently uses a strong, formal, academic voice. It contains few spelling and/or grammar errors. 	The report shows evidence of use of the writing process and is in final draft form. <ul style="list-style-type: none"> Focus is clearly stated and referred to throughout the piece. Consistently uses transitions effectively and is written in a logical sequence. consistently uses a formal, academic voice. It contains some spelling and/or grammar errors, which do not detract from the meaning of the work. 	The report shows some evidence of use of the writing process and is in final draft form. <ul style="list-style-type: none"> Focus is unclear and/or is not referred to consistently throughout the piece. Uses transitions and is written in a logical sequence. Does not consistently use a formal, academic voice. It contains some spelling and/or grammar errors, which detract from the clarity of ideas. 	The report shows little evidence of use of the writing process. <ul style="list-style-type: none"> Focus is unclear and is not referred to throughout the piece. Use of transitions is ineffective or work is not written in a logical sequence. Does not use a formal, academic voice. It contains many spelling and/or grammar errors, which significantly detract from the clarity of the written work.
Written Communication				