

Fire Investigator Task Book Evaluation Guide

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TASK	POSSIBLE POINTS			POINTS AWARDED
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<p>1. Initial Scene Examination (see section 4.2.1, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall conduct an initial inspection and evaluation of the fire scene. 2. The student shall determine the area or point of origin, source of ignition, and the material(s) ignited. 3. The student shall determine the act or activity that brought ignition source and materials together. 4. The student shall assess the subsequent progression, extinguishment, and containment of the fire. 5. The student shall secure fire ground using marking devices and specialized tools and equipment. 	<p>No system uses; proceeds to interior without first examining exterior; does not observe exterior damage; does not identify potential evidence; does not determine areas to be protection and does not mark perimeter.</p>	<p>Has a systematic approach; observes fire damage but unable to correlate to area of origin; does not identify perimeter or does not mark perimeter; misses potential evidence</p>	<p>Uses a system to observe from least to most damaged, exterior to interior; observes fire damage and utilizes information to locate general origin areas; marks items of potential evidence; determines need to fire scene security and restricts scene to unauthorized personnel; marks potential evidence items; uses tools and equipment appropriately; describes spoliation concerns</p>	
<p>2. Conducting an Exterior Survey (see section 4.2.2, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall demonstrate evidence identification and preservation techniques. 2. The student shall identify on-scene hazards to avoid injuries to investigators. 3. The student shall determine safe access and egress routes to the property. 	<p>Does not recognize hazardous or potential injury areas; unable to determine room of origin; does not recognize building construction factors; misses potential evidence; does not photograph scene; does not begin documentation; does not unders fire behavior</p>	<p>Recognizes hazardous areas but gets involved in investigation resulting in potential injury; difficulty in determining area of origin; recognizes building construction but cannot apply fire behavior to construction; documentation not thorough; misinterprets fire behavior and flow paths</p>	<p>Observes surroundings for hazards and potential injury locations and avoids same; Locates fire scene; recognizes building construction and relation to fire behavior and fire flow; conducts exterior survey of entire outside of fire scene; identifies any potential evidence, photographs, documents location and marks for preservation and collection; documents effects of fire suppression, fire behavior and spread, and burn and smoke patterns.</p>	
<p>3. Conducting an Interior Survey (see section 4.2.3, NFPA 1033). The student shall perform the following tasks at a fire scene:</p>	<p>Does not relate structural conditions to fire behavior; does not apply concepts of fire behavior, flow paths, and fire suppression efforts to fire scene damage; misses potential</p>	<p>Able to find fire area; difficulty assessing structural conditions; difficulty relating fire damage to fire behavior, fire flow path, and suppression efforts; misses some</p>	<p>Locates potential fire area; assesses structural conditions; observes the damage and effects of the fire; identifies fire flow paths; observes scene for potential</p>	

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<ol style="list-style-type: none"> 1. The student shall identify and preserve areas of potential evidentiary value requiring further examination. 2. The student shall determine the evidentiary value of contents. 3. The student shall identify hazards to avoid injuries to investigators. 4. The student shall assess the structural conditions of the building. 5. The student shall identify and describe the damage and effects of the fire. 6. The student shall identify and describe the impact of fire suppression efforts on fire. 7. The student shall evaluate the remaining protected areas and determine the presence or absence of contents. 	<p>evidence; does not understand value of evidence</p>	<p>hazardous conditions; finds most evidentiary items and understands their value</p>	<p>hazards including structural collapse, electrical hazards, contamination, toxic atmosphere, etc.; identifies interior building construction characteristics and their impact on fire growth and spread; identifies and preserves potential evidence value requiring further examination (i.e., financial records, unusual burn patterns on floors and/or walls, low burn levels, absence of furnishings, etc.); determines evidentiary value of contents.</p>	
<p>4. Interpreting Fire Patterns (see section 4.2.4, NFPA 1033). The student shall perform the following task at a fire scene:</p> <p>The student shall interpret fire patterns so that each individual pattern is evaluated with respect to burning characteristics on different types of materials involved and in context and relationship with all patterns observed and mechanisms of heat transfer that led to the formation of the pattern.</p>	<p>Misses or inappropriately analyzes fire patterns; unfamiliar with burning characteristics of normal fuels found in strutura; unable to explain fire spread according to chemistry and physics of fire</p>	<p>Locates fire patterns and has a little difficulty analyzing pattern in relation to fire behavior; familiar with burning characteristics of most items commonly found in a structura; able to explain most of fire spread according to chemistry and physics of fire</p>	<p>Observes and documents burn patterns and charring in relation to fire behavior, burning characteristics of fuels, proximity of fuels, effects of fire suppression; relates fire chemistry and physics to fire behavior and spread; determines and documents fire development;</p>	
<p>5. Interpreting Fire Patterns (see section 4.2.5, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall identify possible phases of fire development. 2. The student shall evaluate methods and effects of fire suppression. 3. The student shall recognize potential false origin area patterns. 4. The student shall identify possible areas of fire origin. 5. The student shall identify damage and effects of the fire event. 	<p>Unfamiliar with phases of fire and burn patterns associated with each; unable to distinguish effects of fire suppression efforts; unable to determine between origin and false origins; does not understand varying degrees of heat release; misses fuel trails</p>	<p>Familiar with phases of fire and can distinguish most patterns associated with phase; ability to determine most of fire suppression efforts effects on fire and patterns; able to identify most false origins; observes fuel but doesn't apply fo fire scene</p>	<p>Identifies phases and fire and burn patterns associated with the phase; evaluates and documents effects of suppression; recognizes and documents false origin area patterns; correctly identifies all areas of origin; identifies different materials involved and the effects of heat release rates and ignitability; identifies fuel trails and their relation to patterns; identifies how fuel loads impact fire behavior and fire patterns</p>	

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<p>6. The student shall identify and interpret variations of fire patterns on different materials concerning heat release rates, form, and ignitability.</p> <p>7. The student shall distinguish the impact of different types of fuel loads and fuel trails.</p>				
<p>6. Examine and Remove Fire Debris (see section 4.2.6, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall examine debris for cause evidence. 2. The student shall identify potential ignition sources. 3. The student shall preserve evidence without inflicting damage or contamination. 4. The student shall employ search techniques that further the discovery of fire cause evidence and ignition sources. 5. The student shall use search techniques that incorporate documentation, collection, and preservation of evidence. 	<p>Does not use systematic method for debris removal; allows contamination of evidence; misses ignition sources; unable to determine fire cause; does not document scene; does not choose proper collection container</p>	<p>Uses a systematic method; allows for some cross contamination (does not clean tools, forgets to change gloves, etc.); locates most of ignition source; determines fire cause; documentation needs to be more thorough; properly chooses collection container</p>	<p>Properly removes fire debris in layers for further examination; cleans tools before, during and after use; checks all debris for fire cause evidence; identified possible ignition sources and searches for evidence to support or refute; assures evidence is not damaged during discovery; correctly locates and identifies the ignition source(s) and determines the fire cause; documents evidence by photographing in place, documenting, and choosing appropriate collection device; changes gloves and maintains proper techniques to avoid contamination of evidence</p>	
<p>7. Reconstruct the Area of Origin (see section 4.2.7, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall reconstruct the area of origin so that all protected areas and fire patterns, as they correlate to contents or structural remains, items potentially critical to cause determination, and photo documentation are returned to their pre-fire location, to determine the point of origin. 2. The student shall return materials to their original positions. 3. The student shall examine all materials to determine the effects of fire and 	<p>Cannot relate contents to structural remains; does not photograph scene; does not document activities; unable to determine point of origin; does not observe furnishings</p>	<p>Identifies most of relationships between contents and structural remains; photographs most of scene; documents activities but needs to provide more thorough documentation; narrows point of origin down to two possibilities; observes effects of fire on furnishings but has difficulty explaining damage in relation to fire dynamics</p>	<p>Identifies protected areas and fire patterns and correlates to contents or structural remains; returns furnishings to pre-fire locations; photographs scene prior to return of furnishings and after return; document reconstruction activities; use reconstructed scene, fire patterns, and knowledge of fire behavior to determine point of origin; examine furnishings and materials for consistency with fire dynamics</p>	

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<p>distinguish among different types of fire-damaged contents.</p>				
<p>8. Inspects the Performance of Building Systems (see section 4.2.8, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall inspect the detection, suppression, HVAC, utilities, and building documentation. 2. The student shall determine the operating system's impact on fire growth and spread when identifying the origin areas. 3. The student shall identify defeated and/or failed systems. 4. The student shall recognize the system's potential as a fire cause. 5. The student shall determine any alterations to and failure indicators of building systems. 6. The student shall evaluate the suppression efforts on building systems. 	<p>Does not consider outside utilities; no inspections completed; detection systems not checked for functionality or signs of tampering; HVAC system not inspected; suppression systems observed but not inspected; none to little documentatoin</p>	<p>Does not account for all outside utilities or does not inspect; observes systems but does not fully understand how to check for functionality or signs of tampering; does not consider services as potential fire source; documents but needs to be more thorough</p>	<p>Identifies and inspects exterior utilities for functionality and signs of tampering (closed valves, FDC caps removed and blocked, etc.); locates and inspections detection systems for functionality and signs of tampering; locate and inspect HVAC system; locate and inspect suppression systems for functionality and signs of tampering (valves closed, alarms silenced, power systems interrupted, etc.); identifies need for expert resources; documents findings of inspections including any which were defective and/or defeated; recognizes system as possible fire cause</p>	
<p>9. Effects of Explosions (see section 4.2.9, NFPA 1033). The student shall perform the following tasks at a fire scene that contains evidence of an explosion:</p> <ol style="list-style-type: none"> 1. The student shall discriminate the effects of explosions from other types of damage. 2. The student shall identify and preserve explosion evidence. 3. The student shall identify explosive effects on glass, walls, foundations, and other building materials. 4. The student shall analyze damage to document blast zone and origin. 	<p>Unable to distinguish between fire patterns and explosion patterns; unable to determine impact of explosion on structural elements; misses unexploded fuels/materials; does not thoroughly recognize debris field; misses potential evidence; does not observe explosion effects on glass, structural elements and building materials</p>	<p>Distinguiushes between fire and explosinog patterns but unable to determine pre-blast and post-blast fire damage; identifies unexploded mateirals; has difficulty determining debris field; observes structural elements but cannot apply to determination of damage pre- or post- blast</p>	<p>Identifies patterns created by explosions; determines effects of percussion and blast and impact on structural elements and fire patterns; identifies heat of the explosive event; identifies any unexploded materials, gases, or liquids; identifies debris field and marks area; identifies and preserves evidence which can be miniscule; identifies pre-blast versus post-blast fire damage; identifies if soot is present on glass windows; observes structural elements to determine explosive effects; determines blast zone and origin</p>	
<p>10. Documenting the Scene (see section 4.3, NFPA 1033). The student shall perform the following tasks at a fire scene:</p>	<p>Does not diagram accurately or does not include evidence locations, burn patterns, etc.; fails to accurately depict scene; investigative notes are not organized or does not identify</p>	<p>Scene is documented but misses several items; depict scene adequately but needs more detail; investigative notes are organized but may need additional documentation;</p>	<p>Diagrams scene to scale showing evidence locations, significant burn patterns, and area or point of origin; photographs are taken to accurately depict scene, evidence,</p>	

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<ol style="list-style-type: none"> 1. The student shall diagram the scene to accurately represent the scene, evidence, pertinent contents, significant patterns, and area(s) or point(s) of origin. 2. The student shall sketch the scene using basic drafting skills and evidence recognition and observation skills. 3. The student shall photograph and document the scene to accurately depict and support scene findings. 4. The student shall construct investigative notes from available documents and interview information so that notes are accurate. 5. The student shall construct investigative notes that are accurate, provide further documentation of the scene, and represent complete documentation of the scene findings. 6. The student shall demonstrate data-reduction skills, note-taking skills, and observational and correlating skills. 	<p>conflicting information; has difficulty determining what additional information is needed; does not process scene appropriately to preserve evidence; field notes are not comprehensive</p>	<p>identifies areas that need further information; process scene but misses some evidence or mishandles some evidence; field notes need more detail</p>	<p>and support findings; documents photos in log book and on photo rough sketch; constructs accurate investigative notes of systematic approach, evidence discovery and collection, chain of custody, reconstruction, and discovery of area of origin; provides accurate notes; identifies conflicting information; determines and recommends follow-up information to corroborate or dispute investigative findings; represents complete documentation of the scene findings; uses proper procedures to manage victims and fatalities; properly discovers and preserves all evidence; fills out crime lab analysis request forms indicating specific analysis requested; document the process in field notes.</p>	
<p>11. Evidence Collection & Preservation – Locate, Collect, and Package Evidence (see section 4.4.2, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <ol style="list-style-type: none"> 1. The student shall locate, document, collect, label, package, and store evidence so that it is properly identified, preserved, collected, packaged, and stored for use in testing, legal, or other proceedings and examinations, ensuring cross-contamination and investigator-inflicted damage to evidentiary items are avoided and the chain of custody is established. 2. The student shall recognize different types of evidence and determine whether evidence is critical to the investigation. 3. The student shall abide by legal procedures to retain evidence required within the investigation. 	<p>Evidence is contaminated; adequate samples not obtained; property tags not completed filled out; cannot distinguish between critical evidence; chain of custody forms not completed or chain of custody not maintained; victims/fatalities processed inappropriately</p>	<p>Allows some contamination of evidence; tags evidence but does not complete form completely; identifies most items of critical evidence; establishes chain of custody but has some difficulty with documentation of maintenance; unsure of proper processing techniques for victims/fatalities</p>	<p>Uses appropriate handling techniques to assure evidence is not contaminated; locates and selects appropriate samples and evidence items; properly marks and/or tags and packages evidence; recognizes different types of evidence and determines if evidence is critical to investigation; maintains chain of custody using appropriate forms and/or logs; uses appropriate techniques when dealing with fatalities and victims preserving evidence and working with medical examiners</p>	

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<p>4. The student shall abide by legal procedures for managing victims and fatalities so that all evidence is discovered and preserved and the procedures are followed.</p>				
<p>12. Evidence Collection & Preservation – Evidence for Analysis (see section 4.4.3, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <p>The student shall select items for analysis that support the specific needs of the investigation and evaluate the fire incident to determine any additional forensic, engineering, or laboratory resource needs.</p>	<p>Does not use appropriate forms/logs for submitting items to lab; does not maintain chain of custody; inaccurate information provided</p>	<p>Logs/forms not completely filled out; chain of custody not followed strictly; leaves details of information out</p>	<p>Submits items to the lab utilizing appropriate forms and /or logs; maintains chain of custody; assures accuracy of information received and provided to lab.</p>	
<p>13. Evidence Collection & Preservation – Chain of Custody (see section 4.4.4, NFPA 1033). The student shall perform the following task at a fire scene:</p> <p>The student shall maintain chain of custody so that written documentation exists for each piece of evidence and ensure evidence is secured.</p>	<p>Evidence not secured properly following established guidelines; chain of custody compromised</p>	<p>Evidence secured but is not clearly marked or isolated as needed; chain of custody issues during transport or removal (not logged out, personnel having access to evidence, etc.)</p>	<p>Properly completes chain of custody forms/documents; maintains chain of custody of evidence throughout investigation and legal proceedings; secures evidence to assure it is not tampered with.</p>	
<p>14. Evidence Collection & Preservation – Evidence Disposal (see section 4.4.5, NFPA 1033). The student shall perform the following tasks at a fire scene:</p> <p>The student shall dispose of evidence, based on jurisdictional or agency regulations, and file information so the disposal is timely, safely conducted, and in compliance with jurisdictional or agency requirements.</p>	<p>Disposes of property improperly; disposes of property before legal proceedings complete; does not dispose of property in timely manner; disposal not documented.</p>	<p>Property disposed of following model guidelines but not AHJ guidelines; disposed of unsafely; documented disposal but not thoroughly (i.e, date and time, who disposed; method of disposal, etc.)</p>	<p>Identifies evidence subject to disposal; disposes of evidence according to model evidence policy; disposes of evidence in a timely, safe manner; documents the disposal using the appropriate form/document</p>	
<p>15. Conducting Interviews (see section 4.5.2, NFPA 1033).</p>	<p>Does not fully identify information that needs to be discovered during interview process, does not request</p>	<p>Misses some information required before interviews; identifies most of information that needs to be</p>	<p>Reviews provided informatoni and requests additional information if needed; develops an interveriw</p>	

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<p>The student shall perform the following tasks:</p> <p>The student shall obtain information, ask follow-up questions, elicit responses to all questions, document the response to each question, and adjust interviewing strategies based on deductive reasoning and interpretation of verbal and nonverbal communications.</p>	<p>additional information; does not develop an interview plan; questions not fully developed; does not obtain pertinent information during interview; documentation not thorough and inaccurate; unable to adjust interview strategies; does not have good communication and listening skills</p>	<p>discovered during interviews; interview plan developed but not thorough; questions developed; documents responses but needs to be more thorough and accurate; has some skills on using different interview techniques; moderate communication and listening skills.</p>	<p>plan that reflects a strategy to further determine fire cause; assigns responsibilities; documents interview strategies by listing relevant questions; obtains pertinent information from interviewees; elicits responses to all questions; documents all responses accurately; able to adjust interview strategy based on deductive reasoning; interprets verbal and nonverbal communications and exhibits strong listening skills</p>	
<p>16. Conducting Interviews – Evaluation of Information (see section 4.5.3, NFPA 1033).</p> <p>The student shall perform the following tasks:</p> <ol style="list-style-type: none"> 1. The student shall evaluate interview information so that all interview data is individually analyzed and correlated with all other interviews. 2. The student shall document corroborative and conflictive information. 3. The student shall develop new leads. 4. The student shall demonstrate correlation skills. 	<p>Cannot analyze and organize information into corroborating and conflicting groups; does not recognize new investigative leads discovered during interviews; unable to evaluate source information</p>	<p>Difficulty analyzing and organizing information into corroborating and conflicting groups; identifies most of new investigative leads discovered during interviews; able to evaluate source information</p>	<p>Reviews provided information; analyzes and correlates information from sources into corroborative or conflicting groups; documents new investigative leads discovered during interviews; lists follow-up names and contacts.; able to evaluate source information (first responders, neighbors, witnesses, etc.)</p>	
<p>17. Post Incident Investigations – Investigate File (see section 4.6.2, NFPA 1033).</p> <p>The student shall perform the following tasks:</p> <ol style="list-style-type: none"> 1. The student shall Identify areas of further investigation, interpret the relationship between gathered documents and information, and identify corroborative evidence and discrepancies. 2. The student shall demonstrate information assessment, correlation, and organizational skills. 	<p>Cannot correlate and organize information; unable to select acceptable documents for legal proceedings; does not identify additional resource materials</p>	<p>Difficulty correlating and organizing information; difficulty determining which documents are acceptable for legal proceedings; identifies most of the needed resource materials</p>	<p>Gathers all documents, records and reports applicable to investigation; maintain chain of custody; selects documentation acceptable in legal proceedings; reviews information and request and documents need for additional resources/materials; identifies area for further investigation (financial records; insurance documents; others involved in possible arson; additional lab results, etc.); correlates gathered documents and information (investigative notes, interviews, photographs/sketches, etc.); discovers and documents evidence and information</p>	

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			discrepancies; able to correlate and organize information	
<p>18. Post Incident Investigations – Coordination of Expert Resources (see section 4.6.3, NFPA 1033). The student shall perform the following task:</p> <p>The student shall demonstrate an understanding of the importance of ensuring that expert competencies are matched to specific investigation needs, that financial expenditures are justified, and that utilization of experts clearly furthers the investigative goals of determining cause or affixing responsibility.</p>	Does not recognize or document need for experts; does not justify cost of expert in relation to investigative goals or determination of cause or responsibility; does not network to determine qualified experts; does not research experts qualifications	Able to recognize need for experts but does not know how to obtain or find one; does not know how to determine qualifications of expert	Reviews materials; identifies and documents need for specific experts; justifies costs for each expert witness selected; documents cost-benefit and impact on investigative goals or determining cause or affixing responsibility; networks with other investigators to identify experts; questions experts relative to their qualifications	
<p>19. Post Incident Investigations – Motive and Opportunity (see section 4.6.4, NFPA 1033). The student shall perform the following tasks:</p> <ol style="list-style-type: none"> 1. The student shall demonstrate an understanding of how to establish evidence as to motive and/or opportunity to commit a crime. 2. The student shall demonstrate an understanding of how to conduct financial analysis of evidence related to the case. 3. The student shall demonstrate an understanding of how to gather and analyze records that may show motive to commit a crime. 	Does not understand concepts of financial analysis; does not relate evidence to motive and/or opportunity; does not correlate documents and evidence to motive; does not document findings and motive or legal value of evidence	Somewhat understands concepts of financial analysis; can gather information and evidence, but has difficulty relating to motive or opportunity; difficulty correlating documents and evidence to support motive; needs additional or more thorough documentation	Understands financial analysis and its impact on the case; gathers records and analysis, reviews interviews, and interprets fire scene information and evidence to establish relationship to motive and/or opportunity; lists supporting documents that establish motive findings; documents evidence used to determine motive; documents legal value of evidence provided.	
<p>20. Post Incident Investigations – Determination of Investigative Opinion (see section 4.6.5, NFPA 1033). The student shall perform the following task:</p> <p>The student shall formulate an opinion concerning origin, cause, or responsibility for the fire supported by the data, facts, records, reports, documents, and evidence.</p>	Does not possess analytical or assimilation skills to formulate an opinion; unable to correlate data and evidence to support opinion	Has difficulty with analytical or assimilation skills to formulate an opinion; difficulty correlating data and evidence to support opinion	Uses analytical and assimilation skills to formulate an opinion on origin, cause, or responsibility for the fire; correlates data, facts, records, reports, documents and evidence that support opinion	

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<p>21. Presentation of Information (see sections 4.7 and 4.7.1, NFPA 1033). The student shall perform the following tasks:</p> <ol style="list-style-type: none"> 1. The student shall present the findings to the designated evaluator who is not involved in the actual investigation. 2. The student shall prepare a written report that accurately reflects the investigative findings, is concise, expresses the investigator's opinion, contains facts and data that the investigator relied on in rendering an opinion, contains the investigator's reasoning for his or her opinion, and meets the needs or requirements of the intended audience. 	<p>Cannot distinguish between various types of audiences; does not present findings to evaluator prior to presenting to audience; does not have good grammar or report writing skills; report is not thorough and missing facts, data, and opinion of fire</p>	<p>Difficulty distinguishing between various types of audiences; presents findings to evaluator; moderate grammar and report writing skills; report is complete but could use additional or more thorough details.</p>	<p>Identifies types of audiences and their needs/requirements; presents findings to evaluator; composes report including investigator's opinion of fire cause, facts and data used to render the opinion; reviews report for accuracy and grammar; submits report to audience.</p>	
<p>22. Presentation of Investigative Findings (see section 4.7.2, NFPA 1033). The student shall perform the following tasks:</p> <ol style="list-style-type: none"> 1. The student shall present the investigative findings verbally to an audience. 2. The student shall complete the presentation within an allotted time. 3. The student shall demonstrate communication skills. 4. The student shall determine the audience's needs and correlate the content of findings to deliver information to meet the needs of the audience. 	<p>Cannot verbally present investigative report and accurate information; presents information not relevant or confusing to case; has difficulty with time constraints; cannot answer follow-up questions thoroughly and without error.</p>	<p>Difficulty presenting investigative report and accurate information; presents complete, relevant information but in a confusing method; rambles; difficulty answering follow-up questions</p>	<p>Obtains and reviews investigative report and other information; identifies audience members; verbally presents accurate information; presents only pertinent information for the intended audience; completes presentation within allotted time; answers follow-up questions from the audience without error.</p>	
<p>23. Presentation of Testimony (see section 4.7.3, NFPA 1033). The student shall perform the following tasks:</p> <ol style="list-style-type: none"> 1. The student shall testify during simulated legal proceedings in a manner that conveys all pertinent investigative information and ensures that evidence is presented clearly and accurately. 	<p>Cannot differentiate facts from opinion; unfamiliar with procedures, practices and etiquette during legal proceedings; presents information which is confusing; demeanor and/or attire not appropriate for proceedings.</p>	<p>Difficulty differentiating facts from opinion; unfamiliar with some of the procedures, practices, and etiquette during legal proceedings; presents accurate information but not in clear understandable terms; demeanor and/or attire mostly appropriate for proceedings.</p>	<p>Differentiates facts from opinions; utilizes appropriate procedures, practices and etiquette during legal proceedings; presents information and evidence clearly and accurately; exhibits demeanor and attire appropriate to proceedings</p>	

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2. The student shall demonstrate the ability to differentiate facts from opinion and determine accepted procedures, practices, and etiquette during a simulated legal proceeding.				
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