

Verification Readiness Audit

Application materials · follow-up readiness review

REVIEWED

Your story, ready to explain.

01 · STUDENT PROFILE

Student Profile

STUDENT 王雨桐 · Yutong Wang	CLASS OF 2026
SCHOOL Qichuan City West District Science and Technology High School	INTENDED FIELD Chemistry and Materials Science
CURRICULUM US_DOMESTIC / AP	MATERIALS 8 files: activity_chem.txt, ca_profile_chem.txt, essay_personal_chem.txt, essay_research_chem.txt, rec_letter_chem.txt, resume_chem.txt, test_report_chem.txt, transcript_chem.txt

Background

This material presents an applicant focused on chemistry and materials science, with a solid academic record (perfect scores on AP Chemistry/Calculus, SAT 1530). Extracurricular experience centers on research assistance at the school's chemistry workshop and organizational activities in the chemistry club, supplemented by community science outreach, an ensemble, and track and field as multi-pronged additions. The experience most representative of the overall profile is the "fog-bridge catalysis observation" research thread spanning three grade levels, along with the activity-leadership role of organizing micro-experiment demonstrations at school and taking on safety and experiment-replication responsibilities within the club — together shaping the image of a chemistry student long rooted in lab and club settings, combining hands-on practice with organizational ability.

For this track, admissions offices in verification typically focus on: whether the long-term research experience has cross-year time traces (such as specific participation records or staged outputs) supporting descriptions like "assisted in organizing data and participated in discussions"; whether there is a reachable mentor teacher or lead who can confirm the boundaries of the role and degree of contribution; whether the activity-organization experience (safety checklists, waste-liquid sorting, experiment replication) has verifiable documentation or institutionalized records; and whether the specific experimental details in the essay (such as inert-carrier comparisons, blind-coded numbering, number of observation records) remain consistent in timeline and level of detail with the corresponding descriptions in the activity list and resume.

At a Glance

14 ITEMS	5 HIGH	7 MEDIUM	2 LOW	12 DRILL QS	1/5 HONORS FOUND ON LISTS
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Material Relationship Graph

The materials broken into individual items — a course, a score, an activity, an award, a recommender each count as one — and then checked for whether they connect to one another. The more items strung along a single thread, the further a reviewer can follow that thread and still get an answer.

35 of 53 items attach to a thread (66%), and the longest thread answers **2 of 5** questions. This ratio measures **whether the materials hold together**, not how credible they are: a thoroughly invented application scores just as high here. A hollow point only means "not yet connected to anything else" — it does not mean there is a problem with it.

Thread	Items	Learned	Time	Output	Recognition	Proof	Answerable
● 蓝焰解释裂缝	2 items	—	✓	—	—	—	1/5

These five columns are the questions an admissions reviewer works through along one thread: Where did you learn it? → How long did you actually spend on it? → What came out of it? → Who recognised it? → What can you produce as proof? An empty cell does not mean something is wrong — it means this thread cannot answer that question yet.

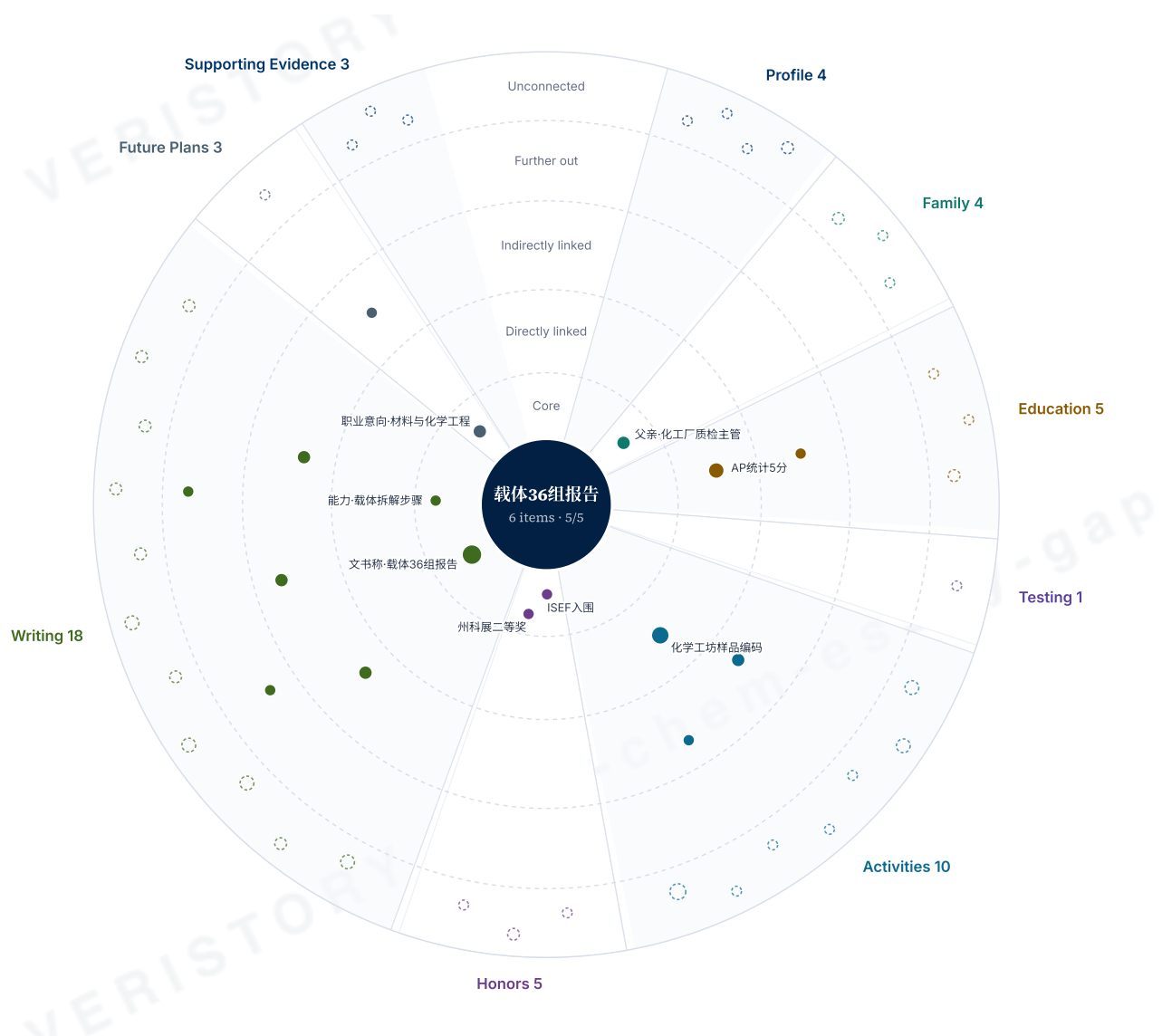
18 items currently connect to no thread: Honors Biology, English Literature, SAT 1480, 中提琴声部成员, 按个人训练计划完成短距离耐力跑, 虚构纸舟社区书店, 个人长期记录, USNCO Local Section — 全国赛资格, 校内荣誉学者名册 连续四学期入选, 栖川市西区科技中学计算机科..., and 8 more kinds.

05 · PERSONA

Persona Target

At the centre is **the strongest thread in these materials** — the one with the most items and the fullest answers to the five questions. Everything else is placed by **how many steps it takes to reach that core**: the closer to the middle, the tighter it holds to the core. The rings are cut into sectors by Common App section, separated by alternating shading.

The core is **载体36组报告** (6 items, 5 of 5 questions answerable). **8 of 53** pieces of material sit in the inner two rings (15%), and **36** currently have no path to the core at all. Points clustered inward mean the rest of the material holds to this one thread; points scattered outward mean the parts outside the core each stand on their own. This describes the structure of the materials, not a judgement of the student.



Ring	Core	Directly linked	Indirectly linked	Further out	Unconnected
Items	6	2	7	2	36

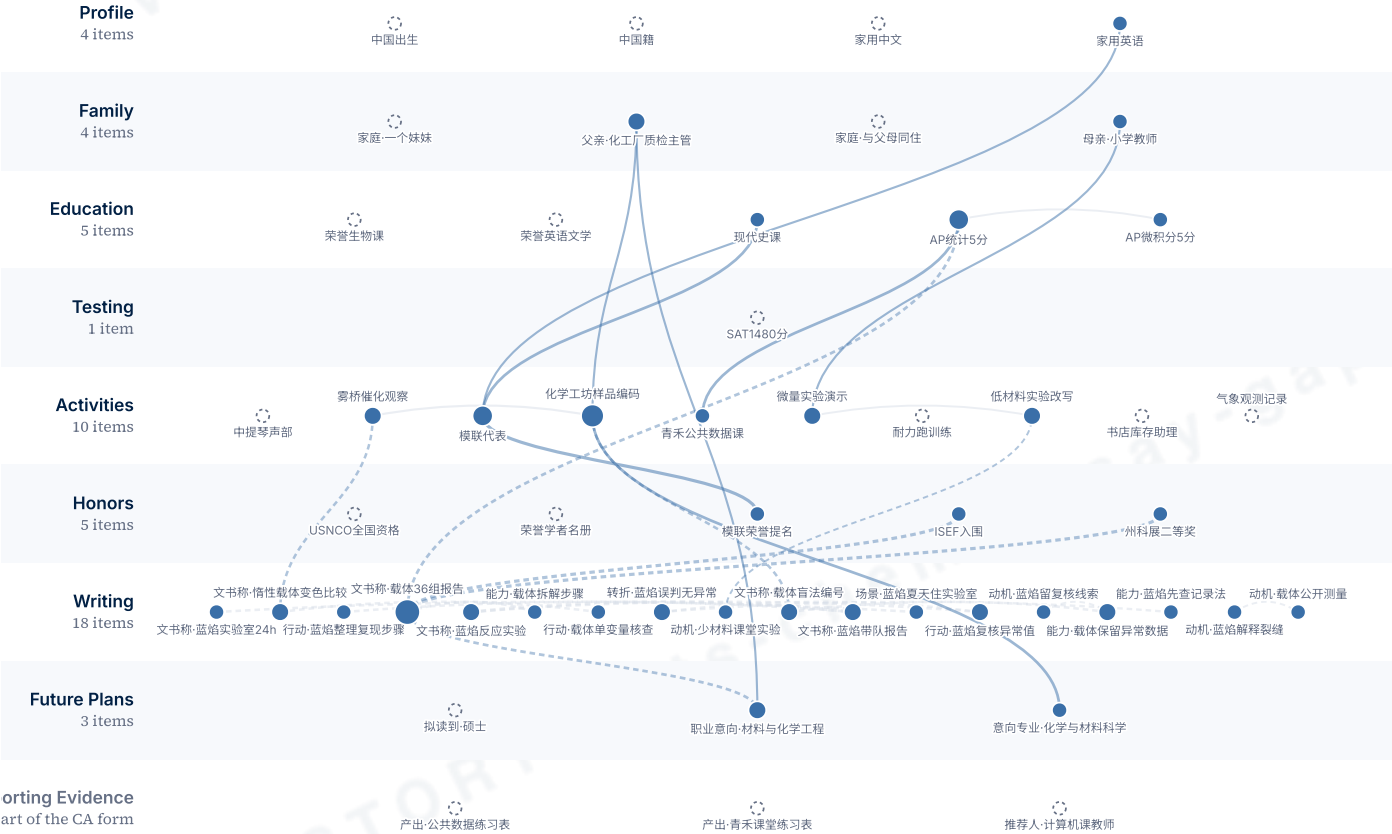
Core = the core thread itself; **Directly linked** = joined straight to an item in the core; **Indirectly linked** = one or two steps from the core; **Further out** = three or more steps from the core; **Unconnected** = no path to the core at present. Distance is hop count on the graph — you can re-check it yourself by following the lines. It is not a similarity score we computed.

06 · BY SECTION

By Common App Section

The same materials and the same relationships as the previous chart, on a different axis: position is set by **which Common App section a piece of material belongs to**, and the relationships are drawn as lines. That turns "does the family background explain these activities" and "does the coursework support the research" into something countable — count the lines that cross sections.

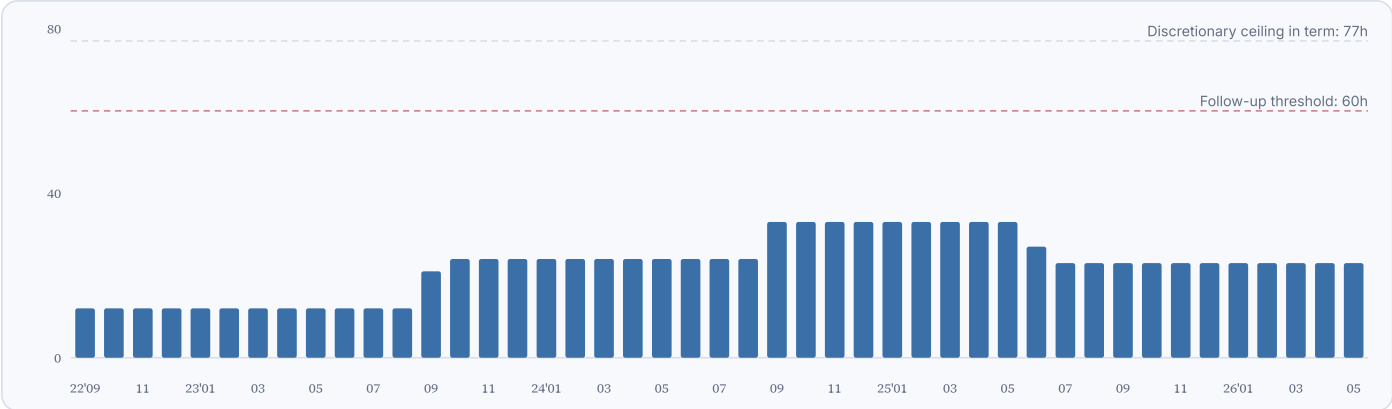
15 of 29 relationships **cross sections** (52%). Lines inside a single section are drawn faintly: that is one section being consistent with itself, not material from different sources holding together. **Testing, Supporting Evidence** currently has no link to any other section. The last band, **Supporting Evidence, is not submitted with the Common App** — yet every other section rests on it. The fewer links it has, the more places a follow-up question can land with nothing to show.



Cross-section links	Links
Activities ↔ Writing	3 items
Activities ↔ Education	2 items
Activities ↔ Family	2 items
Honors ↔ Writing	2 items
Activities ↔ Honors	1 item
Activities ↔ Profile	1 item
Activities ↔ Future Plans	1 item
Education ↔ Writing	1 item
Family ↔ Future Plans	1 item
Future Plans ↔ Writing	1 item

The weekly hours **the materials themselves report**, spread across months and added up. Nothing here is inferred — these are the numbers already written in the application, seen side by side.

The peak falls in **2024-09**, at **33** reported hours per week. A high-schooler in term, after sleep and school, has roughly 77 hours left in a week. Every month sits inside the discretionary range; nothing extra to prepare here.



Running during the peak month (2024-09)	Reported period	Reported load
澄滴校园化学工坊	2023-09 – 2026-05	6h/wk
虚构纸舟社区书店	2024-09 – 2026-05	6h/wk
栖川市西区科技中学	2023-09 – 2026-05	3h/wk
虚构社区学习站	2023-10 – 2025-05	3h/wk
个人长期记录	2022-09 – 2026-05	3h/wk
栖川市西区科技中学 模拟联合国社	2024-09 – 2025-05	3h/wk
Total		33h/wk

Activity Span

The grade levels **the materials themselves report**, laid out on one timeline. This chart answers a single question: which of these were ongoing, and which happened only once.

8 activities: 5 span three grades or more, 1 report a single grade. Every activity covers consecutive grades. Multi-year activities attract the question "what did the first year look like?" — it helps to have one concrete sentence ready per year. A further 1 report no grade level, so they cannot be placed on this timeline and are not drawn here — they remain in the activity list.

	Grade 9	Grade 10	Grade 11	Grade 12	
活动设计员·同伴辅导员·栖川市西...					School year · 5h/wk
独立记录者·个人长期记录					Year-round · 3h/wk
学生研究助理·样品编码负责人·澄...					School year · 6h/wk
中提琴声部成员·栖川市西区科技中...					School year · 4h/wk
普通成员·栖川市西区科技中学					Year-round · 3h/wk
库存与读者活动助理·虚构纸舟社区...					School year · 6h/wk
志愿讲解员·虚构社区学习站					School year · 3h/wk
代表·栖川市西区科技中学 模拟联...					School year · 3h/wk

09 · HONORS

Honor Verification Status

HONOR	YEAR	STATUS
Regeneron ISEF Finalist — Regeneron ISEF	2026	No matching record on the public lists (this does not imply the record is untrue)
USNCO Local Section — National Round Qualification — USNCO Local Section	2025	No matching record on the public lists (this does not imply the record is untrue)
Model United Nations Honorable Mention — Model United Nations	2025	No matching record on the public lists (this does not imply the record is untrue)
School Honor Roll, selected for four consecutive semesters — School Honor Roll	2024	No matching record on the public lists (this does not imply the record is untrue)
Second-Place Award in Subject Category — State Science and Engineering Fair	2024	✓ Confirmed against the organizer's public list

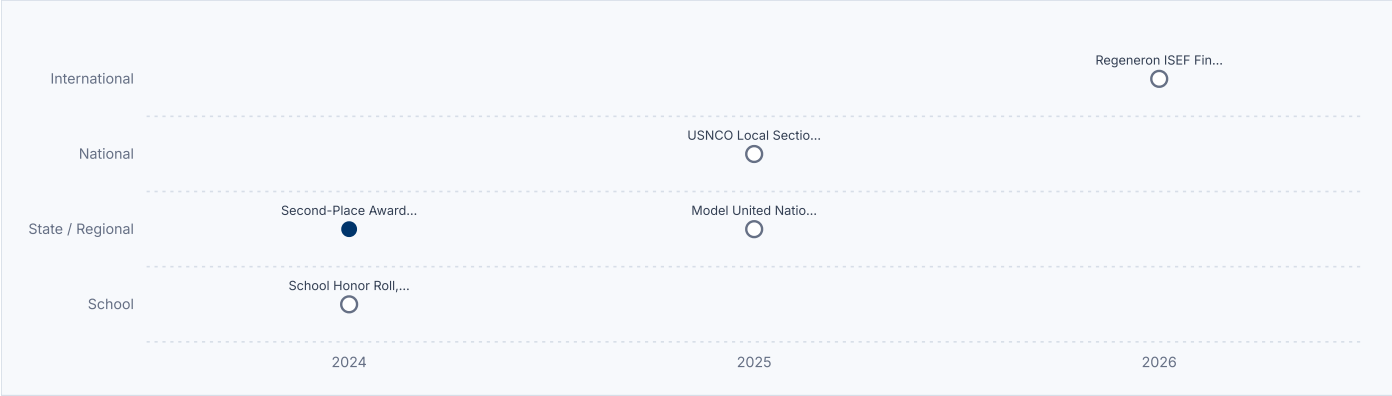
About verification in this sample: these are **fictional synthetic materials** — the student, the school and the award records do not exist. Rows marked as confirmed were matched against an equally fictional **demonstration list**, so you can see what a match looks like in the report. The lookup channel named in the table is the organizer's real public one, but searching it for this name will find no one. Verification for real clients uses only real public award lists.

10 · HONOR LADDER

Honor Ladder

Each honor placed on one grid by **the year it was awarded** and **its level of recognition**, so you can see where this track started and when it stepped up.

The highest is **Regeneron ISEF Finalist — Regeneron ISEF** (International, 2026). A filled dot was found on the organizer’s public list; a hollow dot means the lists we can search hold no matching record. 4 are hollow. Some of those are national level or above — the higher the level, the more likely a follow-up question, so the award notice, the organizer’s contact, and the work or score from the time are worth gathering first.



11 · ITEMS

Items to Work Through, by Preparation Priority

The score is a **preparation priority**: the higher it is, the sooner you should gather this item’s evidence. It is not a probability that a school will ask, and not a judgement about truthfulness.

01 Regarding the following 4 experiences 'Qinghe Public Data Short Course, assisted with organizing data and participated in discussions; responsibilities, samples..., organized micro-experiment demonstrations, responsible for safety checklists..., Fog Bridge catalysis observation; individual scope of responsibility not specified...': if the school requests advisor contact information or proof of participation, what can you provide now?

Source: activity_chem

EVIDENCE TO PREPARE

- Contactable advisor/supervisor
- Verifiable output (paper/code/report/certificate)
- Timestamped evidence of participation (email/check-in/version records)
- Proof of admission/completion, project output
- Contact information for the program provider/instructor

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

02

The 'Blue Flame Reaction Replication Experiment' project you describe in your essay has no corresponding entry in your activities list, honors list, or summer programs — the only program you reported for summer 2024 is the July 'Qinghe Public Data Short Course.' Can you clarify which organization or lab this experiment project was affiliated with, who the supervising teacher was, and why it does not appear in the activities list?



PREPARATION
PRIORITY

Source: essay_personal_chem

EVIDENCE TO PREPARE

- Lab usage permit or supervising teacher's contact information
- Original records from the project period (batch numbering log, timestamped lab notebook)
- Link to or copy of the public report

NEXT ACTION

Identify the specific essay claim and compare it with activities, coursework and process records. Check the time, role, place or people actually named in the question.

Who to involve

Student gathers their own records; ask actual participants when needed

Record format

The essay passage, related source extracts and contemporaneous process records; add a schedule only if time is at issue

Review when ready

Separate what the records explain from what remains unsupported. Do not add experiences to fit a preferred profile.

03

Your resume lists your role in 'Fog Bridge Catalysis Observation' as 'assisted with data organization,' and the activities list similarly states 'assisted with organizing data and participated in discussions; responsibilities, sample count, and individual output not further specified,' but the essay describes, in first person, a complete experimental design (splitting variables, blind-coded numbering) and attribution of results. Of the 36 sets of records and the 11-page report, which parts did you personally complete independently? Who is listed as the author on the report?

PREPARATION
PRIORITY

Source: essay_research_chem

EVIDENCE TO PREPARE

- Original 11-page experiment report and signature page
- Sample page of the blind-coded numbering records
- Letter from the workshop mentor describing scope of individual responsibility

NEXT ACTION

Identify the specific essay claim and compare it with activities, coursework and process records. Check the time, role, place or people actually named in the question.

Who to involve

Student gathers their own records; ask actual participants when needed

Record format

The essay passage, related source extracts and contemporaneous process records; add a schedule only if time is at issue

Review when ready

Separate what the records explain from what remains unsupported. Do not add experiences to fit a preferred profile.

- 04** Your resume lists 2026 Regeneron ISEF Finalist as an already-earned honor, but the ISEF finals are typically held in May 2026, while your other materials (SAT, AP scores) are dated through 2025. Please clarify: is this title a confirmed qualification, or an anticipated participation? Which affiliated fair did you advance through? Additionally, your 2024 state science and engineering fair award was a second-place award within a subject category, and second-place awards do not typically advance directly to ISEF — please explain the qualification pathway.



PREPARATION
PRIORITY

Source: resume_chem

EVIDENCE TO PREPARE

- Official ISEF Finalist roster or affiliated-fair advancement notice
- Name of the affiliated fair, project title, and award date
- Contact information for the supervising teacher or fair director

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

- 05** In your essay you state that during summer 2024 you worked in the school lab 24 hours a week for eight consecutive weeks. School labs are typically not open during summer without a teacher present and an access permit — please clarify who approved and supervised these approximately 192 hours of lab use. Additionally, your activity list shows that in July 2024 you were simultaneously attending the Qinghe Public Data Short Course — how were the two schedules arranged?



PREPARATION
PRIORITY

Source: essay_personal_chem

EVIDENCE TO PREPARE

- Summer lab usage permit or reservation/access records
- Name and contact information of the supervising teacher present
- Explanation of weekly schedule alongside the Qinghe short course

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

06 Across all of your submitted materials, your role is consistently supportive in nature (student research assistant, participated in data organization, volunteer docent, general member), with no entry reflecting a leadership or lead-organizer role. Who were the four members, and how was the group organized? Where was the 'public report' published, and can it still be accessed now?

Source: essay_personal_chem

EVIDENCE TO PREPARE

- Publication link or archive of the public report
- Contact information or joint authorship of at least one of the four members
- Communication records of the team formation process (email/group chat)

NEXT ACTION

Identify the specific essay claim and compare it with activities, coursework and process records. Check the time, role, place or people actually named in the question.

Who to involve

Student gathers their own records; ask actual participants when needed

Record format

The essay passage, related source extracts and contemporaneous process records; add a schedule only if time is at issue

Review when ready

Separate what the records explain from what remains unsupported. Do not add experiences to fit a preferred profile.

- 07 According to your materials, in July 2024 you were attending the Qinghe Public Data Short Course, while also continuing year-round running training (3 hours/week) and weather observation logging (3 hours/week); the essay also states that during those eight weeks you 'practically lived in the lab,' working 24 hours a week. Can you specify the weekly schedule during those eight weeks — when were the short course, the lab work, and the training each arranged? How was the school lab opened to students during the summer?

Source: essay_personal_chem

EVIDENCE TO PREPARE

- Summer lab access/usage approval records
- Specific dates and times of the Qinghe short course sessions
- Pages of the lab notebook showing dates and durations

NEXT ACTION

Identify the specific essay claim and compare it with activities, coursework and process records. Check the time, role, place or people actually named in the question.

Who to involve

Student gathers their own records; ask actual participants when needed

Record format

The essay passage, related source extracts and contemporaneous process records; add a schedule only if time is at issue

Review when ready

Separate what the records explain from what remains unsupported. Do not add experiences to fit a preferred profile.

08 In 2025 you qualified for the national round via a USNCO local exam, but your submitted transcript (grade 11) shows no chemistry coursework (only calculus, statistics, biology, English literature, and modern history), and the chemistry club work in your activities list is mainly safety checks, waste sorting, and demonstration experiments, with no trace of olympiad training. Under what course or training system did you prepare for USNCO? Have you taken AP Chemistry or an equivalent course?

Source: resume_chem

EVIDENCE TO PREPARE

- Complete four-year transcript (grades 9-12) including chemistry coursework
- USNCO local exam score report or ACS section notice
- Olympiad training records (coach, coursework, evidence of problem set usage)

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

09

This eight-week project that you 'independently initiated and led' and in which you 'led four members to complete a public report' does not appear in any entry of your Activities list, and the materials packet does not include a link or copy of this public report. Why is a project the essay presents as a core experience absent from the activities list? Specifically, how was the team structured for 'independently initiated' and 'led four members' — you had just finished 10th grade at the time; who recruited the four members, and what grades were they in?

PREPARATION
PRIORITY

Source: essay_personal_chem

EVIDENCE TO PREPARE

- Original public report or accessible link
- Roster of the four team members and contact information for at least one member or supervisor
- Notice/recruitment/approval record from when the project was initiated

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

- 10** For the same Dengdi Campus Chemistry Workshop experience (2023-09 to 2026-05), your resume lists the role as 'assisted with data organization,' the activities list states 'student research assistant, sample coding lead,' while the research essay describes you independently comparing three types of inert supports and organizing blind-coded records. These three descriptions differ significantly in the depth of role portrayed — please clarify the actual boundaries of your responsibilities in the project, and who granted the title of 'sample coding lead'?

Source: resume_chem

EVIDENCE TO PREPARE

- Contact information for the project mentor/supervisor and confirmation of responsibilities
- Timestamped participation records (coding table, lab notebook, email)
- Official description of the project name and role

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

- 11** Your research essay provides very specific outputs (36 sets of observation records, a repeatability analysis, an 11-page experiment report), but the corresponding entry in your resume explicitly states that sample count, verifiable results, public links, or specific output were not specified, and the materials packet does not include a copy of this report. Where is this 11-page report now? Were the 36 sets of records completed by you individually or compiled by the team? Can you provide the full text of the report and the original record sheets?

Source: essay_research_chem

EVIDENCE TO PREPARE

- Full text of the 11-page experiment report
- 36 sets of original observation records (including blind-coding table)
- Data file or calculation process for the repeatability analysis

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

- 12** The recommender, described as 'Computer Science course teacher and Computer Science Lab Director at Qichuan City West District Science and Technology High School (taught the Computer Science course for three years, meeting weekly in the Computer Science lab),' self-identifies as a computer science course teacher, but the transcript contains no corresponding computer science course record — when this is checked, you may be asked in what context this teacher taught you; how would you explain this?

Source: rec_letter_chem

EVIDENCE TO PREPARE

- Transcript record for this course, or an explanation of the context in which it was taught (elective, extracurricular, competition tutoring, etc.)
- Recommender's contactable school email

NEXT ACTION

Check the application's recommender requirements, the actual relationship to the student, and the signature and contact details that may be shared.

Who to involve

Student or counselor checks requirements; the recommender confirms details and submits through the required channel

Record format

Application requirements, shareable recommender details and submission confirmation; do not request a confidential letter

Review when ready

Let the recommender handle corrections or explanations. Do not edit the letter on their behalf or infer content that was not provided.

- 13** For 'Regeneron ISEF Finalist,' you may first check the publicly available 2026 results: Regeneron International Science and Engineering Fair · 2026 Results · isef-3 <https://www.societyforscience.org/press-release/regeneron-isef-2026-grand-awards/>. Please verify the round, category, specific project, and the correspondence between the individual and the team.

Source: resume_chem

EVIDENCE TO PREPARE

- Direct result: Regeneron International Science and Engineering Fair · 2026 Results · isef-3 <https://www.societyforscience.org/press-release/regeneron-isef-2026-grand-awards/>; Coverage: research scope (aggregated across entry points; this link is not represented as complete coverage): the Projects Database offers filtering by 2014-2026 and searches by surname/keyword; check that year's Grand/Special Awards or the project detail page's Awards Won for specific awards. Fields to check: year, surname, school/country, project number, title, award type/level; subject of listing: mixed individual/team, verify entry by entry; date accessed: 2026-09-21
- Results index (requires navigating to a specific year): Regeneron ISEF · Entry point 1 <https://abstracts.societyforscience.org/>; Coverage: research scope (aggregated across entry points; this link is not represented as complete coverage): the Projects Database offers filtering by 2014-2026 and searches by surname/keyword; check that year's Grand/Special Awards or the project detail page's Awards Won for specific awards. Fields to check: year, surname, school/country, project number, title, award type/level; subject of listing: mixed individual/team, verify entry by entry; date accessed: 2026-09-21
- Coverage limitation: Finalist is not equivalent to winning an award; affiliated/provincial fairs are not equivalent to the ISEF global fair; Grand Award and Special Award are separate categories. Search record: public sources' main text has been read; index/background pages do not directly prove an individual award, and no matching record on the public lists does not establish that something is untrue.
- Retain the official original text, year, round, project, and page number; where only teams are listed, a publicly available member roster is also needed to link to the individual.

NEXT ACTION

Check the official channel using the claimed year, name and award level or program. Establish its coverage before saving the result.

Who to involve

Student checks; use the contact published on the organizer's website if clarification is needed

Record format

Official URL, lookup date, coverage and result; include the organizer's reply if one is received

Review when ready

A missing result describes the lookup and its coverage only. It does not establish whether the experience occurred; human review remains necessary.

- 14** According to your activities list, during grade 11 you were simultaneously engaged in 8 activities (chemistry workshop 6 hrs/week, chemistry club 5, community docent work 3, viola 4, running 3, bookstore job 6, weather logging 3, Model UN 3), totaling about 33 hours per week, while also taking a full course load including two AP courses and maintaining straight A/A-. Please describe in detail a typical school week's schedule, particularly how the bookstore job (reconciling records after closing) and the 6 hours of chemistry workshop fit around class time.



Source: activity_chem

EVIDENCE TO PREPARE

- A typical weekly schedule
- Work-hours verification that the bookstore employer can issue
- Attendance or check-in records for the chemistry workshop

NEXT ACTION

Search your existing emails, files and outputs first. If a key record is missing, ask an actual participant whether contemporaneous material survives.

Who to involve

Student; the mentor or supervisor who actually participated, where applicable

Record format

Original emails, dated work logs, output versions or records held by the participant

Review when ready

Record who supplied the material and which experience it supports. Leave unavailable evidence open; do not create a substitute record.

12 · FOLLOW-UP PRACTICE

Follow-Up Practice

Answer each of these aloud, in your own words, within a minute: what you did, how you did it, and what records remain. Whatever is hard to answer, return to the previous section and gather that evidence.

- 01** You mentioned being responsible for sample coding: please explain your coding rules on the spot — how many digits make up a code, and what information does each represent? How was blinding

implemented, who kept the group/control mapping table, and when was it unblinded?

02 What were the three inert support materials specifically? Why were these three chosen over others at the time? How was the color change assessed and recorded — visual comparison against a color chart, timed phone photography, or instrument readings?

03 Of the 36 sets of observation records, how long did each observation last, and how frequently were records taken? How did you define a 'repeat'? What quantity did the repeatability analysis actually compute — which method from AP Statistics did you apply?

04 Describe one failure or anomalous result from this project: which batch of samples, what went wrong, what was your first reaction at the time, and was that batch of data kept or excluded in the end? Who set the exclusion criteria?

05 How were the 6 weekly hours of the chemistry workshop specifically distributed across days and time slots? Who led the regular meetings, and what was the usual format? What is one specific point you raised in a recent group discussion, and was it adopted?

06 Chemically, what specifically is the 'blue flame reaction'? What reagents were used, and roughly in what quantities? Where were these reagents obtained or purchased from, and who signed off on approving them?

07 Please review the eight-week project week by week: what were you doing in week one, and what in week eight? Which week in between had the worst progress, why, and how did you adjust the plan at the time?

08 What was each of the four members responsible for? Did any disagreement or instance of someone wanting to quit occur during the eight weeks? As the initiator, how did you handle it? Which sections of the public report were not written by you, and who wrote them?

09 During those periods in the lab, what specifically did safety protection involve — what protective gear did you wear, how was ventilation handled, and where was the nearest fire extinguisher or eyewash station to your workstation? What items were on your checklist before leaving each time?

10 How many total sessions did the Qinghe Public Data Short Course run, and how long was each session? What was the instructor's surname, and roughly how many students were in the class? What public dataset was used for the in-class exercises, and what tool did you use to process it?

11 Which specific method learned in the short course did you actually later apply to your own weather logging or chemistry workshop data organization? Please give one before-and-after example — how you did it before using the method, and what you changed it to afterward.

12 Do you still remember the format of the USNCO local exam — how many questions, how long, and was a calculator allowed? Where was the exam held, and who proctored it? What was your score or

your rank within your section?

13 · KEY ISSUES

Key Issues

- 1 Regarding the following 4 experiences 'Qinghe Public Data Short Course, assisted with orga 88
- 2 The 'Blue Flame Reaction Replication Experiment' project you describe in your essay has no 88
- 3 Your resume lists your role in 'Fog Bridge Catalysis Observation' as 'assisted with data o 88
- 4 Your resume lists 2026 Regeneron ISEF Finalist as an already-earned honor, but the ISEF fi 88
- 5 In your essay you state that during summer 2024 you worked in the school lab 24 hours a we 88

These deserve attention first. Once their evidence is in hand, the application will stand up to scrutiny considerably better.

Preparation Plan & Evidence Checklist

These are suggested preparation routes, not completed actions or resolved findings. Record the actual contact, file location and progress. Availability and timing depend on the record holder.

Start with records you hold

Item 02 · The 'Blue Flame Reaction Replication Experiment' project you describe in your essay has no corresponding entry in your activities list, honors list, or summer programs — the only program you reported for summer 2024 is the July 'Qinghe Public Data Short Course.' Can you clarify which organization or lab this experiment project was affiliated with, who the supervising teacher was, and why it does not appear in the activities list?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 03 · Your resume lists your role in 'Fog Bridge Catalysis Observation' as 'assisted with data organization,' and the activities list similarly states 'assisted with organizing data and participated in discussions; responsibilities, sample count, and individual output not further specified,' but the essay describes, in first person, a complete experimental design (splitting variables, blind-coded numbering) and attribution of results. Of the 36 sets of records and the 11-page report, which parts did you personally complete independently? Who is listed as the author on the report?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 06 · Across all of your submitted materials, your role is consistently supportive in nature (student research assistant, participated in data organization, volunteer docent, general member), with no entry reflecting a leadership or lead-organizer role. Who were the four members, and how was the group organized? Where was the 'public report' published, and can it still be accessed now?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 07 · According to your materials, in July 2024 you were attending the Qinghe Public Data Short Course, while also continuing year-round running training (3 hours/week) and weather observation logging (3 hours/week); the essay also states that during those eight weeks you 'practically lived in the lab,' working 24 hours a week. Can you specify the weekly schedule during those eight weeks — when were the short course, the lab work, and the training each arranged? How was the school lab opened to students during the summer?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Ask the people who were involved

Item 01 · Regarding the following 4 experiences 'Qinghe Public Data Short Course, assisted with organizing data and participated in discussions; responsibilities, samples..., organized micro-experiment demonstrations, responsible for safety checklists..., Fog Bridge catalysis observation; individual scope of responsibility not specified...': if the school requests advisor contact information or proof of participation, what can you provide now?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 04 · Your resume lists 2026 Regeneron ISEF Finalist as an already-earned honor, but the ISEF finals are typically held in May 2026, while your other materials (SAT, AP scores) are dated through 2025. Please clarify: is this title a confirmed qualification, or an anticipated participation? Which affiliated fair did you advance through? Additionally, your 2024 state science and engineering fair award was a second-place award within a subject category, and second-place awards do not typically advance directly to ISEF — please explain the qualification pathway.

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 05 · In your essay you state that during summer 2024 you worked in the school lab 24 hours a week for eight consecutive weeks. School labs are typically not open during summer without a teacher present and an access permit — please clarify who approved and supervised these approximately 192 hours of lab use. Additionally, your activity list shows that in July 2024 you were simultaneously attending the Qinghe Public Data Short Course — how were the two schedules arranged?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 08 · In 2025 you qualified for the national round via a USNCO local exam, but your submitted transcript (grade 11) shows no chemistry coursework (only calculus, statistics, biology, English literature, and modern history), and the chemistry club work in your activities list is mainly safety checks, waste sorting, and demonstration experiments, with no trace of olympiad training. Under what course or training system did you prepare for USNCO? Have you taken AP Chemistry or an equivalent course?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 09 · This eight-week project that you 'independently initiated and led' and in which you 'led four members to complete a public report' does not appear in any entry of your Activities list, and the materials packet does not include a link or copy of this public report. Why is a project the essay presents as a core experience absent from the activities list? Specifically, how was the team structured for 'independently initiated' and 'led four members' — you had just finished 10th grade at the time; who recruited the four members, and what grades were they in?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 10 · For the same Dengdi Campus Chemistry Workshop experience (2023-09 to 2026-05), your resume lists the role as 'assisted with data organization,' the activities list states 'student research assistant, sample coding lead,' while the research essay describes you independently comparing three types of inert supports and organizing blind-coded records. These three descriptions differ significantly in the depth of role portrayed — please clarify the actual boundaries of your responsibilities in the project, and who granted the title of 'sample coding lead'?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 11 · Your research essay provides very specific outputs (36 sets of observation records, a repeatability analysis, an 11-page experiment report), but the corresponding entry in your resume explicitly states that sample count, verifiable results, public links, or specific output were not specified, and the materials packet does not include a copy of this report. Where is this 11-page report now? Were the 36 sets of records completed by you individually or compiled by the team? Can you provide the full text of the report and the original record sheets?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 12 · The recommender, described as 'Computer Science course teacher and Computer Science Lab Director at Qichuan City West District Science and Technology High School (taught the Computer Science course for three years, meeting weekly in the Computer Science lab),' self-identifies as a computer science course teacher, but the transcript contains no corresponding computer science course record — when this is checked, you may be asked in what context this teacher taught you; how would you explain this?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Item 14 · According to your activities list, during grade 11 you were simultaneously engaged in 8 activities (chemistry workshop 6 hrs/week, chemistry club 5, community docent work 3, viola 4, running 3, bookstore job 6, weather logging 3, Model UN 3), totaling about 33 hours per week, while also taking a full course load including two AP courses and maintaining straight A/A-. Please describe in detail a typical school week's schedule, particularly how the bookstore job (reconciling records after closing) and the 6 hours of chemistry workshop fit around class time.

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Check the official channel

Item 13 · For 'Regeneron ISEF Finalist,' you may first check the publicly available 2026 results: Regeneron International Science and Engineering Fair · 2026 Results · isef-3 <https://www.societyforscience.org/press-release/regeneron-isef-2026-grand-awards/>. Please verify the round, category, specific project, and the correspondence between the individual and the team.

Progress: ☐ To gather ☐ Collected ☐ For review | File location: _____

Specific records to gather

- | | |
|---|--|
| ☐ Contactable advisor/supervisor | ☐ Official ISEF Finalist roster or affiliated-fair advancement notice |
| ☐ Verifiable output (paper/code/report/certificate) | ☐ Name of the affiliated fair, project title, and award date |
| ☐ Timestamped evidence of participation (email/check-in/version records) | ☐ Contact information for the supervising teacher or fair director |
| ☐ Proof of admission/completion, project output | ☐ Summer lab usage permit or reservation/access records |
| ☐ Contact information for the program provider/instructor | ☐ Name and contact information of the supervising teacher present |
| ☐ Lab usage permit or supervising teacher's contact information | ☐ Explanation of weekly schedule alongside the Qinghe short course |
| ☐ Original records from the project period (batch numbering log, timestamped lab notebook) | ☐ Publication link or archive of the public report |
| ☐ Link to or copy of the public report | ☐ Contact information or joint authorship of at least one of the four members |
| ☐ Original 11-page experiment report and signature page | ☐ Communication records of the team formation process (email/group chat) |
| ☐ Sample page of the blind-coded numbering records | ☐ Summer lab access/usage approval records |
| ☐ Letter from the workshop mentor describing scope of individual responsibility | |

- ☐ Specific dates and times of the Qinghe short course sessions
- ☐ Pages of the lab notebook showing dates and durations
- ☐ Complete four-year transcript (grades 9-12) including chemistry coursework
- ☐ USNCO local exam score report or ACS section notice
- ☐ Olympiad training records (coach, coursework, evidence of problem set usage)
- ☐ Original public report or accessible link
- ☐ Roster of the four team members and contact information for at least one member or supervisor
- ☐ Notice/recruitment/approval record from when the project was initiated
- ☐ Contact information for the project mentor/supervisor and confirmation of responsibilities
- ☐ Timestamped participation records (coding table, lab notebook, email)
- ☐ Official description of the project name and role
- ☐ Full text of the 11-page experiment report
- ☐ 36 sets of original observation records (including blind-coding table)
- ☐ Data file or calculation process for the repeatability analysis
- ☐ Transcript record for this course, or an explanation of the context in which it was taught (elective, extracurricular, competition tutoring, etc.)
- ☐ Recommender's contactable school email
- ☐ Direct result: Regeneron International Science and Engineering Fair · 2026 Results · isef-3
<https://www.societyforscience.org/press-release/regeneron-isef-2026-grand-awards/>;
 Coverage: research scope (aggregated across entry points; this link is not represented as complete coverage): the Projects Database offers filtering by 2014-2026 and searches by surname/keyword; check that year's Grand/Special Awards or the project detail page's Awards Won for specific awards. Fields to check: year, surname, school/country, project number, title, award type/level; subject of listing: mixed individual/team, verify entry by entry; date accessed: 2026-09-21
- ☐ Results index (requires navigating to a specific year): Regeneron ISEF · Entry point 1
<https://abstracts.societyforscience.org/>; Coverage: research scope (aggregated across entry points; this link is not represented as complete coverage): the Projects Database offers filtering by 2014-2026 and searches by surname/keyword; check that year's Grand/Special Awards or the project detail page's Awards Won for specific awards. Fields to check: year, surname, school/country, project number, title, award type/level; subject of listing: mixed individual/team, verify entry by entry; date accessed: 2026-09-21
- ☐ Coverage limitation: Finalist is not equivalent to winning an award; affiliated/provincial fairs are not equivalent to the ISEF global fair; Grand Award and Special Award are separate categories. Search record: public sources' main text has been read; index/background pages do not directly prove an individual award, and no matching record on the public lists does not establish that something is untrue.
- ☐ Retain the official original text, year, round, project, and page number; where only teams are listed, a publicly available member roster is also needed to link to the individual.
- ☐ A typical weekly schedule
- ☐ Work-hours verification that the bookstore employer can issue

- ☐ Attendance or check-in records for the chemistry workshop

15 · HOW TO USE

How to Use This Report

1

Gather evidence by priority

Start with the highest-scoring items and actually collect what is listed — originals, screenshots, contactable names.

2

Rehearse the drill aloud

Have someone time you, one minute per question. Every stumble marks an experience whose details need revisiting.

3

File it, ready to produce

Keep the gathered evidence filed against this checklist. Being able to produce all of it within a day is the goal.



Disclaimer: Honor checks look only at organizers' publicly published award lists: where name, year and award level match, we print the record; where the lists hold no matching record, we report that lookup result, which does not mean the event did not happen. This service does not authenticate seals, signatures or typography; document items report internal consistency and what the metadata says. The report is system-assisted and human-reviewed, for the applicant's own record-gathering and follow-up preparation, and does not constitute an accusation against any institution or individual.

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