

# Verification Readiness Audit

Application materials · follow-up readiness review

**REVIEWED**

Your story, ready to explain.

## 01 · STUDENT PROFILE

### Student Profile

|                                                                       |                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STUDENT</b><br>赵子涵 · Zihan Zhao                                    | <b>CLASS OF</b><br>2026                                                                                                                                                                                                                                           |
| <b>SCHOOL</b><br>Xingdu City North District Comprehensive High School | <b>INTENDED FIELD</b><br>Physics and Measurement Science                                                                                                                                                                                                          |
| <b>CURRICULUM</b><br>US_DOMESTIC / AP                                 | <b>MATERIALS</b><br>9 files: activity_physics.txt, ca_profile_physics.txt, essay_personal_physics.txt, essay_research_physics.txt, proof_research_report_physics.txt, rec_letter_physics.txt, resume_physics.txt, test_report_physics.txt, transcript_physics.txt |

## Background

This material presents a long-term, deeply-rooted trajectory in physics measurement: from ninth grade through senior year, three years of sustained investment in the "Refraction Bridge Micro-Vibration Measurement Project," complemented by an organizing and mentoring role in the on-campus tabletop measurement club. The main thread is clear and the time span is continuous, portraying an empirical researcher who grew step by step through equipment setup, error recording, and method summarization — rather than a generalist spread across many fronts. Experiences such as debate-competition market analysis, the Science Olympiad physics team, and part-time work at a community bookstore function more as side lines that add richness without displacing the main thread. The most representative element remains the core research experience spanning three years, which produced 48 sets of repeated measurements and a methods report.

In verifying this trajectory, admissions offices typically focus on: whether the three-year span shows staged time traces (rather than being compiled all at once), whether there is a reachable mentor or supervisor for the equipment setup and data-recording process, whether the final outputs (error tables, methods report) can be independently verified as to their actual authorship and completion time, and whether the resume, activity list, personal statement, and research report describe this same experience consistently — including the time range, role, and specific methodological steps.

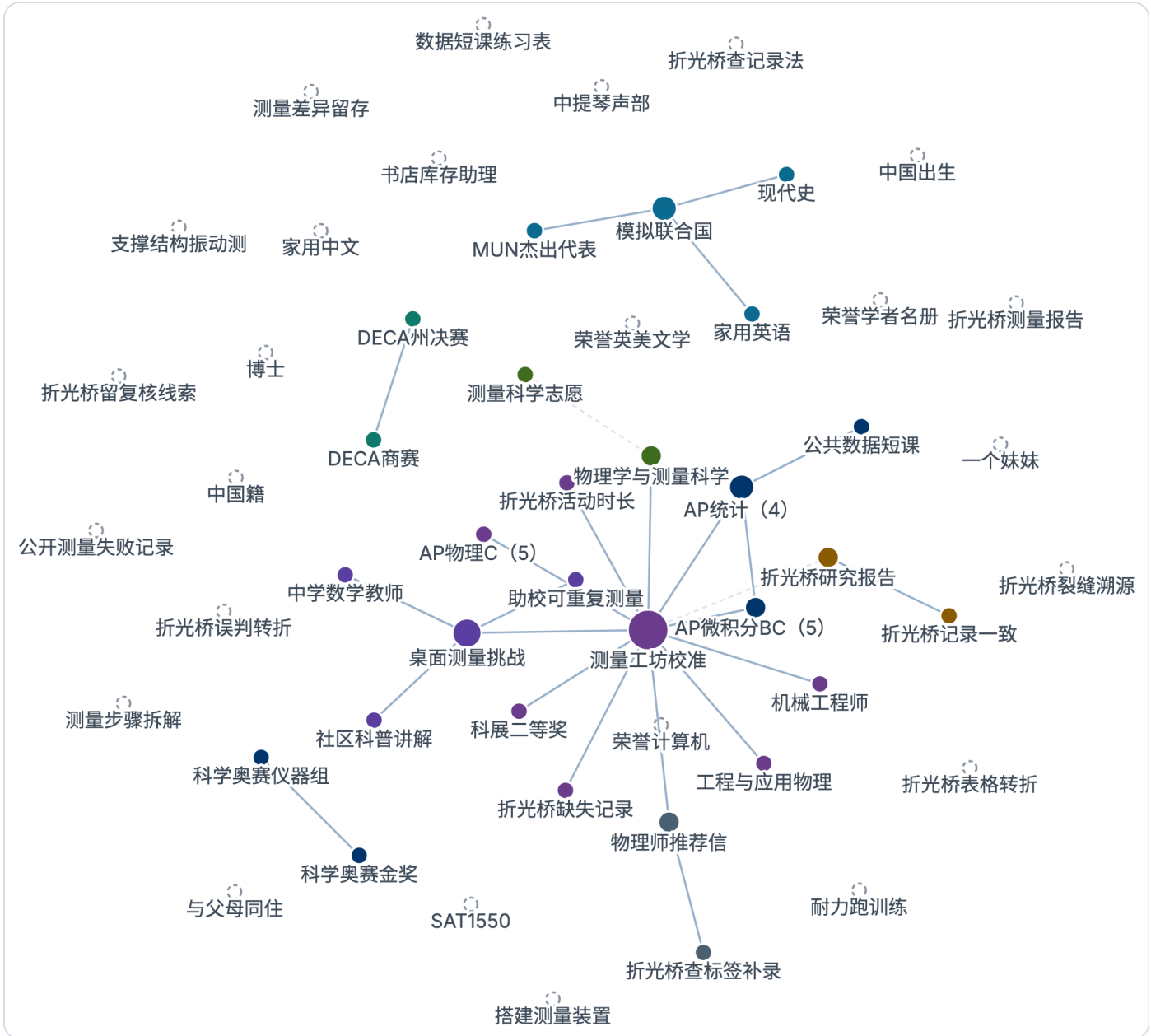
## At a Glance

|       |      |        |     |          |                       |
|-------|------|--------|-----|----------|-----------------------|
| 8     | 1    | 5      | 2   | 12       | 2/5                   |
| ITEMS | HIGH | MEDIUM | LOW | DRILL QS | HONORS FOUND ON LISTS |

## 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.

38 of 53 items attach to a thread (72%), and the longest thread answers 4 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 |
|------------|---------|---------|------|--------|-------------|-------|------------|
| ● 光学装置校准   | 8 items | —       | ✓    | ✓      | ✓           | ✓     | 4/5        |
| ● 记录整齐存疑   | 6 items | —       | ✓    | —      | —           | —     | 1/5        |
| ● AP统计 (4) | 4 items | ✓       | ✓    | —      | —           | —     | 2/5        |
| ● 模联代表     | 4 items | ✓       | ✓    | —      | ✓           | ✓     | 4/5        |
| ● 桌面测量教学   | 4 items | —       | ✓    | —      | —           | ✓     | 2/5        |
| ● 科奥物理仪器组  | 3 items | ✓       | ✓    | —      | ✓           | —     | 3/5        |
| ● 折光桥研究报告  | 3 items | —       | ✓    | —      | —           | ✓     | 2/5        |
| ● DECA市场组  | 2 items | —       | ✓    | —      | ✓           | —     | 2/5        |

| Thread   | Items   | Learned | Time | Output | Recognition | Proof | Answerable |
|----------|---------|---------|------|--------|-------------|-------|------------|
| ● 机械工程师  | 2 items | —       | ✓    | —      | —           | ✓     | 2/5        |
| ● 测量科学专业 | 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.

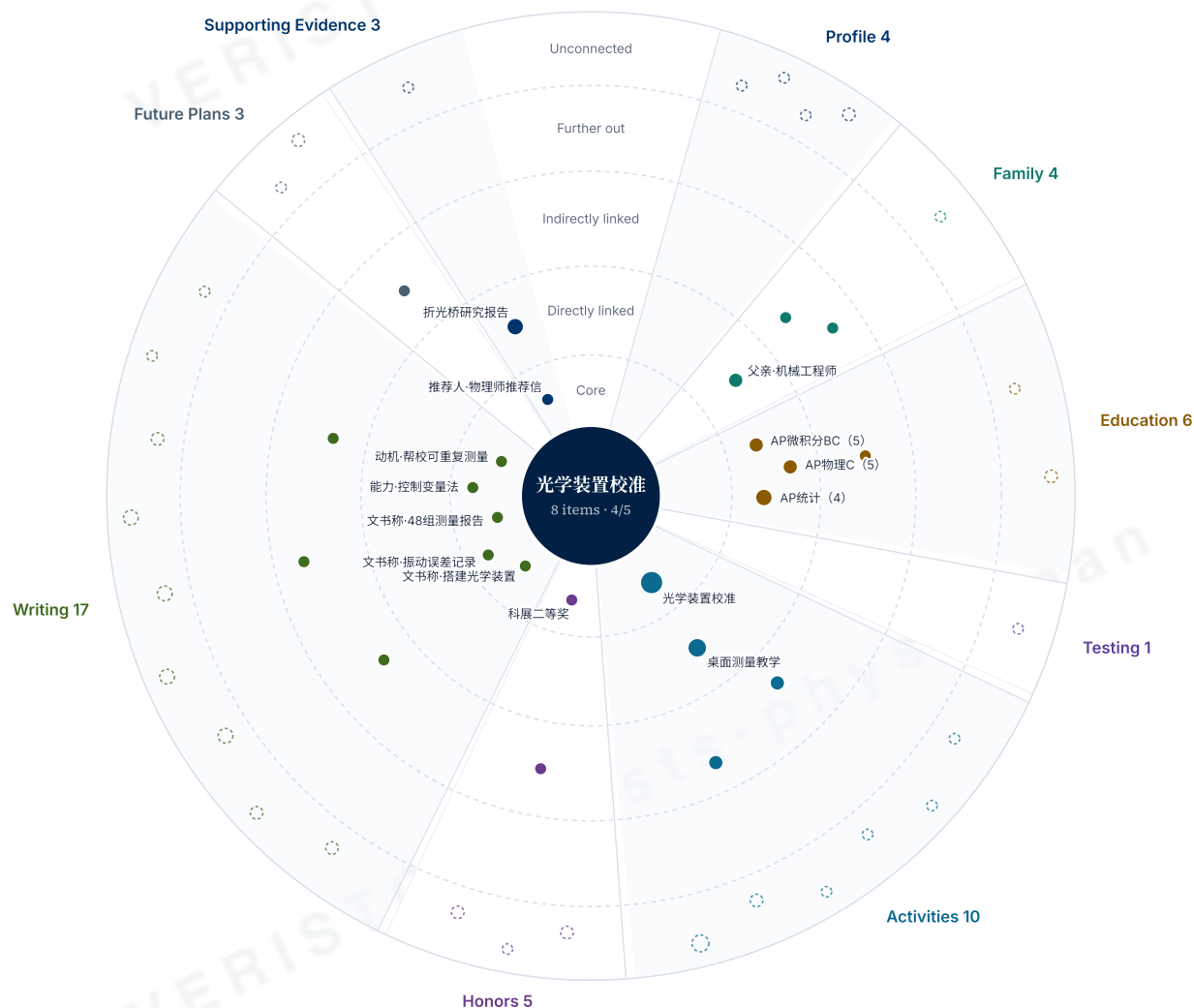
15 items currently connect to no thread: English Literature, SAT 1550, 虚构社区学习站, 中提琴声部成员, 按个人训练计划完成短距离耐力跑, 虚构纸舟社区书店, 校内荣誉学者名册 连续四学期入选, 一份不含个人信息的课堂练习表, 与父母同住, 中文（普通话）, and 5 more kinds.

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 光学装置校准 (8 items, 4 of 5 questions answerable). **14 of 53** pieces of material sit in the inner two rings (26%), and **29** 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 | 8    | 6               | 10                | 0           | 29          |

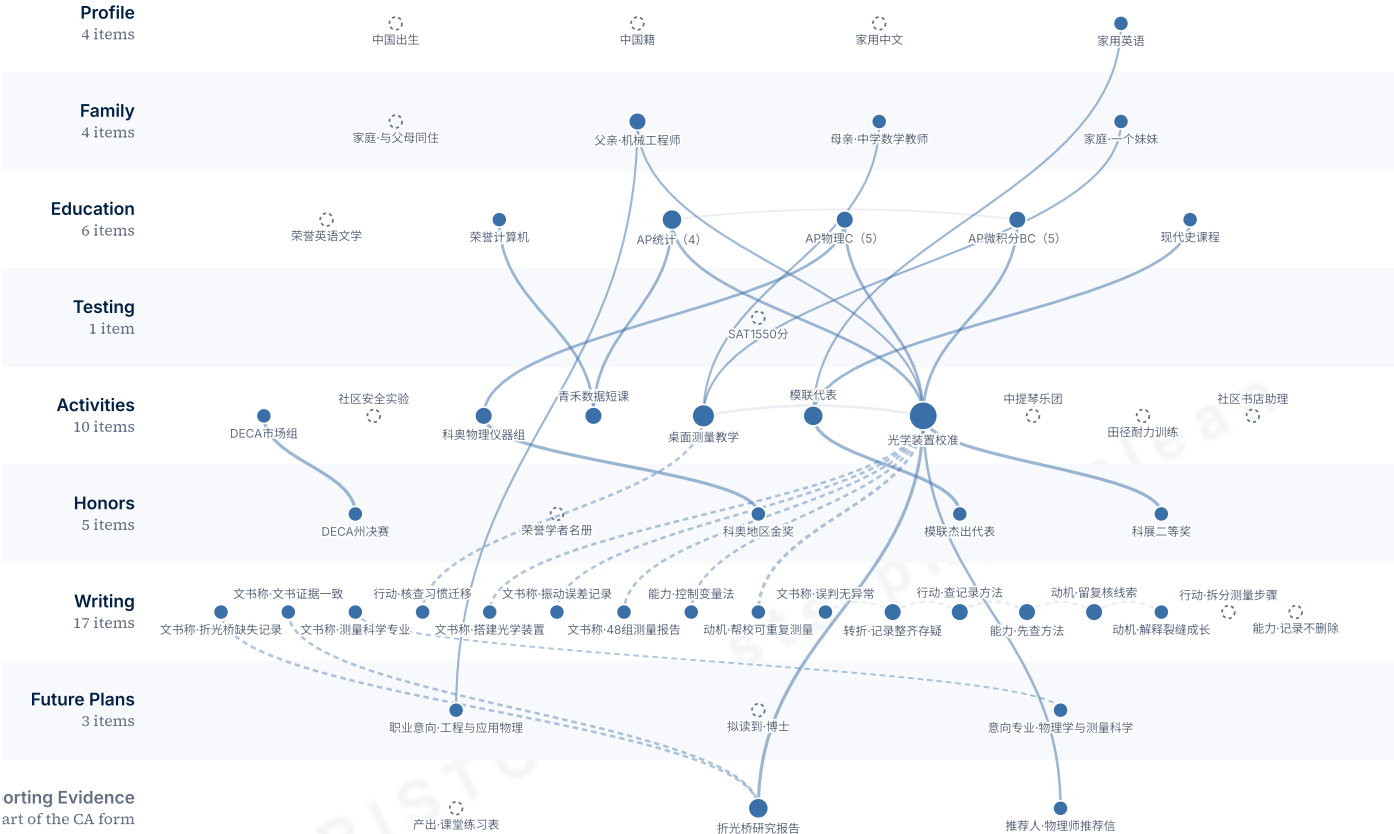
**Core** = the core thread itself; **Directly linked** = joined straight to an item in the core; **Indirectly linked** = one or two steps from the core; **Further out** = three or more steps from the core; **Unconnected** = no path to the core at present. Distance is hop count on the graph — you can 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.

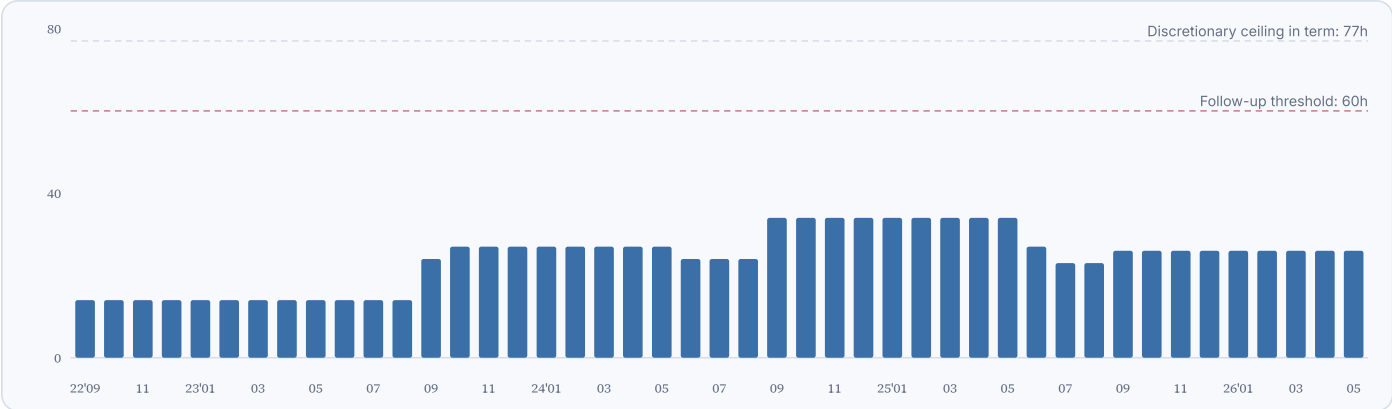
27 of 34 relationships **cross sections** (79%). Lines inside a single section are drawn faintly: that is one section being consistent with itself, not material from different sources holding together. **Testing** currently has no link to any other section. The last band, **Supporting Evidence**, is 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 ↔ Education           | 7 items |
| Activities ↔ Writing             | 6 items |
| Activities ↔ Honors              | 4 items |
| Activities ↔ Family              | 3 items |
| Activities ↔ Supporting Evidence | 2 items |
| Writing ↔ Supporting Evidence    | 2 items |
| Activities ↔ Profile             | 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 **34** 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 |
|-----------------------------------------|-------------------|---------------|
| 虚构纸舟社区书店                                | 2024-09 – 2026-05 | 6h/wk         |
| 青穹中学生测量工坊                               | 2023-09 – 2026-05 | 4h/wk         |
| 星渡市北区综合中学 Science Olympiad 校队           | 2024-09 – 2025-05 | 4h/wk         |
| 星渡市北区综合中学                               | 2023-09 – 2026-05 | 3h/wk         |
| 虚构社区学习站                                 | 2023-10 – 2025-05 | 3h/wk         |
| Total                                   |                   | 34h/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.

9 activities: 4 span three grades or more, 3 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·星渡市北... |         |          |          |          | School year · 10h/wk |
| 学生研究员、装置校准负责人·青穹... |         |          |          |          | School year · 4h/wk  |
| 中提琴声部成员·星渡市北区综合中... |         |          |          |          | School year · 4h/wk  |
| 普通成员·星渡市北区综合中学      |         |          |          |          | 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  |
| B 组队员（物理与仪器项目）·星... |         |          |          |          | School year · 4h/wk  |
| 市场分析组成员·星渡市北区综合中... |         |          |          |          | School year · 3h/wk  |
| 代表·星渡市北区综合中学 模拟联... |         |          |          |          | School year · 3h/wk  |

09 · HONORS

Honor Verification Status

| HONOR                                                                  | YEAR | STATUS                                                                            |
|------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------|
| DECA State Finalist — DECA                                             | 2026 | No matching record on the public lists (this does not imply the record is untrue) |
| Second Prize in Subject Category — State Science and Engineering Fair  | 2025 | ✓ Confirmed against the organizer's public list                                   |
| Selected for four consecutive semesters — School Honor Scholars Roster | 2025 | No matching record on the public lists (this does not imply the record is untrue) |
| Regional — Gold — Science Olympiad                                     | 2025 | ✓ Confirmed against the organizer's public list                                   |
| Outstanding Delegate — Model United Nations                            | 2024 | No matching record on the public lists (this does not imply the record is untrue) |

**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 **Outstanding Delegate — Model United Nations** (State / Regional, 2024). A filled dot was found on the organizer's public list; a hollow dot means the lists we can search hold no matching record. 3 are hollow. Lists that do not cover the award, or do not publish names, both look like this; the award notice and the records from the time are enough.



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", "organizing a monthly desktop measurement challenge, maintaining...", "building a low-cost optical measurement setup, comparing different...", "participating in Science Olympi..."]: if the school requires mentor contact information or proof of participation, what can currently be provided? (The materials package includes a supporting document, `proof_research_report_physics.txt` — if it corresponds to this experience, please cross-check and confirm during review.)

Source: activity\_physics

#### EVIDENCE TO PREPARE

- A contactable mentor/supervisor
- Verifiable output (paper/code/report/certificate)
- Time-stamped traces of participation (emails/check-ins/version history)
- Admission/completion certificate, project output
- Contact information for the program organizer/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 essay mentions that "the applicant once misread 'no anomaly' in the records as good news," but no corresponding entry can be found in the activity list, honors, or experiences — during verification, you may be asked why this experience does not appear on the application form. How would you explain this?



Source: essay\_personal\_physics

#### EVIDENCE TO PREPARE

- The corresponding entry for this experience in the activity list or honors (if any, please point it out)
- If it was indeed not reported: an explanation of why it appears only in the essay
- A witness or verifiable output for this experience

#### NEXT ACTION

Place the descriptions of the same experience side by side and compare roles, dates, quantities and outcomes.

##### Who to involve

Student gathers the passages; each author checks their own record

##### Record format

Source passages with filenames, page references and contemporaneous records

##### Review when ready

Distinguish differences explained by records from open questions. Do not add unsupported experiences to make the accounts agree.

STORY · sts-phys-clean

03

Your essay focuses on this measurement project at 4 hours per week, but according to the activity list, during 11th grade you also reported 7 activities carried out during the school term at the same time (research 4 hours, measurement challenge and peer tutoring 10 hours, community outreach talks 3 hours, viola 4 hours, running 3 hours, part-time bookstore work 6 hours, Science Olympiad 4 hours), totaling about 34 hours per week, on top of roughly 35 hours of full-time coursework and homework for three AP courses. Could you describe in detail your typical weekly schedule in 11th grade — which time slots each of these activities occupied, and which ones were done every other week or concentrated by season?



PREPARATION  
PRIORITY

Source: essay\_personal\_physics

#### EVIDENCE TO PREPARE

- A schedule or calendar record of a typical week in 11th grade
- Documentation of actual attendance/rehearsal/work hours for each activity (such as bookstore shift schedules, orchestra rehearsal schedules)
- Confirmation from a supervising teacher or activity coordinator regarding weekly time commitment

#### 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 activity table shows you joined the DECA business competition club in September 2025 (12th grade), investing about 3 hours per week, while your resume lists a 2026 DECA State Finalist award. In which month exactly was this award received? If your application materials were submitted in fall 2025, had this 2026 award already been determined at that point, or was it entered as an anticipated result?

Source: resume\_physics

#### EVIDENCE TO PREPARE

- The DECA state competition award notice or results page (with date)
- Competition registration and participation records
- Confirmation from the club's supervising teacher

#### 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

This activity is reported as 10 hours per week, 32 weeks per year, over four years, but the core content described is a once-a-month desktop challenge — meaning roughly 40 hours are invested per activity cycle. What exactly was this time spent on? Also, you began explaining error propagation to younger students starting in 9th grade (fall 2022), while your transcript shows the related statistics course (AP Statistics) was not taken until 11th grade. Where did the content of your earliest explanations come from?

Source: activity\_physics

#### EVIDENCE TO PREPARE

- Monthly activity schedules, notices, or sign-in records
- Equipment lists or historical versions of the explanatory materials
- Corroboration from a supervising teacher or the younger students who participated

#### 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** According to the activity table, during 11th grade you carried out 7 activities at the same time (research 4 hours, measurement challenge 10 hours, community outreach talks 3 hours, viola 4 hours, running 3 hours, part-time bookstore work 6 hours, Science Olympiad 4 hours), totaling about 34 hours per week, while also taking 6 full-year AP/Honors courses and earning A/A- in all of them. Please describe specifically how you arranged this time during a typical school week. Are these hour figures actual time invested, or nominal entries?

Source: activity\_physics

#### EVIDENCE TO PREPARE

- Pay stubs or shift records from the part-time bookstore job
- Contact information for the supervising teacher/employer of each activity
- Sign-in or rehearsal/training schedule for any of the activities

#### 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.

07 For "DECA State Finalist," there is currently no indexed 2026 direct results list on file. Further lookup can continue through public entry points: DECA · Entry 1 <https://www.decadirect.org/articles/previous-icdc-competitive-event-winners>; DECA · Entry 2 <https://www.deca.org/assets/deca-icdc-consolidated-winners-2025>. The available public evidence is insufficient to conclude, on this basis alone, that the submission is inaccurate.

Source: resume\_physics

#### EVIDENCE TO PREPARE

- Results index (requires navigating into the specific year): DECA · Entry 1 <https://www.decadirect.org/articles/previous-icdc-competitive-event-winners>; Coverage: research scope (aggregated across entry points, not a claim of complete coverage by this single link): the official year-by-year ICDC index points to consolidated annual results; some 2024–2026 attachments are on Dropbox, earlier ones on a CDN. Fields checked: year, ICDC, event, name/team, chapter/association, placement; publication scope: a mix of individuals and teams, checked entry by entry; date reviewed: 2026-09-21
- Results index (requires navigating into the specific year): DECA · Entry 2 <https://www.deca.org/assets/deca-icdc-consolidated-winners-2025>; Coverage: research scope (aggregated across entry points, not a claim of complete coverage by this single link): the official year-by-year ICDC index points to consolidated annual results; some 2024–2026 attachments are on Dropbox, earlier ones on a CDN. Fields checked: year, ICDC, event, name/team, chapter/association, placement; publication scope: a mix of individuals and teams, checked entry by entry; date reviewed: 2026-09-21
- Coverage limitation: China-region activities are not equivalent to the ICDC; external attachments linked from official pages must retain their source links — filtering should not rely solely on the deca.org domain, nor should all Dropbox content be trusted unconditionally. Search record: the official annual attachment index has been read, but not every year's PDFs have been downloaded individually; an index or background page does not directly prove an individual award, and failing to find a record does not establish that it is untrue.
- Retain the original official text, year, competition round, event, and page number; when only a team is listed, a public member roster is also needed to link it 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.

- 08** The refraction-bridge micro-vibration measurement project is the core research experience in your materials, spanning nearly three years, in which you served as "equipment calibration lead." However, the materials package does not list any contactable mentor or supervisor for the Qingqiong Student Measurement Workshop, nor any time-stamped participation records (emails, check-ins, version history). Who supervised this workshop? Who granted the title "equipment calibration lead," and who else was on the team?



Source: activity\_physics

#### EVIDENCE TO PREPARE

- Contact information for the workshop mentor or organizing body
- Timestamps or version history of emails and data record files from the period of participation
- The original file of the 12-page methods report and its signature page

#### 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** In your optical measurement setup, after the laser (or light source) hits the reflective surface, how was the signal read out — what sensor or detection method was used? How was the conversion

between spot displacement and vibration amplitude calibrated? Please state one order of magnitude for a typical amplitude you actually measured.

**02** How were the 48 sets of repeated measurements designed — how was the number 48 arrived at? Is it a certain number of support structures × a certain number of operating conditions × a certain number of repetitions? About how long did one measurement in a set take, and how many sets could be completed in one afternoon?

**03** Which specific support structures did you compare (material, shape)? Which one had the worst vibration readings, and in what frequency band or amplitude range was it worse? Was there any structure whose results were the opposite of what you expected beforehand?

**04** As "equipment calibration lead," please describe one specific calibration failure: what went wrong that day, what troubleshooting method you used on the spot (what part you swapped, what parameter you adjusted), and how long it took to fix in the end.

**05** About how much did the materials for the whole setup cost? What was the most expensive component, and where was it purchased? Was there any component you substituted with an everyday household item?

**06** In your 12-page methods report, which error metrics did the error table use (for example, standard deviation, range, or something else)? Is there a figure in the report that you are most satisfied with — what does it show, and what are the x- and y-axes?

**07** In Science Olympiad, which specific events (event names) did you compete in for Division B? Who was your partner? On the day you won the regional gold medal, what content did your event test on-site, or what device did it measure?

**08** During Science Olympiad preparation, what was the most important piece of equipment you built or calibrated yourselves? What problems did it have during pre-competition testing, and what rules constrained its size or materials?

**09** At the state science and engineering fair, how many sections did your poster have? Among the questions the judges asked you, which was the hardest to answer, and how did you respond at the time? How many projects were competing in your subject category?

**10** Is the project at the state science and engineering fair the same as your refraction-bridge measurement project? If so, what content was cut from the exhibited version compared to the 12-page report? If not, what did the exhibited project involve?

**11** During that one month of the Qinghe Public Data Short Course, what tool did you use in class (Excel, Python, or something else)? What was one specific dataset analyzed in class about, and do you remember a number or conclusion from it that surprised you?

- 12 What was the name of the Qinghe short course instructor (or what did you call them)? About how many students were in the class, and how many sessions were held per week? What was the last question on the in-class exercise sheet you submitted?

### 13 · KEY ISSUES

## Key Issues

- 1 Regarding the following 4 experiences ["Qinghe Public Data Short Course", "organizing a mo 88
- 2 The essay mentions that "the applicant once misread 'no anomaly' in the records as good ne 66
- 3 Your essay focuses on this measurement project at 4 hours per week, but according to the a 66
- 4 Your activity table shows you joined the DECA business competition club in September 2025 66
- 5 This activity is reported as 10 hours per week, 32 weeks per year, over four years, but th 66

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 essay mentions that "the applicant once misread 'no anomaly' in the records as good news," but no corresponding entry can be found in the activity list, honors, or experiences — during verification, you may be asked why this experience does not appear on the application form. How would you explain this?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

**Item 03** · Your essay focuses on this measurement project at 4 hours per week, but according to the activity list, during 11th grade you also reported 7 activities carried out during the school term at the same time (research 4 hours, measurement challenge and peer tutoring 10 hours, community outreach talks 3 hours, viola 4 hours, running 3 hours, part-time bookstore work 6 hours, Science Olympiad 4 hours), totaling about 34 hours per week, on top of roughly 35 hours of full-time coursework and homework for three AP courses. Could you describe in detail your typical weekly schedule in 11th grade — which time slots each of these activities occupied, and which ones were done every other week or concentrated by season?

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", "organizing a monthly desktop measurement challenge, maintaining...", "building a low-cost optical measurement setup, comparing different...", "participating in Science Olympi..."]: if the school requires mentor contact information or proof of participation, what can currently be provided? (The materials package includes a supporting document, proof\_research\_report\_physics.txt — if it corresponds to this experience, please cross-check and confirm during review.)

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

**Item 04** · Your activity table shows you joined the DECA business competition club in September 2025 (12th grade), investing about 3 hours per week, while your resume lists a 2026 DECA State Finalist award. In which month exactly was this award received? If your application materials were submitted in fall 2025, had this 2026 award already been determined at that point, or was it entered as an anticipated result?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

**Item 05** · This activity is reported as 10 hours per week, 32 weeks per year, over four years, but the core content described is a once-a-month desktop challenge — meaning roughly 40 hours are invested per activity cycle. What exactly was this time spent on? Also, you began explaining error propagation to younger students starting in 9th grade (fall 2022), while your transcript shows the related statistics course (AP Statistics) was not taken until 11th grade. Where did the content of your earliest explanations come from?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

**Item 06** · According to the activity table, during 11th grade you carried out 7 activities at the same time (research 4 hours, measurement challenge 10 hours, community outreach talks 3 hours, viola 4 hours, running 3 hours, part-time bookstore work 6 hours, Science Olympiad 4 hours), totaling about 34 hours per week, while also taking 6 full-year AP/Honors courses and earning A/A- in all of them. Please describe specifically how you arranged this time during a typical school week. Are these hour figures actual time invested, or nominal entries?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

**Item 08** · The refraction-bridge micro-vibration measurement project is the core research experience in your materials, spanning nearly three years, in which you served as "equipment calibration lead." However, the materials package does not list any contactable mentor or supervisor for the Qingqiong Student Measurement Workshop, nor any time-stamped participation records (emails, check-ins, version history). Who supervised this workshop? Who granted the title "equipment calibration lead," and who else was on the team?

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

## Check the official channel

**Item 07** · For "DECA State Finalist," there is currently no indexed 2026 direct results list on file. Further lookup can continue through public entry points: DECA · Entry 1

<https://www.decadirect.org/articles/previous-icdc-competitive-event-winners>; DECA · Entry 2

<https://www.deca.org/assets/deca-icdc-consolidated-winners-2025>. The available public evidence is insufficient to conclude, on this basis alone, that the submission is inaccurate.

Progress: ☐ To gather ☐ Collected ☐ For review | File location: \_\_\_\_\_

## Specific records to gather

- |                                                                                                                                   |                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> A contactable mentor/supervisor                                                                          | <input type="checkbox"/> Documentation of actual attendance/rehearsal/work hours for each activity (such as bookstore shift schedules, orchestra rehearsal schedules) |
| <input type="checkbox"/> Verifiable output (paper/code/report/certificate)                                                        | <input type="checkbox"/> Confirmation from a supervising teacher or activity coordinator regarding weekly time commitment                                             |
| <input type="checkbox"/> Time-stamped traces of participation (emails/check-ins/version history)                                  | <input type="checkbox"/> The DECA state competition award notice or results page (with date)                                                                          |
| <input type="checkbox"/> Admission/completion certificate, project output                                                         | <input type="checkbox"/> Competition registration and participation records                                                                                           |
| <input type="checkbox"/> Contact information for the program organizer/instructor                                                 | <input type="checkbox"/> Confirmation from the club's supervising teacher                                                                                             |
| <input type="checkbox"/> The corresponding entry for this experience in the activity list or honors (if any, please point it out) | <input type="checkbox"/> Monthly activity schedules, notices, or sign-in records                                                                                      |
| <input type="checkbox"/> If it was indeed not reported: an explanation of why it appears only in the essay                        | <input type="checkbox"/> Equipment lists or historical versions of the explanatory materials                                                                          |
| <input type="checkbox"/> A witness or verifiable output for this experience                                                       | <input type="checkbox"/> Corroboration from a supervising teacher or the younger students who participated                                                            |
| <input type="checkbox"/> A schedule or calendar record of a typical week in 11th grade                                            |                                                                                                                                                                       |

- ☐ Pay stubs or shift records from the part-time bookstore job
- ☐ Contact information for the supervising teacher/employer of each activity
- ☐ Sign-in or rehearsal/training schedule for any of the activities
- ☐ Results index (requires navigating into the specific year): DECA · Entry 1  
<https://www.decadirect.org/articles/previous-icdc-competitive-event-winners>; Coverage: research scope (aggregated across entry points, not a claim of complete coverage by this single link): the official year-by-year ICDC index points to consolidated annual results; some 2024–2026 attachments are on Dropbox, earlier ones on a CDN. Fields checked: year, ICDC, event, name/team, chapter/association, placement; publication scope: a mix of individuals and teams, checked entry by entry; date reviewed: 2026-09-21
- ☐ Results index (requires navigating into the specific year): DECA · Entry 2  
<https://www.deca.org/assets/deca-icdc-consolidated-winners-2025>; Coverage: research scope (aggregated across entry points, not a claim of complete coverage by this single link): the official year-by-year ICDC index points to consolidated annual results; some 2024–2026 attachments are on Dropbox, earlier ones on a CDN. Fields checked: year, ICDC, event, name/team, chapter/association, placement; publication scope: a mix of individuals and teams, checked entry by entry; date reviewed: 2026-09-21
- ☐ Coverage limitation: China-region activities are not equivalent to the ICDC; external attachments linked from official pages must retain their source links — filtering should not rely solely on the deca.org domain, nor should all Dropbox content be trusted unconditionally. Search record: the official annual attachment index has been read, but not every year's PDFs have been downloaded individually; an index or background page does not directly prove an individual award, and failing to find a record does not establish that it is untrue.
- ☐ Retain the original official text, year, competition round, event, and page number; when only a team is listed, a public member roster is also needed to link it to the individual.
- ☐ Contact information for the workshop mentor or organizing body
- ☐ Timestamps or version history of emails and data record files from the period of participation
- ☐ The original file of the 12-page methods report and its signature page

## How to Use This Report

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**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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