*NucE 497: Fuel Performance*

**Academic Integrity statement regarding Tyler Steiner on Exam 2**

In grading Exam 2, I found many similarities between the exams of five students that made me suspect that they had worked together on the exam. The most notable similarities were in the mistakes they made while taking the exam.

The exam is given online using Canvas, where there was a period of three days to take the exam, but once it was downloaded they had two hours before they had to upload their completed exam. All students were given the same exam. The exam is open note and I emphasized on the exam description that it should be taken alone. I did not ask them to turn in any study material.

The first problem was a short answer problem relating to a figure that was provided with five points that had to be discussed. Though the five students’ wording varied on this problem, there were two similarities that caught my attention. First, on point 3 they all mentioned fission gas moving to voids and grain boundaries, which was not mentioned by any of the other 32 students. Second, on point 5 they all made the mistake of not mentioning that the temperature increased during this period or explaining why.

The second problem was a workout problem with three parts. They all got the right answer on part a and four of the five students (including Tyler) had answers that were identical to two decimal points (8.94…). On part b, they all made the same mistake and all got the same wrong answer to within two decimal points (1.68…). None of the other 32 students make this mistake. On part c there were two acceptable approaches. Three of the five students took one acceptable approach and Tyler and another student took the other acceptable approach.

The third problem was a workout problem with four parts. On the first part, they all got the right answer to within two decimal points with very similar work (17.87…). On the second part they all made the same mistakes and got exactly the same wrong answer (width rounding differences). On the third part they all got the correct answer. However, I provided two ways to answer this question in class. One was more involved, requiring calculating various intermediate values, while the other was a single equation in which you plugged values. Most of the students in the class used the equation, as it was much more straightforward. These five students all used the more involved approach and all arrived at the same final answer and the same values for the intermediate values. The fourth part was a drawing. Tyler and two of the other students all had drawings that looked very similar and had the same mistake.

The fourth problem was a short answer problem with three parts. Tyler’s exam had fewer similarities with the other students on this problem, though they all got full points on the first two parts.