

 NCSD BOARD BRIEFING

Secondary Final Exams

August 20, 2026

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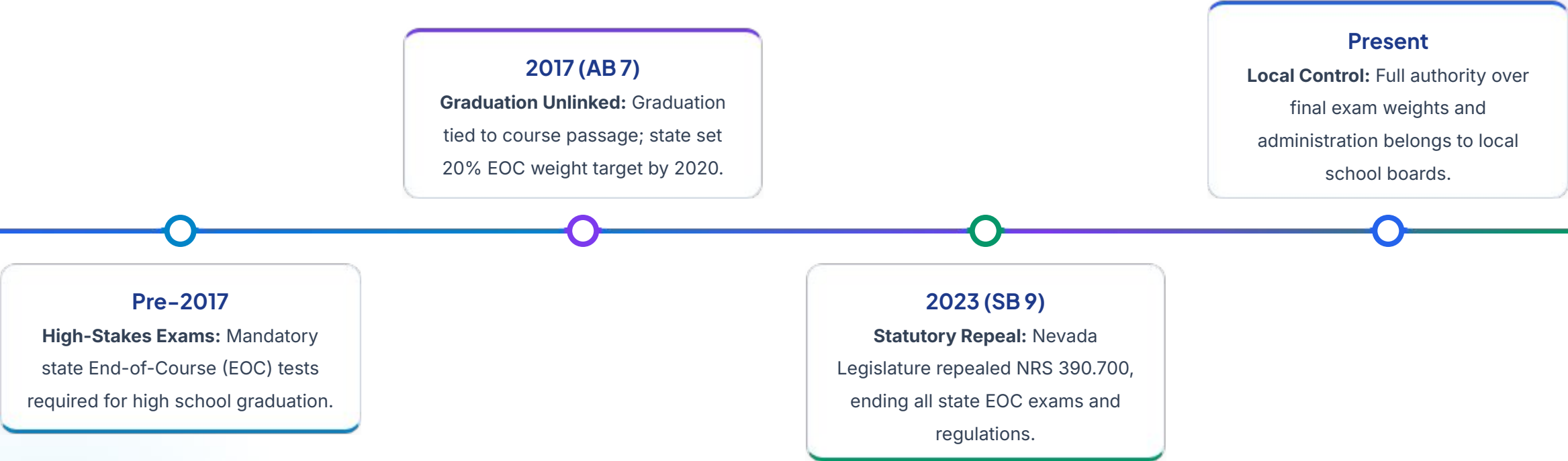
PART I

State Policy Evolution

Transitioning from State-Mandated Exams to Local District Governance



Evolution of Nevada EOC Policy



Shift to Local District Control

State Repeal (SB 9)

Senate Bill 9 repealed state EOC mandates under NRS 390.700 to eliminate redundant standardized testing.

District Board Authority

Local Autonomy: School boards now hold full responsibility to define secondary final exam weights and rules.

Empowers NCSD to establish balanced grading rules tailored to Nevada Academic Standards.

PART II

Grade Weight

Updating NCSD Board Regulation 5620R from 10% to 20% Final Weight



Semester Grade Calculation Impact

Grading Component	Current Weight (5620R)	Proposed Weight (20% Model)	Academic Purpose
Quarter 1 Grade	45%	40%	Evaluates first term coursework & unit mastery
Quarter 2 Grade	45%	40%	Evaluates second term coursework & unit mastery
Semester Final Exam	10%	20%	Measures cumulative course standards retention
Total Semester Grade	100%	100%	Balanced representation of student achievement

i Rebalancing to 40/40/20 elevates the final exam to a meaningful measure while preserving daily quarter performance as the primary grade driver (80%).

Rationale for 20% Exam Weight



State Benchmark

When the state initially transitioned away from exit exams, state guidelines established 20% as the target recommendation for course finals.



Academic Rigor

A higher weight incentivizes cumulative review and encourages long-term retention of key Nevada Academic Content Standards.



Balanced Measure

A 20% weight provides genuine academic accountability without disproportionately penalizing a student for a single test grade.

PART III

District Exam Framework

Implementation Parameters, Scope, & Administrative Safeguards

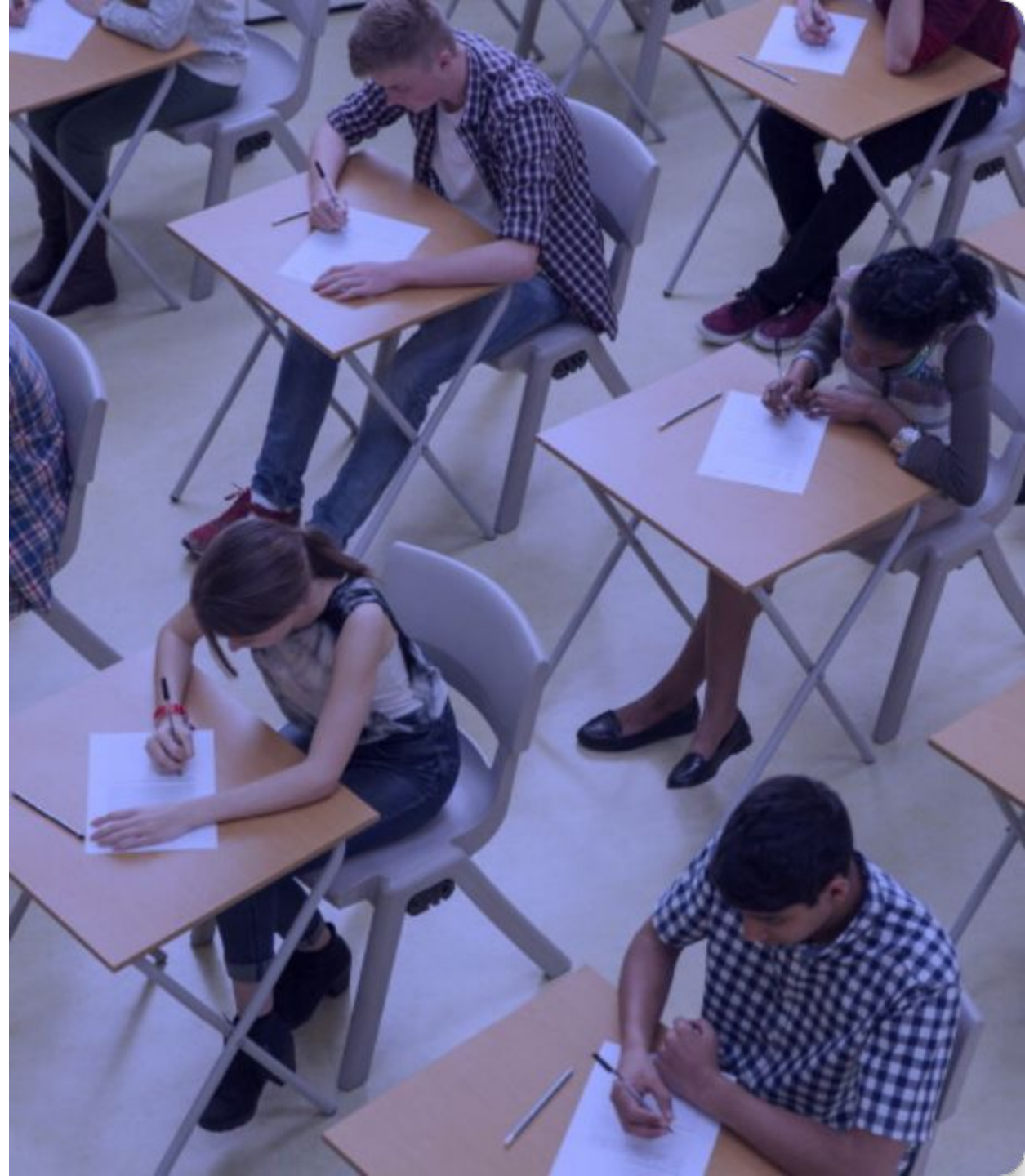
Secondary Exam Parameters

Teacher Flexibility & Standards

Format & Length: Determined by teachers based on the scope and depth of content covered in the course.

Written & Presentations: Written portions are preferred. Public speaking or presentation assessments are allowed with prior approval.

Rubric Clarity: Alternative assessments require clear, pre-approved rubrics provided to students well in advance.



Content Scope & Alignment

Midterm Examinations

Semester 1 Focus: Midterm exams assess student understanding of specific standards taught during the first semester.

Formative Assessment: Must be standards-based and accurately reflect classroom instruction provided during that period.

Final Examinations

Cumulative Scope: May assess content from the second semester or encompass the entire academic year.

Cumulative Mastery: Must remain strictly standards-based and reflect learning across the complete course.

Quality Control & Support

 **Administrative Review:** All midterm/final exams and alternative rubrics must be submitted for principal review prior to testing.

 **Mandatory Study Guides:** Teachers must provide study guides clearly outlining assessed standards well in advance.

 **Early Communication:** Students must be informed of exam formats, expectations, and rubrics early in the prep period.

 **Quality Control:** Balances teacher instructional autonomy with district-wide academic rigor and fairness.

Assessment Flexibility: Written Exams & Performance Tasks

Supporting Academic Rigor and Real-World Readiness Under District Guidance

Written Exams

- Best suited for assessing recall, foundational vocabulary, and direct content comprehension.
- Evaluates individual written mastery across standard course objectives.
- Preferred for traditional analytical tasks where written reflection is paramount.

Performance Tasks & Presentations

- Measures higher-level synthesis, public speaking, and practical application of standards.
- Simulates real-world expectations in college, trade programs, and modern career environments.
- Leverages rubrics and presentations to assess authentic student mastery.

Board Action & Next Steps

Approval of Proposed Revision to NCSD Board Regulation 5620R (40% / 40% / 20%)



Questions & Discussion with the Board of Trustees