

REPORTING PROCEDURES, GRADE CALCULATIONS, AND CODES

Roles and Responsibilities

District Responsibilities

The Division of Curriculum and Instruction is responsible for developing curricula consistent with BCPS' policy and rule that establishes grade-level and course expectations aligned with Maryland State Department of Education standards and assessments, for providing direction regarding the assignments and assessments to be included in the body of evidence, and for providing guidance on effective grading practices. This includes sample bodies of evidence, specifically for courses tied to high school graduation. Additionally, the Division of Curriculum and Instruction is responsible for providing teachers with a "Year at a Glance" for core courses that identifies the course standards and expectations for curriculum, and a syllabus template that can be used for communication with students and parents.

The Department of Information Technology is responsible for maintaining the Master Course File; for the calculation of the report card grades, GPAs, and QPAs within the BCPS One Student Information System (SIS), and for participation on the grading and reporting committee to establish the timeline for reporting grades and the distribution of report cards.

Executive Directors of schools are responsible for working with the school's administrative team to monitor the implementation of the grading and reporting policy and procedures.

Principal Responsibilities

Principals are responsible for ensuring that grading and reporting procedures are applied consistently within their school. The principal works with the school leadership team to assist in developing and monitoring school-level grading and reporting processes including:

- Ensuring that grade-level teams or departments establish consistent grading processes as described in Grade-Level or Department Team Responsibilities below.
- Working with teachers to establish schoolwide parameters (methods, procedures, and timelines) for multiple opportunities for learning and reassessment.
- Reviewing grading and reporting procedures with staff during preservice days and as necessary throughout the year.
- Communicating grading and reporting information in writing to parents/guardians at the beginning of each school year or when procedures change. This may be done in the following ways:
 - Publishing the information in school newsletters and staff/student handbooks.
 - Posting the information online.
- Designating a staff member to serve as the school contact for grading and reporting timelines, expectations, and concerns.
- Communicating the name of the school contact to students, staff, and parents/guardians at the beginning of each school year. The staff contact is responsible for facilitating communication and providing a timely response to grading and reporting questions as follows:
 - Redirecting questions to appropriate school staff members when questions are specific to an individual student's grade.

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- Informing the principal or designee of recurring questions and questions about the policy, rule, or procedures.

Grade-Level or Department Team Responsibilities

As approved by the principal, grade-level or department teams are responsible for reviewing and implementing the expectation established by curriculum content offices and collaborating to establish general consistency among the following:

- The assignments, presentations, products, observations, and assessments used to determine a student's level of performance in relation to grade-level standards.
- The categorization and weighting of points for assignments in the learning management system. Not all categories will be the same across the system; however, the categories and weighting of the categories need to be consistent for the same course.
- Due dates, deadlines, and late work procedures.

Teacher Responsibilities.

Teachers are responsible for:

- Communicating grading and course expectations in writing for each course, subject, or grade level to students and parents/guardians within the first month of school or when course-specific procedures change.
- Communicating course-specific reteaching and reassessment procedures and timelines in writing at the beginning of a semester/school year, or when course-specific procedures change. All opportunities for reteaching and reassessment will be supported, monitored, and supervised.
- Ensuring the marks entered into the grade book in the learning management system accurately reflect student performance as aligned to the course expectations.
- Allowing makeup work. Teachers may assign an equivalent but different task or assessment to students when they return from any excused or unexcused absence. Students returning from an absence will be allowed at least the same number of days of the absence to complete make-up work. In accordance with Rule 5120, teachers are not required to provide make-up work to students absent for unlawful reasons, but may do so at their discretion and in accordance with their school's established procedures.
- Determining the degree to which students have mastered grade-level standards based on the body of evidence.
- Using the grading scales outlined in this manual to determine marking period grades.
- Sharing the electronic grade book in the learning management system with staff as appropriate.
- Returning graded work and providing feedback to students in a timely manner. The scores and grades entered in the grade book in the learning management system must be current and allow students time to reflect on and improve their grade prior to the end of the marking period.
 - When tests are computer-scored or have answer sheets separate from test questions, students must have an opportunity to review their answers with test questions in hand. This shall not be construed so as to require teachers to return all quizzes and tests permanently as specified below.
 - Students may retain graded work for their own later review and are encouraged to take work home to share with their parents/guardians. Exceptions are noted below:

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- System-developed unit assessments and final evaluation activities, after student review in class, may be retained by the teacher if the questions are needed for future test construction and, therefore, security of test items must be maintained.
- Teachers may temporarily retain graded work for review with parents/guardians or may temporarily retain selected work for portfolio entry, as is the practice in some classes such as art and English.
- Upon request by individual parents/guardians, teachers will make available to parents unit assessments and final evaluation activities given during the course or marking period so that parents/guardians can review student progress. However, the test items must remain secure.

Report Cards

Report cards summarize evidence of student achievement collected throughout the marking period and include the following:

All Schools

- Grades, consistent with the required grading scale, indicating student achievement on grade-level/course expectations.
- Attendance, consistent with BCPS' Policy and Rule 5120 in accordance with the Annotated Code of Maryland, Education Article §7-301, Compulsory Attendance.
- Skills and conduct.
- An indication of a request for a parent/teacher conference.

High Schools

- Grade point average and quality point average.
- State-mandated assessment status.
- Student service learning hours.
- Extra-curricular activity eligibility.
- Total credits earned.

Parents of students with an Individual Education Program (IEP) will receive supplemental information on progress toward the attainment of IEP goals at the time report cards are issued, consistent with the Individuals with Disabilities Education Act (IDEA).

Parents of English learners will receive supplemental information on performance in listening, speaking, reading, and writing based on the student's English language proficiency level. All Level 1 and Level 2 English learners (ELs) who are new to the school system will receive the code **NG (No Grade)** in non-ESOL classes on their report card in lieu of a grade for the first two marking periods in which they are in the school system.

Elementary report cards include a section for Programs and Services. To assist teachers, programs and services are listed on a pull-down menu. This report card area is visible to parents only when a service or program is selected from the menu.

All schools shall use the standardized report card form, which indicates student achievement through the use of letter grades as well as progress on classroom skills and conduct.

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Timeline

All schools will follow the BCPS Grade and State Reporting calendar for the completion and distribution of interims and report cards.

Report cards for students in Grades 1–12 are issued at the end of each marking period. Progress reports are issued for prekindergarten and kindergarten.

Interim Reports

Secondary Schools

Interim reports are to be made available for all students at the midpoint of the marking period. If a student shows a marked decline in achievement (decrease of two or more letter grades or a failing grade) from the prior marking period, the teacher must inform the parent/guardian of this decline. Parent/teacher conferences are encouraged when a student is in danger of failing or of dropping more than one letter grade from the previous marking period.

Elementary Schools

If a student shows a marked decline in achievement (decrease of two or more letter grades or a failing grade) in the marking period, the teacher is expected to send home an interim report informing the parent/guardian of this decline. Parent/teacher conferences are encouraged when a student is in danger of failing or of dropping more than one letter grade from the previous marking period.

Report Card Grade Variance/Grade Change/Grade Correction

An adjustment of a middle or high school report card grade will be made for a sound educational purpose and must be documented on the appropriate form. An adjustment of a report card grade will be made only according to the following protocol:

- A teacher will not adjust a student's report card grade unless there are extenuating circumstances and the change is approved and signed by the principal.
- A principal may adjust a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be adjusted.

A **Grade Variance Form** should be completed by the teacher when he or she would like to assign a grade other than that which should be awarded according to BCPS' secondary grading and reporting procedures. A Grade Variance Form is used while the grading window is open. The teacher should enter the original grade into the grade reporting system. The grade adjustment will be made by school staff when the form, with the required signatures of the teacher, the department chair, and the principal, has been received and prior to the printing of report cards. Copies of the form go into the student's cumulative record, to the teacher, and to the records secretary.

A **Grade Change Form** should be completed by the teacher when he or she would like to assign a grade other than that which was awarded according to BCPS' secondary grading and

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reporting procedures. A Grade Change Form is used after grades have been posted. The grade adjustment will be made by the appropriate staff when the form, with the required signatures of the teacher, the department chair, and the principal, has been received. Copies of the form go into the student's cumulative record, to the teacher, and to the records secretary. Parents/guardians must be notified of the grade adjustment by the teacher or the principal.

If a grade change is requested and the teacher of record is unavailable, the principal may review the teacher's grade book in the learning management system and determine if a grade change is warranted.

A Grade Correction Form should be completed after grade reporting access for school staff has closed for the school year. The circumstance requiring the grade correction should be reviewed with school staff including teacher, department chair, counselor and administrators as appropriate.

Determining Marking Period Grades

Teachers will use a variety of assessment approaches over time to create a body of evidence and monitor student learning of the BCPS curriculum. Student grades will be based on the collected body of evidence that is aligned to course or grade-level standards. The body of evidence may include assessment products such as unit assessments, end-of-course assessments, assignments, presentations, products, observations, and/or performance tasks such as discussion, recitation, simulation, construction, movement, procedure, or demonstration of a skill.

The final marking period grade will include the following:

- Grades must be based on individual mastery of knowledge and skills.
- Grades are based on evidence of attainment of course expectations/standards.
- Teachers of English learners, special educators, and general education teachers who provide instruction for a student will collaboratively examine evidence collected to determine a student's grade.
- Students enrolled in courses outside of BCPS will follow the grading policies and procedures of the enrolled institution or university.
- A letter grade or code will be used to indicate the individual level of achievement of each student in relation to attainment of course objectives. A letter grade or a code will be given for all courses in which a student is enrolled.
- A letter grading system (A, B, C, D, E) will be used for Grades 4–12 report card grades; no plus or minus signs will be used for official records.
- A coding system (I, W, L, P, F, S, U, NG) will be used.

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For Grades 1, 2, and 3, achievement codes rather than letter grades will be used. The achievement codes appear on the first page of the report card as abbreviations with definitions beside them as follows:

CD	Consistently Demonstrating	Student demonstrates a strong command of the knowledge, skills, and practices embodied in the grade-level standards.
P	Progressing	Student is developing their command of the knowledge, skills, and practices embodied in the grade-level standards.
N	Needs Development	Student demonstrates a beginning command of the knowledge, skills, and practices embodied by the grade-level standards. Additional practice is needed.
NA	Not Applicable	The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period. The box will appear gray.
NG	No Grade	The student is a Level 1 or Level 2 English Learner and will not receive a grade this marking period.

To determine achievement grades for students in Grades 4–12, consider overall evidence of student performance using the following guidance:

A	Outstanding	Students performing at this level demonstrate a distinguished and strong command of the knowledge, skills, and practices embodied by the standards. Students at this level are meeting or extending the standards at their grade level.
B	Above Average	Students performing at this level demonstrate a moderate command of the knowledge, skills, and practices embodied by the standards. Students at this level are approaching the standards at their grade level.
C	Average	Students performing at this level demonstrate a developing command of the knowledge, skills, and practices embodied by the standards at their grade level.
D	Below Average	Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.
E	Failing	Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the standards assessed at their grade level.

For Grades 4–12, final marking period grades will be determined as follows:

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A	90–100	Outstanding
B	80–89	Above Average
C	70–79	Average
D	60–69	Below Average
E	0–59	Failing (No Credit Awarded)

Percent scores are rounded to the nearest whole number. Therefore, any score ending below .5 rounds down, and any score ending in .5 and above rounds up. Based upon the entire body of evidence and professional judgment, the teacher determines the final marking period.

Implementation of Codes

Coding will reflect the academic history of a student. Codes are used as follows:

CODE	DESCRIPTION
Incomplete/Insufficient Evidence (I) Code	<p>Incomplete/Insufficient Evidence (I) codes will be issued for marking period grades and only upon approval of the principal/designee when students have been unable to complete required course work due to absences or other extenuating circumstances.</p> <p>Incomplete/Inefficient Evidence (I) codes issued for marking period grades must be converted to a letter grade no later than two weeks after the issuance of the report card, except in unusual circumstances as approved by the principal/designee. At the end of the two weeks, the teacher must complete a Grade Change Form to change the Incomplete (I) code to the appropriate grade and notify the student and parent/guardian.</p> <p>If the teacher does not submit a Grade Change Form, the Incomplete (I) code will be calculated as a failing grade (E) when computing the final course grade. An Incomplete (I) code will be treated as a failing grade (E) in terms of academic eligibility.</p> <p>Incomplete (I) codes will not be issued for Marking Period 4.</p> <p>Incomplete (I) codes may be used as the final course grade when students are enrolled in an online course or other form of instruction that does not coincide with the grading procedures or grade reporting periods of a traditional course. In this instance, the Incomplete (I) will not automatically convert to a grade of (E).</p>
Withdrawal (W) Code	<p>Withdrawal (W) codes will be issued when students withdraw from a course after the designated date for withdrawal (seven school days after the first interim report for the course).</p>

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CODE	DESCRIPTION
	<p>If a student transfers between levels of the same course, a Withdrawal (W) code will not be assigned. The grade the student earned in the original course will be transferred and averaged into the new course. The teacher in the new course may require make-up work.</p> <p>If a student transfers to a different course prior to the designated date for withdrawal, a Withdrawal (W) code will not be assigned. The student will be responsible for making up work in the new course. Make-up work will be averaged into the first marking period grade.</p> <p>If a student withdraws from a course and transfers to a different course after the designated date for withdrawal, a Withdrawal (W) code will be assigned in the withdrawn class and no credit will be awarded. Documentation of the change will be placed in the student's cumulative record.</p> <p>If an IEP/504 team determines a student needs a change in schedule to make progress toward meeting his or her IEP/504 goals, a Withdrawal (W) code will be assigned in the withdrawn class. The student may earn credit in the new course, and the final grade will be calculated based on the grades earned in the new course. The Schedule Change Form will be placed in the student's cumulative record.</p> <p>Courses with a Withdrawal (W) code will not receive credit and will not be calculated in the marking period or cumulative GPA and QPA.</p> <p>This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to approve the change.</p>
<p>Late Enrollment (L) Code</p>	<p>Late Enrollment (L) codes will be issued when students enroll in a course too late for credit to be granted.</p> <p>When a student withdraws from a course after the designated date for withdrawal and transfers to a different course (rather than another level of the same course), a Late Enrollment (L) code will be assigned in the new course for marking periods prior to and including the marking period in which the transfer occurred. A Late Enrollment (L) code will also be assigned for the final grade on the report card and the transcript for students entering after the second marking period.</p> <p>When a student transfers into a BCPS school more than seven days after the interim report of the first marking period and before the second marking period interims are issued, and enrolls in a course in which he or she was not enrolled in the previous school, a Late Enrollment (L) code is assigned for all marking periods prior to and including the marking period in which the student transfers.</p>

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CODE	DESCRIPTION
	<p>A Late Enrollment (L) code may be assigned for the final grade on the report card and the transcript. Courses with a Late Enrollment (L) code will not receive credit and will not be calculated in the marking period or cumulative GPA and QPA.</p> <p>For courses in which only one marking period was assigned a Late Enrollment (L) code, a final grade for the course may be calculated by using the three other marking period grades earned.</p> <p>Late Enrollment (L) codes will be used if a student transfers into a BCPS school without documentation of grades from the previous school. If grades are not received, the Late Enrollment (L) code will be calculated as a failing grade (E) for the marking period grade when computing the final course grade.</p> <p>This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to approve the change.</p>
Pass (P) Code	<p>Passing (P) codes will be issued when certificate-bound students successfully complete a marking period or course, when high school students successfully complete an intervention course, or when Level 1 and 2 ELs successfully complete non-ESOL courses.</p>
Fail (F) Code	<p>Failing (F) codes will be issued when certificate-bound students do not meet with success in a marking period or course, when high school students do not meet success in an intervention course, or when Level 1 and 2 ELs do not meet with success in non-ESOL courses.</p> <p>A Failing (F) code will be calculated as an (E) when determining eligibility for extracurricular activities.</p>
Satisfactory (S) Code	<p>Satisfactory (S) codes will be issued when students meet the standards of an online course or other form of instruction that does not coincide with the grading procedures or grade reporting periods of a traditional course. Examples include high school online courses and middle school intervention courses.</p>
Unsatisfactory (U) Code	<p>Unsatisfactory (U) codes will be issued when students do not meet the standards of an online course or other form of instruction that does not coincide with the grading procedures or grade reporting periods of a traditional course. Examples include high school online courses and middle school intervention courses. An Unsatisfactory (U) code will be calculated as an (E) when determining eligibility for extracurricular activities.</p>
No Grade (NG) Code	<p>The No Grade code (NG) will be issued for Level 1 and Level 2 English Learners (ELs), Grades 1-12, who are new to school in the school system for the first two marking periods they are in the system. The NG code can be used for marking period grades, interim grades, or final grades; however, it can only be used for two consecutive marking periods.</p>

Determining Final Grades

Only the final grade and/or code will be retained on the transcript and SR-3 Card.

Final grades will be determined by translating the letter grade for each marking period and each final evaluation activity or exam using the numerical equivalents according to the following process outlined below.

Final grades will be calculated by the BCPS One student information system (SIS). If a teacher determines the grade should be changed, the teacher may correct the grade in the BCPS One SIS.

Full-year courses with a final exam, including those completed in middle school, will be automatically calculated as follows:

- Convert the four marking period letter grades to numerical equivalents:

A	=	12
B	=	9
C	=	6
D	=	3
E	=	0

- Convert the final evaluation activity letter grade to a numerical equivalent:

A	=	8
B	=	6
C	=	4
D	=	2
E	=	0

- Add the five numerical equivalents. Convert the sum of the numerical equivalents to a letter grade for the report card using the following conversion scale:

A	=	50–56 points
B	=	36–49 points
C	=	22–35 points
D	=	8–21 points
E	=	0–7 points

Full year courses without a final exam, including AP or IB courses and middle school only courses will be calculated by averaging the marking period grades and include the progression of the grades as needed.

Examples

MP1: A MP 2: C MP 3: C MP 4: A	The final grade calculated will be a B.
MP1: B MP 2: A MP 3: B MP 4: A	The final grade calculated will be an A as the grade moved in an upward progression.
MP 1: A MP 2: B MP 3: A MP 4: B	The final grade calculated will be a B as the grade moved in a downward progression.

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Half-year courses with a final exam, including those completed in middle school, will be automatically calculated as follows:

- Convert the two marking period letter grades to numerical equivalents:

A = 12
B = 9
C = 6
D = 3
E = 0

- Convert the final evaluation activity letter grade to a numerical equivalent:

A = 4
B = 3
C = 2
D = 1
E = 0

- Add the three numerical equivalents. Convert the sum of the numerical equivalents to a letter grade for the report card using the following conversion scale:

A = 25–28 points
B = 18–24 points
C = 11–17 points
D = 4–10 points
E = 0–3 points

Half-year courses without a final exam, including those completed in middle school, will be automatically calculated in the SIS as follows:

The BCPS One SIS will average the first two marking period grades and include the progression of the grades as needed. For example:

MP1: A MP 2: C	The final grade calculation will be a B.
MP1: B MP 2: A	The final grade calculation will be an A as the grade moved in an upward progression; a predictor of the direction the final grade is moving in.
MP1: A MP 2: B	The final grade is a B.

One Marking Period courses without a final exam, including those completed in middle school, will be automatically calculated in the SIS as follows:

The final course grade will be determined by the marking period grade. For example, a student receiving an A for MP1 will receive an A for a final course grade.

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Senior Mid-year Grade

The mid-year grade is an average of the first two marking periods and provides a prediction of what the final course grade might be. During Marking Period 2 grade reporting, the BCPS One SIS will automatically calculate a mid-year grade for all Grade 12 students **enrolled in full year courses**. The BCPS One SIS will average the first two marking period grades and include the progression of the grades as needed. If the teacher determines the mid-year grade calculated by the BCPS One SIS is not correct, the teacher may correct the grade in the BCPS One SIS.

Examples

MP1: A MP2: C	The mid-year grade calculation will be a B.
MP1: B MP2: A	The mid-year grade calculation will be an A as the grade moved in an upward progression; a predictor of the direction the final grade is moving in.
MP1: A MP2: B	The mid-year grade is a B.

Additional Considerations

For courses in which only one marking period was assigned a Late Enrollment (L) code, a final grade for the course may be calculated using the three marking period grades earned.

For courses earned in a nontraditional format (online learning, extended year learning program, etc.), a final grade will be determined by established formula provided by the Office of Educational Options.

For a full-year course to earn credit, a student must earn a minimum of eight points and (a) pass one marking period each semester or (b) pass both marking periods in the second semester. If, however, a student has not satisfied either requirement and the teacher feels that the student has passed the course, the teacher may complete a Grade Variance Form.

If a student retakes a course for which credit was previously earned, the student may earn credit more than once for the same course only if the course is designated as such in the Master Course File. If the course is not designated in the Master Course File as eligible for repeating, the student may still retake the course. Both course attempts and the corresponding grades earned will be recorded on the transcript. The course attempt with the highest grade earned will be awarded credit and used for calculating GPA, QPA, and class rank.

If a student participates in a high school credit-bearing course during middle school, the credit will be awarded to the student, and a "P" will appear on the high school transcript if the student earned a passing grade in the course.

Students Transferring into BCPS

If a student transfers into BCPS more than seven days after the interim report of the first marking period and before the second marking period interims are issued and enrolls in a course in which he or she was not enrolled in the previous school, a Late Enrollment (L) code should be used.

Grades for comparable courses for students who have transferred from another school will be averaged into the final grade.

Final grades earned for courses completed outside of BCPS will follow the grading and weighting standards of the system in which the course was completed.

Computation of High School Grade Point Average (GPA) and Quality Point Average (QPA)

Marking period GPA will be used to determine academic eligibility for extracurricular activities, National Honor Society, honor roll, and any other activity requiring the reporting of a grade point average. Both the GPA and QPA will be recorded on the transcript.

The GPA for a marking period will be determined by adding each credit-bearing course's total points and dividing the sum by the number of credit-bearing class periods. The point values are as follows:

$$A = 4, B = 3, C = 2, D = 1, E = 0$$

The cumulative GPAs will be determined by multiplying the points for the final grade earned for each course by the credits assigned to the course, summing the results, and dividing by the total of the credits assigned to the courses taken.

Both GPA and QPA are computed for each marking period and cumulatively at the completion of each course and will be on final report cards at the end of each school year.

Both a GPA and QPA will be calculated by October 1 of the senior year and will be based on all high school credits earned.

Courses carrying a designation of gifted and talented/advanced academics (GT/AA), advanced placement (AP), International Baccalaureate (IB) and honors (H) will contribute to weighted class rank. Weighted courses will be indicated as such in the Master Course File.

The same process to calculate GPA will be used for calculating QPA using the points assigned below.

AP:	A = 6	B = 5	C = 4	D = 1	E = 0
IB:	A = 6	B = 5	C = 4	D = 1	E = 0
GT:	A = 6	B = 5	C = 4	D = 1	E = 0

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AP:	A = 6	B = 5	C = 4	D = 1	E = 0
H:	A = 5	B = 4	C = 3	D = 1	E = 0
ST:	A = 4	B = 3	C = 2	D = 1	E = 0

Honor Roll (High School)

Eligibility for the honor roll is based on the student's current marking period grades and the following must be met:

1. The student must achieve at least a 4.0 QPA or a 3.0 GPA with no more than one "C" for the marking period.
2. A single D, E, F, or U will automatically exclude a student for that marking period.

National Honor Society (High School)

Eligibility for the National Honor Society is calculated based on a student's cumulative high school GPA. A GPA of 3.3 or greater is necessary for eligibility. Final grades and credits are used in the calculation. If no final grade is available, the current marking period grades are used. Unlike QPA, the GPA is not weighted.

Academic Recognition and High School Graduation

Starting with students entering Grade 6 for the first time in the fall of 2016, academic recognition during a high school graduation ceremony may be awarded to students based on established and posted criteria determined by the school and approved by the community superintendent. Criteria must be approved by March of the prior year for incoming Grade 9 students.

The top five percent of each high school's graduating class as recognized by the Maryland State Department of Education will be determined based on QPA.