

District K-12 Computer Science Plan Scoring Rubric

Districts must receive a score of 8 or higher for a plan to be considered “passing.”

Note: The vision is a required component of the District Computer Science Plan, as specified in the Iowa Code. If no vision is included, continue scoring the remaining components of the plan. However, the final score will be 0.

Plan Component	Advanced - 3	Proficient - 2	Developing - 1	No Evidence - 0
Vision (see note above)	The vision clearly and compellingly explains the importance of computer science and why it is essential for student learning. It emphasizes equitable access to learning across the district and participation for all students, aligns strongly with district priorities and initiatives, and incorporates related areas such as media literacy, digital literacy, technology integration, and professional (soft) skills. The vision demonstrates a comprehensive understanding of how computer science prepares students for future education, careers, and civic life while providing an inspiring and cohesive direction for the district.	The vision explains the importance of computer science and its benefits for students. It identifies a broad audience for computer science learning, connects to district initiatives, and includes some consideration of media literacy, digital literacy, technology integration, or professional skills. The vision communicates a clear purpose and direction, though some areas could be developed more fully or connected more explicitly.	The vision provides a limited explanation of the importance of computer science and its value for students. It may not clearly identify who should learn computer science, connect to district initiatives, or address related areas such as media literacy, technology integration, or professional skills. The vision lacks sufficient detail, coherence, or alignment to provide a clear and comprehensive direction for computer science education.	There is no vision or CS specific vision that provides a direction for computer science learning in the district.
Goals and Action Steps	Goals and action steps are specific, measurable, achievable, relevant, and time-bound. They clearly align with the computer science vision and district priorities and include defined outcomes, timelines, responsible stakeholders, required resources, and measures of success. Action steps address key areas such as equitable access to learning across the district, student participation, curriculum and instruction, professional learning, community engagement, and continuous improvement. Progress-monitoring processes are clearly identified, and the plan demonstrates a comprehensive, coordinated approach to implementation.	Goals and action steps align with the computer science vision and include clear priorities for implementation. Most goals are measurable and supported by appropriate action steps. Timelines, responsible stakeholders, and indicators of success are identified for many components of the plan. The goals address several important areas of computer science implementation, though some details or monitoring processes could be strengthened.	Goals and action steps are broad, unclear, or lack alignment with the computer science vision. Measures of success, timelines, responsible stakeholders, and implementation details are limited or missing. Action steps may be incomplete, difficult to measure, or insufficient to achieve stated goals. The plan lacks a clear process for monitoring progress or ensuring successful implementation.	There are missing elements to the goals and action steps or they are not realistic given the current state, or actionable.

Plan Component	Advanced - 3	Proficient - 2	Developing - 1	No Evidence - 0
Professional Learning	The professional learning plan is comprehensive, strategic, and clearly aligned to the district's computer science vision, goals, and implementation plan. It addresses the needs of new, incoming, and existing teachers and provides differentiated learning opportunities appropriate for various grade levels and instructional roles. The plan identifies specific professional learning experiences, content providers, timelines, teacher leaders, and ongoing support structures. It intentionally prepares educators to deliver computer science instruction that recognizes and responds to the experiences, strengths, and needs of all learners. The plan includes strategies for expanding access to and participation in computer science to all students and outlines measures for monitoring teacher growth, instructional effectiveness, and student impact over time.	The professional learning plan supports the district's computer science implementation goals and includes learning opportunities for most educators involved in computer science instruction. The plan identifies key professional learning activities, timelines, and support structures, including consideration for different grade levels and teacher experience levels. Increasing access to and participation in computer science learning are addressed, and the plan recognizes the importance of expanding access to computer science for all students. Measures for monitoring implementation and teacher learning are identified, though some components may require further development or specificity.	The professional learning plan provides limited detail regarding how educators will be prepared to implement computer science instruction. Learning opportunities, timelines, support structures, or differentiation for various teacher groups may be unclear or incomplete. Consideration of increasing student access and participation is limited or absent. The plan lacks clear connections to implementation goals, ongoing support, or processes for evaluating teacher growth and instructional impact.	If professional learning plans are included, they are not a realistic approach to preparing teachers to teach computer science concepts and expand computer science instruction.
Budget	The budget plan is comprehensive, strategic, and clearly aligned to computer science implementation goals, vision, and instructional priorities. It includes detailed and justified allocations for staffing, computing devices, physical computing tools, unplugged materials, and curriculum resources. The plan demonstrates thoughtful prioritization of resources to ensure equitable and sustainable access to computer science for all students across grade levels and buildings. It includes clear cost estimates, funding sources where applicable, and a multi-year or long-term sustainability approach. The budget explicitly supports equity by addressing resource gaps and ensuring all students have full access to high-quality computer science learning experiences.	The budget plan is aligned to computer science implementation goals and includes appropriate allocations for key categories such as staffing, devices, physical computing tools, unplugged materials, and curriculum. Resources are generally well selected and support instructional needs, and the plan shows an effort to provide access to computer science for all students. Cost estimates and funding considerations may be present but are not fully detailed or may lack long-term planning.	The budget plan provides limited detail or alignment to computer science implementation goals. Some resource categories such as staffing, devices, curriculum, or materials may be missing, incomplete, or unclear. Cost estimates and funding sources are minimal or absent. Long-term sustainability is not clearly addressed, resulting in a plan that does not fully support comprehensive or equitable computer science implementation.	There is no budget or plan for locating funds or resources.

Plan Component	Advanced - 3	Proficient - 2	Developing - 1	No Evidence - 0
Support and Partners	The support and partnerships plan is comprehensive, strategic, and intentionally designed to sustain and expand computer science implementation. It clearly identifies and integrates a broad network of in-district supports (including district leaders, building administrators, counselors, teachers, librarians, instructional coaches, technology specialists, and computer science educators) and external partners (including community organizations, business and industry partners, higher education institutions, professional learning providers, and state and national organizations). Roles and responsibilities are clearly defined, and partnerships are purposefully aligned to implementation goals, priorities, and student access. The plan demonstrates how partners will contribute to curriculum support, professional learning, career connections, resources, and long-term sustainability, with a clear focus on expanding opportunities for all students.	The support and partnerships plan identifies relevant in-district and external stakeholders who will contribute to computer science implementation. It includes several key roles such as district and building staff, instructional support personnel, and outside partners such as community organizations, industry, or higher education. The plan shows alignment to implementation goals and includes consideration of how partners will support instruction, resources, or professional learning. Equity of access across the district is addressed, though connections between partners and specific outcomes may not be fully detailed.	The support and partnerships plan provides limited identification of individuals or organizations involved in supporting computer science implementation. In-district and external partners may be vaguely described, incomplete, or missing key stakeholders. Roles and responsibilities are unclear, and connections to implementation goals are limited. Equity of access across the district is considered and the role of partners in expanding access to computer science are not clearly addressed.	There are no internal or external partners listed or plan to locate partners to expand computer science learning for students.