

Table 1. Rubric for assessing the qualities and characteristics of an Learning Management System*

	Level One	Level Two	Level Three	Level Four	Score
	Far Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	
Ease of Use <i>Intuitiveness for parents/teachers/students: posting/sending news, information and attachments, companion sites for students</i>	Students/Parents struggle to locate information Teachers make little use of this tool due to its complexity and time commitments	Students/Parents encounter a learning curve to locating information Teachers make some use of this tool, but do not value its abilities	Students/Parents can locate information Teachers make use of this tool as a compliment to their regular teaching day	Students/Parents can easily locate and access information. Students/Parents can easily communicate with Administration/Teacher Teachers can easily add resources and content for Students/Parents and can use LMS for course companion sites	4
Privacy <i>Ability to develop a secure site for both parents and students.</i>	Open to public; no secure means to control access	Can be accessed by secure log in and non-registered users	Requires secure log in and password LMS provider controlled	Requires secure log in and password Controlled by school administrator	4
Design <i>Form and function of pages.</i>	Developer is forced to construct a website (LMS) that is convoluted and difficult to edit or adjust There is no logical hierarchical control of pages/content	Developer is able to construct a website (LMS) with some hierarchy Tabs or a toolbar have to be coded by hand and is not part of a general template provided to the developer	Developer is able to construct a website (LMS) with some hierarchy Tabs are possible, but limited	Developer is able to construct an intuitive website (LMS) that is built around a hierarchy of linking pages Provided tabs and/or toolbars avoid unnecessary mouse clicks	3

<p>Purpose <i>Ability to improve and enhance student success.</i></p>	<p>Little to no ability to expand or broaden depth of program and use</p> <p>System can only deliver course material via web page.</p> <p>No tools available for communication between instructors, students, and parents</p>	<p>Enhances student learning via options to communicate with instructors, obtain course material and resources</p> <p>System is capable of supporting one course only</p>	<p>Encourages and promotes student learning via options to communicate with instructors and peers, obtain course material and resources</p> <p>Work is submitted in class only</p> <p>System is capable if supporting multiple courses</p>	<p>Strongly encourages and promotes student ownership of learning via options to communicate with instructors, obtain course materials, and resources, as well as to submit finished work</p> <p>Capable of supporting and managing multiple online courses</p> <p>Administrative staff can add student details</p>	<p>4</p>
<p>Capacity for Growth <i>Ability to adapt to future needs such as:</i> Interactivity - Student - student communication - Student - Faculty communication - Faculty - Parent communication</p>	<p>No flexibility or room for adding in new online communication strategies</p> <p>No capacity for meeting the needs of future blended learning or e-Learning situations</p>	<p>Minimal flexibility for adding in new online communication strategies</p> <p>Minimal potential for meeting future demands for blended learning</p>	<p>Structure in place for some online communication between some of the parties involved</p> <p>Potential for future blended learning or e-Learning program development with some assistance or add-ons</p>	<p>Structure in place to afford for online communication between any of the parties involved (students, parents, faculty)</p> <p>Fully meets the potential demands for future blended learning or e-Learning program development</p>	<p>4</p>

<p>Cost <i>What is the cost of the LMS to the institution? If open source, what is cost of maintenance?</i></p>	<p>The initial cost, maintenance, and support costs represent greater than 25% of the yearly tech budget</p> <p>Requires a large percentage of IT staff's time to start and maintain.</p> <p>Additional Servers and Space will need to be purchased and or constructed to host website or LMS</p>	<p>The initial cost, maintenance, and support costs represent between 25-10% of the yearly tech budget</p> <p>Requires a large percentage of IT staff's time to design and start up website (LMS)</p> <p>Some additional Servers or Space may be needed to host website or LMS</p>	<p>The expenditure for development and support of the website or LMS represents between 10-5% of the tech budget</p> <p>Requires Moderate amount of set-up and management time from IT.</p> <p>Server space is present or can be purchased for little cost</p>	<p>The expenditure for development and support of the website or LMS represents less than 5% of the tech budget</p> <p>Minimal IT support is required after initial set-up and design.</p> <p>Additional servers and space already exist on site or costs for external hosts meet budget constraints</p>	<p>4</p>
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* This rubric is a modified version of one created for ETEC 565 at UBC by Janet Barker, Sheila Hancock, David Horn, Ryan McKeown & Linda Pham.