Learning Management System (LMS) Evaluation Rubric - YESNet's Learning Technologies Advisory Committee (LTAC)

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Evaluated LMS: _____   Date: _____   URL: _____

Evaluator: _____

Criteria		Item	Continuum				Comments	Score
Category	Subcategory	Description	Exemplary = 3	Adequate = 2	Limited = 1	Inadequate = 0		
Précis Mandate	Bandwidth	Does the circuit type and bandwidth match the needs of your organization's Internet and Wide Area Network (WAN) connections? Can you view the content in low bandwidth situations?	Bandwidth speed works at an optimal speed and can be relied on consistently during peak and non-peak hours.	Bandwidth speed is consistent	Bandwidth speed is sometimes stable, and works at a moderate pace.	Bandwidth speed is unreliable and inconsistent to meet the needs of the school.		
	Supports Blended Courses (Students take course in-person and on-site combined with access to web based materials and technologies)	Does the LMS provide users the ability to communicate synchronously and asynchornously? Can the LMS support authentic learning activies specific to this cultural group?	LMS fully supports learning activities in blended courses specific to cultural group.	LMS mostly supports learning activities and users can communicate effectively with each other.	LMS is sometimes appropriate for learning activities. Provides some support to users to communicate with each other.	LMS is cumbersome and prevents users to communicate effectively. Little or no support on learning activities.		
	Expandable	Can the LMS be expanded beyond the initial installation? Can the LMS be arranged in a hierarchy? Can the LMS be integrated into or with other systems (e.g. Student Management System)?	LMS can be easily expanded, organized and integrated with existing systems.	LMS can meet needs of users. It can be expanded, and arranged in a hierarchy to meet learning needs.	LMS has some issues with integrating systems, expansion of current system is difficult.	LMS has many issues with integrating current systems, and cannot be expanded to support learning needs.		
	Mobile Functionality	Does the LMS offer a mobile app for use on a variety of handheld devices?	Apps exist for 3 types of devices (e.g. Apple, Android, Blackberry)	Apps exist for 2 types of devices (e.g. Apple, Android, Blackberry)	Apps exist for 1 type of devices (e. g. Apple, Android, Blackberry)	Apps are not present for any device		
		Does the LMS offer a web based app for use on handheld devices or are users given a choice to display a mobile theme?	Both a web based app and a mobile them are present	A web based app or a mobile theme is present	No web based app or mobile theme is present	No web based app or mobile theme is present		
		Does the mobile or web based app provide a variety of relevant tools such as calendar, grade access, email, SMS and quizzes?	More than 4 tools are offered	3-4 tools are offered	1-2 tools are offered	No mobile or web based app is offered		
		Does the LMS provide access to designers to use responsive themes to better display content on a variety of devices (e.g. laptop, netbook, handheld) ?	More than 2 responsive themes are offered	2 responsive themes are offered	1 responsive theme is offered	Responsive themes are not offered		
Effective Learning Environment (Anderson, 2008)	Learner Centered	The LMS has diagnostic and formative tools that help identify pre-exisitng and ongoing structures/biases/point of view of both teacher and students.	In addition to a variety of tools being present, more can be added to enhance how students interact with peers and instructor.	A variety of tools (asynchronous/synchronous voice, text, video) are present to allow students to interact with peers and instructor	Limited number of tools (asynchronous/synchronous voice, text, video) are present to allow students interact with peers and instructor	No tools (asynchronous/synchronous voice, text, video) are present to allow students interact with peers and instructor		
	Knowledge Centered	Students need opportunities to reflect on their thinking.	A variety of reflection tools are present and there is the ability to add new tools either paid or free.	A variety of reflection tools are present such as blogs, wikis, eportfolios, etc.	A limited number of reflection tools are present (e.g. discussion board).	No tools for reflection are present.		
	Assessment Centered	Formative evaluations and summative assessment motivates, informs and provides feedback to both learners and teachers.	A variety of assessment tools are present and there is the ability to add new tools either paid or free.	A variety of assessment tools are present.	A limited number of assessment tools are present.	No assessment tools are present.		
	Community Centered	Members of the learning community support and challenge each other.	A variety of communication tools are present and there is the ability to add new tools either paid or free.	A variety of communication tools are present such as discussion boards, internal email, video conferencing, etc.	A basic communication tool is present (e.g. internal email).	No communication tools are present.		
						Overall Score:		

Resources

Anderson, T. (2008). Theory and practice of online learning. Edmonton: AU Press.

Kim, S.W. and Lee, M.G. (2008), Validation of an evaluation model for learning management systems. Journal of Computer Assisted Learning, 24: 284–294. doi: 10.1111/j.1365-2729.2007.00260.x

McLoughlin, C., & Oliver, R. (2000). Designing learning environments for cultural inclusivity: A case study of indigenous online learning at tertiary level. Australian Journal of Educational Technology, 16(1), 58-72. Retrieved from http://ascilite.org.au/ajet/ajet16/mcloughlin.html