

# LMS Evaluation Tool

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**VENDOR:** \_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_

**INSTRUCTIONS:** Use the following evaluation to review each learning management system. Evaluate the set of criteria by scoring each item: 0 (Feature Not Present), 5 (Fair), 8 (Good), or 10 (Excellent) based on the information and demonstration provided by the vendor.

EVALUATION RUBRIC	FAIR = 5 Points	GOOD = 8 Points	EXCELLENT = 10 Points	POINTS
<b>Design and layout</b>	Functional interface with decent layout but somewhat complex and counterintuitive. Aesthetics are bland or distracting.	Good functional interface that can be navigated with minimal training. Good look and feel.	Simple, intuitive interface with minimal clicks to access materials, little or no training needed to get started, and the look and feel is inviting.	
<b>Migration of existing courses</b>	Some migration tools exist but the tools and documentation are either inadequate or difficult to use.	Good tools are provided and well documented, but the migrated material will need additional formatting.	Excellent migration tools with great documentation. All migrated course materials are ready to use.	
<b>Content authoring</b>	Provides a basic means for uploading and storing content in a hierarchical manner to support teaching and learning.	Allows basic content to be uploaded or created within an authoring system that is part of the LMS.	Provides a suite of tools for authoring media-rich content, importing content, drag-and-drop interfaces, as well as uploading rich content types such as podcasts, video clips, etc. Allows metadata creation for easier/better management.	
<b>Content organization</b>	LMS provides a basic repository for course content.	LMS provides a repository for content and basic tools for content organization.	LMS provides a framework for diverse storage and use strategies, from public, private and shared workspaces, to subscription-based content (e.g., podcasts and feeds) to archival content.	

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<b>Course export</b>	Permits course content to be exported and reimported into the LMS itself but may have limited ability to export to another LMS.	Allows course structure and content to be exported but in formats that constrain how the exported content may be imported elsewhere.	Exports course structure and content, as well as selected sub-elements of a course, using an industry-standard such as IMS Content Packaging so that courses can be imported into another LMS.	
<b>Archives</b>	Some archival tools but much of the process is manual. Archived courses are not available to be viewed by the instructor.	Good archival tools that support backup of completed courses with student submissions and discussions intact. The LMS administrator must set up instructor access to the completed course.	Powerful archive tools that support automatic backup of completed courses with student submissions and discussions intact. Instructors have full access and control of completed courses.	
<b>Communication</b>	LMS provides secure access to the email addresses that comprise the class roster, but individuals may not be selectable for private email.	Both asynchronous (email) and synchronous communication tools are present.	LMS provides a high level of flexibility for the use of email (asynchronous by roster, individual or group) as well as instant messaging, chat and threaded discussions.	
<b>File exchange</b>	LMS provides secure drop-box functionality so that students can exchange materials with instructors.	LMS provides drop-box and ability for students and faculty to upload resources to a central course repository.	LMS provides secure drop-boxes and shared folders for file exchange among students as well as instructors and allows for bulk downloads of attached files.	
<b>E-portfolio</b>	Basic tools allow students and instructors to gather student work products for assessment and presentation.	Tools allow students and instructors to create ad-hoc or structured presentations of resources.	A full-featured e-portfolio tool is integrated into the LMS and makes possible the gathering, review and presentation of work products to support any portfolio strategy (resumé, learning, tenure, etc). Reporting tools allow for individual, departmental or institutional assessments.	

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<b>Discussion tools</b>	Adequate speed and functionality with the ability to attach files	Quick and functional with user profiles or pictures, file attachments and html interface.	Extremely fast and highly functional with user profiles and pictures, files attachments and easy html interface.	
<b>Testing and assessment tools</b>	A simple test generator with the ability to add multiple choice, true/false, short answer and essay questions.	More than a simple test generator, this system provides tools for creating assessments with images or other attached files.	More than a simple test generator, this system provides tools for creating assessments with multimedia, learning games, and other interactive tools such as polls. Tests can provide immediate feedback with tips for remediation.	
<b>Course evaluations</b>	Basic survey tools for capturing student reflections on course, instructor	Anonymous evaluations that can be gathered by the faculty including question pools and templates.	Hierarchical and flexible system for anonymous evaluations at course, department and institutional level for either summative or formative purposes. Includes item pools, templating, announcements, reminders, and tools to easily target different audiences.	
<b>Gradebook and student tracking</b>	Moderately functional grade book that is relatively easy to use. Minimal tools for student tracking.	Functional grade book that is easy to use. Grades can be exported to a spreadsheet. Student tracking tools give the instructor some information about student progress.	Highly functional grade book that is easy to use. Grades can be exported to a spreadsheet or student information system. Student tracking tools give the instructor information about what pages the student has viewed and what tasks have been completed. The student can be automatically emailed when their participation is substandard.	
<b>Calendar and selective release</b>	Basic calendar. Selective release is possible but may be cumbersome to set up.	Basic calendar with pop-up announcements. Release of course content and assessments can be scheduled for student access with moderate effort.	Collaborative calendar with pop-up announcements. Release of course content and assessments can be easily scheduled for student access.	

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<b>Collaboration</b>	Allows shared access to files among users and some tools for asynchronous collaboration.	Provides access to shared files and some tools for asynchronous and synchronous collaboration and communication. Limited group functionality.	Provides a campus-wide framework that supports collaborative work such as wiki with version tracking, threaded discussion, instant messaging and chat, whiteboard, web conferencing (audio and video). Enables subgroups to be defined within courses for collaboration. Provides non-course sites to support special project work among small groups.	
<b>Learning analytics</b>	Grades and basic statistics are gathered for each learner, and basic usage reports generated.	Grades, basic and fine-grained statistics are gathered for each learner, by course, by department and across the institution. Forensic reports are available for resolving controversies.	Provides in-depth data gathering and reporting on learning outcomes based on configurable rubrics, and allows for longitudinal analysis of cohorts as well as individuals, including eportfolios.	
<b>Integration with Student Information System</b>	Integration is possible but will require a high level of product customization.	Tools for integration are available but some tasks will need to be completed manually or in a batch process.	Seamless integration with automatic updating of student and faculty lists and all rosters. Students can be automatically emailed course access information. Student and faculty profiles with pictures and syllabi can be shared between the LMS and the SIS.	
<b>Integration with Campus Authentication</b>	Ability to batch load users from a campus central identity system.	Ability to batch load users but also to integrate a campus single sign-on system such as CAS.	A real-time connection with a campus central identity system (LDAP, AD, Shibboleth) that avoids the need for batch processes. Integration with campus single sign-on.	
<b>Integration with campus portal</b>	LMS is accessible through the campus portal but only by linking that requires a separate authentication by the user.	LMS is linked with the portal via single sign-on, but the only level of integration possible is the iFrame.	LMS and portal share single sign-on and select tools can be integrated with the portal via industry-standard integrations (JSR-168 or WSRP).	

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<b>Support</b>	Email support only.	Email support and limited phone support.	24/7 phone and email support with tracking system to follow the progress of issue resolution.	
<b>Textbook publisher support</b>	Some textbook materials but difficult to find, request or install.	Several supported texts with good materials that can be installed with moderate efforts.	Many supported texts, excellent well-organized materials, easily installed and based on industry or community standards ( <i>e.g.</i> , Common Cartridge)	
<b>Training materials</b>	Fair printed materials, minimal online training or classroom training sessions available.	Good printed materials, some online training or classroom training sessions available.	Excellent printed materials and many opportunities for online and classroom training sessions.	
<b>Online help resources</b>	A users' manual is accessible online.	Help files are accessible at each step of a process, and system documentation is accessible online.	Contextually-appropriate help files are accessible from all pages and provide assistance for students, faculty and system administrators as appropriate. Pop-ups or rollovers provide "just-in-time" information for specific actions.	
<b>Speed of system</b>	Course material access times are adequate on high speed connections but frustrating for dial-up users.	Access times are very good for students on high speed connections and adequate for dial-up users.	The fastest system available with support for streaming media and/or offline companion materials to better serve dial-up users.	
<b>Server requirements</b>	LMS only operates on one operating system and requires special configurations of hardware or supporting software.	LMS is available on multiple platforms but does not offer compatibility with an implementer's choice of application server or database.	Server software operates on a wide variety of operating systems (Windows, Linux/Unix, Mac) using commodity hardware and industry-standard web servers.	
<b>Scalability</b>	LMS has no problem meeting demands of a small institution on a single server.	LMS supports clustering and the ability for multiple servers to act in unison, but there are few installations supporting over a thousand concurrent users.	LMS clusters well and has been known to support installations well over ten thousand concurrent users.	

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<b>Browser setup and support</b>	Supports the most popular browsers with end user set up and installation of necessary components. May have a “preferred” browser for proper operation.	Supports most browsers with minimal effort from the user.	Supports all browsers and platforms with no special setup requirements for the user. Is able to render the LMS experience in most browsers with consistency.	
<b>TOTAL POINTS</b>				

This grid was adapted from several sources on e-learning systems evaluations including [McGill University’s work on LMS selection](#).

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