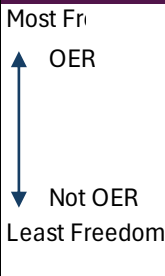


Digital Checklist for Oala Dhivehi Micro Course

Media																	
Name: Publisher: Author: Type: Reference Code/URL:																	
Intended Use of Resource:																	
☐ Adopt Use the resource as is, without significant changes. ☐ Adapt Modify the resource (e.g., re-edit video, translate text, add local examples) to better fit specific learning objectives or your audience. ☐ Combine Integrate this resource with other resources to create new content or a cohesive learning experience. ☐ Create This resource will serve as inspiration or a reference point for creating entirely new content.	Focus Areas check all that apply Please rate all that apply on the right hand column between 1 to 5 1 - indirectly relevant and 5 - spot on subject matter <table border="1"> <thead> <tr> <th></th> <th>Rate Below</th> </tr> </thead> <tbody> <tr> <td>☐ Phonetical Awareness</td> <td>_____</td> </tr> <tr> <td>☐ Vocabulary any interesting words</td> <td>_____</td> </tr> <tr> <td>☐ Comprehension information, facts</td> <td>_____</td> </tr> <tr> <td>☐ Mental Maths Match concepts for stories</td> <td>_____</td> </tr> <tr> <td>☐ Fine Motor Skills Cutting with scissors, using art tools.</td> <td>_____</td> </tr> <tr> <td>☐ Coordination: Performing dance movements, playing musical instruments, building with small manipulatives.</td> <td>_____</td> </tr> <tr> <td>☐ Characterization Content that highlights, Honesty, value of trust, Inner peace and self-respect, owning up, consequences</td> <td>_____</td> </tr> </tbody> </table> Key Topics & Learning Points. eg, underwater, photosynthesis Comments:		Rate Below	☐ Phonetical Awareness	_____	☐ Vocabulary any interesting words	_____	☐ Comprehension information, facts	_____	☐ Mental Maths Match concepts for stories	_____	☐ Fine Motor Skills Cutting with scissors, using art tools.	_____	☐ Coordination: Performing dance movements, playing musical instruments, building with small manipulatives.	_____	☐ Characterization Content that highlights, Honesty, value of trust, Inner peace and self-respect, owning up, consequences	_____
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License:																	
☐ Creative Commons: ☐ Other e.g., "All Rights Reserved," "Public Domain," "Custom License"	Most Free  ☐ CC0 ☐ CC BY ☐ CC BY SA ☐ CC BY NC ☐ CC BY NC SA ☐ CC BY ND ☐ CC BY NC ND ☐ Comments:																
Evaluation																	
Evaluator Name: Evaluated Date:																	
Audience																	
☐ Level 1 (ages 3 - 5) ☐ Level 2 (ages 6 - 8) ☐ Level 3 (ages 9 - 11) ☐ Parents/Educators	Curriculum Fit Description: Does this resource directly support specific Learning Objectives (PLOs, CLOs, MLOs) Specify which Learning Outcomes it aligns with. Comments: Cultural Sensitivity & Respect Description: Does the content demonstrate respect for diverse cultures, including Maldivian culture where applicable? Is it free from stereotypes, biases, or inappropriate cultural representations? (For content intended to be Maldivian-specific, also assess its authenticity and direct connection to local traditions) Comments:																

Accuracy Checklist leave unchecked if not applicable

- ☐ **Factual Errors**
Description: The resource does not contain any incorrect, misleading, or factually inaccurate information.
- ☐ **Up to date**
Description: The resource is current and relevant, free from outdated information or examples that could misinform learners.
- ☐ **Bias**
Description: The resource does not present a particular viewpoint unfairly, is not skewed towards a specific agenda, and includes diverse perspectives where appropriate.
- ☐ **Dhivehi Language Accuracy & Phonetics**
Description: The resource uses grammatically correct Dhivehi language with age-appropriate vocabulary, and if audio/video is present, its pronunciation is clear, natural, and accurate.

Accessibility:

- ☐ Alternative Versions
- ☐ Captions
- ☐ Screen Reader
- ☐ Other

Comments:

UDL Alignment leave unchecked if not applicable

MMo Representation:

Y	N	Rate Below
☐	☐	Is the text clear, readable, and well-organized? _____
☐	☐	Are visuals clear, high-quality, and directly support understanding? _____
☐	☐	Are key terms defined or visually reinforced? _____
☐	☐	Are complex ideas presented in multiple ways _____

MMo Action & Expression

Y	N	Rate Below
☐	☐	Is the document easy to navigate? (e.g., clear headings, logical flow, consistent layout) _____
☐	☐	Does its structure help learners process information? _____

MMo Representation:

Y	N	Rate Below
☐	☐	Does the document's design and content actively recruit learner interest and clearly connect to a relevant purpose? _____
☐	☐	Does the visual design effectively apply contrast to highlight, repetition for consistency, alignment for organization, and proximity for grouping, thereby enhancing readability and engagement? _____

Quality:

- ☐ Spelling Grammar
- ☐ Formatting
- ☐ Technically Sound
- ☐ Other _____

Interactivity & User Experience

If applicable, How intuitive is the navigation? Are interactive elements engaging and functional? Is the visual design appealing for K-5?

Comments:

Limitations (if any)

specific notes on why a resource might not be suitable despite other positive aspects

Comments:

Overall Summary

Comments: