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| **CRITERIA** | **EXCELENT** | **VERY GOOD** | **GOOD** | **ACCEPTABLE** | **BAD** |
| **USE OF THE LANGUAGE** | The students use correctly the false cognates and the different grammar rules about the indefinite articles. They also know how to write a play, use very well the punctuation and describe people with the right grammar rules | The students know how to use different false cognates and indefinite articles; They also use the well punctuation and description with good grammar. | The students use some false cognates and indefinite articles, and they make good character descriptions. | The students use few false cognates and few indefinite articles. Their grammar and punctuation are regular. | The students do not use false cognates neither indefinite articles. They do not write with good punctuation and grammar. |
| **CREATIVITY AND CHARACTER USE** | The students create, think and write a no ordinary story representing it as a comedy, drama or horror play. They represent, know and act their god/goddess properly according with the situation/problem, and they make them interact with each other in all the acts.  They wear the right gods/goddess clothing and objects that are important for their god/goddess | The students create an interesting story, acting  like their chosen god/goddess properly.  They wear different clothing and objects which  are necessary  for the play. | The students create a simple story using well the different characters and dressing according to the play situation or problem | The students create a simple and short story using the different characters and making them interact with each other. | The students create a story with less than two acts. They do not represent the god/goddess well, and they do not wear god’s clothing that help to represent well the situation or problem idea. |
| **ORGANIZATION** | The students follow orderly all the steps. They can maintain an order in their drafting  (coherence) and the acts of the play are well organized (The dimensions and character entries, the periods of silence and discussion) | The students follow all the steps. The drafting, dimensions and character entries of the play are well organized. | The students follow all the steps and have a nice drafting in the period of silence and discussion of the characters. | The students make a good drafting following only a few steps. | The students do not follow all the steps for their learning, and the drafting of the play is disorganized, it does not have any coherence |