

General Assessment Rubric –
Reading & Comprehension

Homer's The Iliad

The Trojan War

Classroom Edition for Young Readers

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This rubric is designed to assess students' **overall reading comprehension** of *The Iliad – Classroom Edition*.

It may be used with:

- guided reading,
- independent reading,
- shared classroom reading,
- individual chapters, chapter blocks, or the full text.

The rubric focuses on students' understanding of **what happens in the story, why it happens, and how events and decisions are connected**, rather than on ethical interpretation, discussion, or creative response, which are assessed through other rubrics.

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Criterion 1: Understanding of Key Events

Level	Descriptor
4 – Advanced	Accurately understands and explains key events across chapters, showing clear awareness of how events connect and move the story forward.
3 – Proficient	Understands main events with minor gaps or imprecision.
2 – Developing	Shows partial understanding of events or confusion about what happens.
1 – Beginning	Shows limited or incorrect understanding of key events in the text.

Criterion 2: Understanding of Cause and Consequence

Level	Descriptor
4 – Advanced	Clearly explains how characters’ actions and decisions lead to specific consequences within the story.
3 – Proficient	Identifies basic cause-and-effect relationships with limited explanation.
2 – Developing	Shows limited or unclear understanding of cause and consequence.
1 – Beginning	Does not recognize cause-and-effect relationships in the text.

Criterion 3: Character Understanding

Level	Descriptor
4 – Advanced	Demonstrates clear understanding of major characters, their motivations, and the consequences of their decisions across the story.
3 – Proficient	Demonstrates general understanding of characters and their motivations.
2 – Developing	Shows limited or inconsistent understanding of characters or their roles in the story.
1 – Beginning	Shows little understanding of characters or their significance.

Criterion 4: Use of Text-Based Evidence (Comprehension)

Level	Descriptor
4 – Advanced	Uses accurate and relevant details from the text to support understanding of events or characters.
3 – Proficient	Uses general but accurate references to the text to support answers.
2 – Developing	Uses vague or incomplete references to the text.
1 – Beginning	Does not use information from the text to support responses.

Evidence may include actions, outcomes, or narrative moments rather than direct quotation.

Criterion 5: Vocabulary Understanding in Context

Level	Descriptor
4 – Advanced	Correctly understands and explains key words or phrases as they are used in the text.
3 – Proficient	Demonstrates general understanding of key vocabulary in context.
2 – Developing	Shows partial or inaccurate understanding of vocabulary.
1 – Beginning	Shows little understanding of vocabulary used in the text.

Criterion 6: Clarity and Completion of Responses

Level	Descriptor
4 – Advanced	Responses are complete, clear in meaning, and easy to understand.
3 – Proficient	Responses are complete and generally clear.
2 – Developing	Responses are partially complete or unclear in places.
1 – Beginning	Responses are incomplete or difficult to understand.

This criterion refers to clarity of meaning, not to writing mechanics or language accuracy.

Scoring and Use

This rubric may be used to assess **reading comprehension** during guided reading, independent reading, shared classroom reading, or chapter-based review activities throughout *The Iliad – Classroom Edition*.

Teachers may:

- score individual criteria independently, or
- use the rubric formatively to guide feedback, monitor progress, and support reading development over time.

The rubric is designed to evaluate **students' understanding of the narrative**, including events, characters, cause-and-effect relationships, and vocabulary in context.

This rubric **does not assess ethical interpretation, discussion, or creative response**, which are addressed through separate chapter-based and oral participation rubrics.

For ESL and developing readers, expectations may be adjusted according to instructional goals.

Language accuracy is considered **only insofar as it affects comprehension and clarity of meaning**, not as a separate assessment target.