

Writing & Creative Response
Rubric

Homer's The Iliad

The Trojan War

Classroom Edition for Young Readers

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This rubric is designed to assess students' **written, chapter-based responses** to *The Iliad – Classroom Edition*.

It applies to structured writing tasks that ask students to:

- respond to specific chapters or narrative moments,
- adopt a defined perspective (such as a warrior, leader, or witness to conflict),
- reflect on character decisions, responsibility, and consequence,
- engage with the ethical and emotional tensions presented in the story.

This rubric does **not** assess basic reading comprehension or oral participation, which are evaluated through separate rubrics.

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Criterion 1: Understanding of the Textual Moment

Level	Descriptor
4 – Advanced	Demonstrates clear and accurate understanding of the specific chapter, event, or turning point addressed in the task.
3 – Proficient	Demonstrates general understanding of the relevant chapter or moment, with minor gaps or imprecision.
2 – Developing	Shows partial or unclear understanding of the chapter or moment.
1 – Beginning	Shows little understanding of the relevant part of the text.

Criterion 2: Perspective and Task Alignment

Level	Descriptor
4 – Advanced	Fully adopts the assigned perspective (for example, a warrior, leader, or observer of conflict) and responds clearly and consistently to the task as stated.
3 – Proficient	Adopts the assigned perspective and follows the task with minor inconsistencies.
2 – Developing	Perspective or task focus is inconsistent or only partially sustained.
1 – Beginning	Response does not reflect the assigned perspective or task.

Criterion 3: Interpretation of Decisions and Consequences

Level	Descriptor
4 – Advanced	Thoughtfully explains character decisions related to leadership, anger, loyalty, duty, loss, or responsibility, and clearly connects them to their consequences within the story.
3 – Proficient	Identifies character decisions and consequences with basic explanation.
2 – Developing	Mentions decisions or consequences with limited or unclear connection.
1 – Beginning	Does not demonstrate understanding of decisions or their consequences.

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

Level	Descriptor
4 – Advanced	Uses accurate and relevant details from the text to support ideas and interpretations.
3 – Proficient	Uses general but accurate references to events or actions in the text.
2 – Developing	Uses vague, incomplete, or partially accurate references.
1 – Beginning	Does not use information from the text to support the response.

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

Criterion 5: Development and Coherence of Ideas

Level	Descriptor
4 – Advanced	Ideas are clearly developed, logically connected, and directly linked to the ethical or emotional conflict presented in the chapter.
3 – Proficient	Ideas are generally clear and logically organized.
2 – Developing	Ideas are uneven, loosely organized, or underdeveloped.
1 – Beginning	Ideas are unclear, minimal, or disconnected.

Criterion 6: Clarity of Written Expression

Level	Descriptor
4 – Advanced	Writing is clear and easy to understand, with meaning consistently communicated.
3 – Proficient	Writing is generally clear, with minor lapses in clarity.
2 – Developing	Writing is sometimes unclear or difficult to follow.
1 – Beginning	Writing is difficult to understand or incomplete.

This criterion refers to clarity of meaning, not to spelling, grammar, or mechanical accuracy.

Scoring and Use

This rubric may be used to assess **written, chapter-based responses** connected to individual chapters, chapter blocks, or selected narrative moments in *The Iliad – Classroom Edition*.

Teachers may:

- score individual criteria independently, or
- use the rubric formatively to guide feedback, revision, and deeper engagement with the text.

This rubric evaluates **interpretation and written response grounded in the narrative world of war, leadership, and human consequence**, not creative writing for its own sake.

Students are **not evaluated on perfect language use**. Language accuracy is considered only insofar as it affects clarity of meaning, and expectations may be adjusted for developing writers and ESL learners