

General Assessment Rubric

Reading & Comprehension

The Odyssey

Odysseus' Epic Journey by
Homer

(Classroom Edition)

Adapted for Young Readers with Illustrations by:

Frances Bianchi & Mara Seronda



This rubric is designed to assess students' understanding of the narrative, characters, events, and vocabulary, as well as their ability to analyze actions, motivations, and cause-and-effect relationships presented in this Classroom Edition of *The Odyssey*.

It may be used for guided reading, independent reading, written comprehension responses, and formative or summative assessment across all chapters of the book. The criteria align with the instructional emphases identified within each chapter and support consistent classroom evaluation.

© 2026 Ollada de Tinta. All rights reserved.

Criterion 1: Understanding of Key Events

Level	Descriptor
4 – Advanced	Accurately identifies the main events of the chapter and explains how they move the story forward or affect Odysseus’s journey.
3 – Proficient	Identifies the main events of the chapter with minor omissions or inaccuracies.
2 – Developing	Identifies some key events, but shows confusion about their importance or how they affect Odysseus’s journey.
1 – Beginning	Has difficulty identifying the main events of the chapter.

Criterion 2: Sequence and Cause-Effect

Level	Descriptor
4 – Advanced	Clearly explains the sequence of events and explains how characters’ actions lead to specific outcomes in the chapter.
3 – Proficient	Shows general understanding of event order and basic cause-and-effect relationships.
2 – Developing	Shows confusion about the order of events or misunderstands how one action leads to another.
1 – Beginning	Shows little understanding of sequence or cause-and-effect.

Criterion 3: Character Understanding

Level	Descriptor
4 – Advanced	Demonstrates clear understanding of characters’ motivations, decisions, and emotions, supported by specific details from the text.
3 – Proficient	Understands characters’ actions and basic motivations, though explanations may be brief or general.
2 – Developing	Identifies characters but shows limited understanding of their motivations or choices.
1 – Beginning	Has difficulty understanding characters or confuses their roles.

Criterion 4: Vocabulary in Context

Level	Descriptor
4 – Advanced	Correctly uses chapter vocabulary in context and demonstrates clear understanding of meaning.
3 – Proficient	Uses vocabulary correctly with minor errors or imprecision.
2 – Developing	Uses vocabulary inconsistently or relies on guesses that are not clearly supported by context.
1 – Beginning	Shows little understanding of key vocabulary from the chapter.

Criterion 5: Text-Based Responses

Level	Descriptor
4 – Advanced	Responds to questions using specific details, actions, or dialogue from the text to support ideas.
3 – Proficient	Responds accurately with general references to the text.
2 – Developing	Responses include general ideas but lack specific details or clear connections to the text.
1 – Beginning	Responses are not connected to the text.

Scoring and Use

Teachers may assess each criterion separately or use the rubric formatively to guide feedback and classroom discussion.

This rubric is intended to support flexible classroom use and may be adapted to different instructional contexts within this edition.