



# **English I**

## **Short Answer Connecting Selections Scoring Guide**

**March 2016**

Read the next two selections and answer the questions that follow.

# A History of Fearlessness

by Jeré Longman

The New York Times

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University of Tennessee at Martin/USA Basketball



Photo by Doug Benc/Getty Images Sport



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Pat Summitt . . . the Player

Pat Summitt . . . the Coach

Pat Summitt . . . the Citizen

- 1 When Pat Summitt became head coach of the Tennessee Lady Vols in 1974, she drove the team van and began to shift gears on the long uphill climb for women's sports.
- 2 Not until 1982 would the N.C.A.A. begin sponsoring a basketball tournament for women. The gender equity law known as Title IX had been enacted in 1972, but it was force of personality more than federal mandate that forged Summitt's career and those of her contemporaries.
- 3 "Title IX gave us some clout, but it didn't give us our motivation," said Jody Conradt, the Hall of Fame former women's coach at the University of Texas.
- 4 In those early days when female athletes lacked scholarships and widespread respect—at reigning champion Texas A&M, the first women's basketball locker room was a men's dressing room with camouflaging flowers placed in the urinals—Summitt survived at Tennessee on a coaching stipend of \$250 a month and washed the team uniforms.
- 5 Those were the days, Conradt said only half-jokingly, that "if you had a car you made the team because we needed it to go to games."
- 6 Summitt overcame athletic inequality with a stoicism and determination that came from growing up on a farm in Tennessee, chopping tobacco and baling hay as part of her sunup to sundown chores while her father admonished, "Cows don't take a day off." Basketball games were played at night in a hayloft with her three older brothers.
- 7 "They would just run over me," Summitt said in a 2008 interview. "But that was O.K."

- 8 She would not be run over for long. At 22, Summitt became head coach at Tennessee, barely older than her players. Thirty-seven seasons later, she has won eight national titles and more games (1,071) than any major-college basketball coach, man or woman, while avoiding scandal and graduating the vast majority of her players.
- 9 "In modern history, there are two figures that belong on the Mount Rushmore of women's sports—Billie Jean King and Pat Summitt," said Mary Jo Kane, a sports sociologist at the University of Minnesota. "No one else is close to third."
- 10 Her stature made it all the more shocking Tuesday when Summitt announced that she had early-onset Alzheimer's disease at age 59. Fellow coaches were stunned by the diagnosis of dementia but hardly surprised that Summitt approached it the way she confronted everything else—head-on, open, resolute, determined to keep coaching.
- 11 "It might not be curable, but I'm sure she has a plan to deal with this," said Tara VanDerveer, the Hall of Fame coach at Stanford. "All those things she has taught in sports—discipline—could be exactly what she needs. I give her a lot of credit for being so open in sharing this and being so courageous in continuing to coach. A lot of people would say, 'That's it,' and do crossword puzzles. But she's bringing visibility to something that a lot of people have a hard time talking about and dealing with."
- 12 In an athletic context, this is precisely what Summitt has done for nearly four decades, bringing widespread attention to something that made many people uncomfortable—the ascendance of women's sports.
- 13 She attended Tennessee-Martin where, she once told *Time* magazine, her team played three consecutive road games in the same unwashed uniforms because it had only one set. Early in her coaching career, the Lady Vols once slept on mats in an opponent's gym because money for hotels was scarce.
- 14 "We played because we loved the game," Summitt told *Time* in 2009. "We didn't think anything about it."
- 15 Her father, Richard Head, was a stern man, but he moved the family to a neighboring county so that Tricia, as he called her, could play basketball in high school. She played on the 1976 Olympic team and won a silver medal. And when Summitt lost her inaugural game coaching at Tennessee, her father gave her this enduring advice: "Don't take donkeys to the Kentucky Derby."
- 16 By this, he meant, the best teams have the best players. She became a fierce recruiter and motivator, supple enough with Xs and Os to change from a plodding, half-court style to a full-court style built on aggressive defense and rebounding. And she became an ambassador as much as coach, allowing television cameras into the locker room, willing to play almost any team on almost any court.
- 17 She is fearless, tough, even blistering, in her approach. This, after all, is a woman who dislocated her shoulder three years ago while forearming a raccoon off her deck to protect her Labrador retriever. At times, Summitt has had to

have her rings rerounded after pounding them flat on the court. Yet she has also managed to be forceful without being considered shrill or arrogant, avoiding a double standard that often confronts women in the workplace.

- 18 "She was wildly successful but never was she too big for anyone," said Doris Burke, a former point guard at Providence and now an ESPN commentator. "There's a humility and groundedness that make her special. That Kipling line, 'If you can walk with kings and still keep the common touch,' that captures Pat Summitt."
- 19 She is not without her critics. Summitt's refusal in recent seasons to play archrival Connecticut—she was upset by what she considered the improper recruiting of Maya Moore—was met with disapproval even by some of her former players. But the balance of her career swings far in the other direction. Summitt brought record victory to women's basketball along with something even more valuable—legitimacy. Attitudes changed. Coaching salaries elevated along with general acceptance. She made it O.K. to aspire and perspire.
- 20 "Pat Summitt is our John Wooden<sup>1</sup> in the women's game," Baylor Coach Kim Mulkey said, referring to the U.C.L.A. legend. "There may be coaches that win more than Pat, but there will never be another Pat Summitt."

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<sup>1</sup>As head coach at UCLA, John Wooden won 10 NCAA National Championships and coached a record 88 consecutive winning games. He is revered as one of the best coaches in the history of sports.

# No Dream Is Impossible

by Julie Adams, *The Bob Edwards Show*, NPR  
September 25, 2009

1 From the time I can remember, I have wanted to be an actress. No one in my entire family had ever had artistic yearnings, so they looked upon my girlish dreams as a rather silly and impractical phase, which I would surely outgrow and then settle down in Arkansas like my more sensible cousins. But the dreams were still there when I reached the age of twenty, and I came to a rather shaky decision that I had to try it.

2 In the years since that day, I've come to realize that whatever part of myself forced me to strike out rather haphazardly for Hollywood is the only real wisdom I possess. That part of me seemed to know that no matter how difficult achieving my goal might be, or even if I never achieved it, I would be happier striving toward my dream than if I tried to find security in a life I was unsuited for. This knowledge and quiet surety came from within me, and yet seemed to have its source far beyond comprehension of my wavering and indecisive personality. It alone kept me from quitting during that first year in which I discovered how right my family was in warning of the difficulties in store for me with no financial backing.



Hulton Archive/Getty Images

3 I found expensive dramatic lessons and living costs left almost nothing from my check as a secretary, with the very necessary clothes for studio interviews. But of course what really made me feel like catching the next bus for Arkansas was that in all the offices I managed to invade, not one casting man had looked at me with sudden interest and exclaimed, "That girl has something." My lovely air castles were quickly shattered, and I was forced to listen to the wiser, inner voice again. This time it had a new message: "Look at yourself honestly." Well this seemed simple enough, but it turned out to be very unpleasant indeed. One honest glance told me that only by unglamorous hard work over quite a few years would this gangling, unsure Arkansas girl be transformed into my dream of a fine actress.

4 After I recovered from the first shock of this discovery, to my surprise I began to feel stronger and more hopeful about the future. Since then I've found this inner voice always spoke the truth or made me try to find it for myself. Of course, I wandered away from it at times or rebelled when it said "no" to something I wanted very much at that moment. But these excursions away from my wiser self led only to confusion and unhappiness. Strangely enough, now that I've climbed a couple of rungs of the long ladder up, sometimes I find it harder to

listen to the inner voice than when I was alone and struggling. It's a very quiet voice and is easily drowned out by outside babble. But one word from it is worth a book of advice from the best-intentioned friends.

- 5 The voice seems very stern at times, as it makes me accept the responsibility for my failures and shortcomings, instead of excusing them or laying the blame elsewhere. But while it takes away petty egotism and silly pretensions, the voice whispers of things that send my thoughts and imagination soaring. It tells me no dream is impossible because faith in my inner self will guide me to its fulfillment. This belief in my inner self banishes fear and doubt and frees me to live and love and work to the fullest.

"No Dream Is Impossible," written by Julie Adams, part of the This I Believe Essay Collection found at [www.thisibelieve.org](http://www.thisibelieve.org). Copyright © 2005–2013 by This I Believe, Inc. Reprinted with permission.

### **A Dream Realized**

Born in 1926, Julie Adams grew up dreaming of becoming an actress. Even though many young women hope for success as actresses and are disappointed, Adams listened to her inner voice, followed her dream, and found success. She has acted with some of the greatest stars in Hollywood: John Wayne, James Stewart, Elvis Presley, and Charlton Heston, to name a few. Adams is remembered best for her role in *Creature from the Black Lagoon* (1954) but has acted in movies and television for more than 60 years, most recently in *Lost*, *CSI*, and *Cold Case*.

## English I Short Answer Connecting Selections

What is one similarity between Pat Summitt in "A History of Fearlessness" and Julie Adams in "No Dream Is Impossible"? Explain your answer and support it with evidence from **both** selections.

## **Score Point 0 — Insufficient Response to the Question**

**Insufficient responses indicate a very limited reading performance.**

These responses have one of the following problems.

- ❑ For one or both selections, the idea is not an answer to the question asked.
- ❑ The idea is incorrect because it is not based on one or both selections.
- ❑ For one or both selections, the idea is too general, vague, or unclear to determine whether it is reasonable.
- ❑ No idea is present from either selection. Sometimes the response contains only text evidence from one or both selections. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.



A history of forgiveness she wanted to be a basketball player and the no dream is impossible so wanted to be an actress.

**Score Point 0**

Instead of addressing the similarities between the two women, the student identifies the careers each woman pursued. No attempt is made to connect the two selections. Because this response does not answer the question asked, it represents a very limited reading performance.

One similarity in the two stories is "A History of Forgiveness" and "Julie Adams" in "No Dream is Impossible". It is that in both stories is that both parents put them to work without pay. "growing up on a farm in Tennessee, chopping tobacco and being a boy". "I found expensive dramatic lessons and living cost nothing from my check as a secretary." This shows that they did not get paid till after they left home.

**Score Point 0**

The student provides the idea that the parents of both women "put them to work without pay." Although the student provides quotations related to working, the idea that the parents of both women put them to work without paying them is an idea that cannot be supported by textual evidence. Therefore, this idea is not reasonable. This response indicates that the student's reading performance is very limited.

at 22 Summitt became head coach at Tennessee, barely older than her players. "Thirty-seven seasons later, she has won eight national titles and more games than any major college basketball coach, man or woman." "Only by angling with over quite a few years would this gangling, unsure Arkansas girl be transformed into my dream of a fine actress."

**Score Point 0**

This insufficient response contains only text evidence from each selection. The student provides no idea addressing a similarity between the two women.

In Both passages they have ups and downs but they pull through.

**Score Point 0**

This response is insufficient because the idea that "they have ups and downs but they pull through" is too vague to determine whether it is reasonable. The student provides no specific explanation or textual evidence to help connect this idea to either selection.

## **Score Point 1 — Partially Sufficient Response to the Question**

**Partially sufficient responses indicate a basic reading performance.**

These responses have one of the following characteristics.

- ❑ The idea is reasonable for both selections, but the response contains no text evidence (from one or both selections).
- ❑ The idea is reasonable for both selections, but the text evidence (from one or both selections) is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
  - only a general reference to the text,
  - too partial to support the idea,
  - weakly linked to the idea, or
  - used inappropriately because it wrongly manipulates the meaning of the text.
- ❑ For one or both selections, the idea needs more explanation or specificity even though it is supported with text evidence from both selections.
- ❑ For one or both selections, the idea represents only a literal reading of the text, with or without text evidence (from one or both selections).
- ❑ The response contains relevant textual evidence from both selections, but the student offers an idea that is reasonable for only one selection.
- ❑ The response contains an idea and relevant text evidence for both selections, but the idea for one selection contains an inaccuracy.

A Similarity in the Passages is that there both about a woman who worked to reach their dream. The first passage is about basket ball coach named Pat Summitt who had had to undergo discrimination. The second passage is about Julie Adams. She was an actress who made it to Hollywood without her family.

**Score Point 1**

The student presents the reasonable idea that the women are similar because both “worked to reach their dream.” Further explanation specifies the type of work or obstacle each woman faced. Because no textual evidence is included to support this idea, the response is partially sufficient.

Both girls achieved something others didn't think was possible. In "A History of Fearlessness" she says "In those early days when female athletes lacked scholarships and widespread respect" (47) "No one respected these female athletes but she still believed they could do it. And in "No dream is impossible" she says "so they looked upon my girlish dreams as rather silly and impractical" (50) "No one took her seriously or believed she could do it. But both girls achieved what others said they couldn't.

**Score Point 1**

The idea that both women “achieved something others didn’t think was possible” is reasonable. However, the student provides only partial text evidence that addresses the doubt others had about the women’s success but does not address the achievements of the women. Because the student has not supported the entirety of the idea, this response represents a basic reading performance.

They both had difficulties but kept going. "Her stature made it all the more shocking Tuesday when Summitt announced that she had early-onset Alzheimer's disease at age 59. Fellow coaches were stunned by the diagnosis of dementia but hardly surprised that Summitt approached it the way she confronted everything else—head-on, open, resolute, determined to keep coaching." - A History of Fearlessness "it alone kept me from quitting during that first year in which I discovered how right my family was in warning of the difficulties in store for me with no financial backing." - No Dream Is Impossible

**Score Point 1**

The student presents the reasonable idea that both Summitt and Adams "had difficulties but kept going." However, the remainder of the response contains only relevant quotations from each selection. The student provides no explanation of how these quotations support or connect to the idea, causing this response to be partially sufficient.

A similarity shared in "A History of Fearlessness" and "No dream is impossible" is that they don't give up very easily. In "A History of Fearlessness" Pat Summitt has an undying determination towards equality. In "No dream is impossible" Julie Adams doesn't give up trying to become an actor. This shows both of the speakers had been determined and didn't give up.

**Score Point 1**

The student in this response offers the reasonable idea that neither Pat Summitt nor Julie Adams gave up easily. The student does not provide text evidence to support this idea. Because the student has provided a reasonable idea but no text evidence to support it, this response represents a basic reading performance.

## **Score Point 2 — Sufficient Response to the Question**

**Sufficient responses indicate a satisfactory reading performance.**

These responses have the following characteristics.

- ❑ For both selections, the idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the selections and draw valid conclusions.
- ❑ For both selections, the text evidence that is used to support the idea is accurate and relevant.
- ❑ For both selections, the idea and text evidence used to support it are clearly linked.
- ❑ For both selections, the combination of the idea and the text evidence demonstrates a good understanding of the text.



A similarity between Pat Summitt in "A History of Fearlessness" and Julie Adams in "No Dream Is Impossible" is their dedication. "A History of Fearlessness" reads, "... she had early-onset Alzheimer's disease at age 59... continuing to coach." This shows that Pat is so dedicated, not even Alzheimer's disease can keep her from coaching. "No Dream Is Impossible" reads, "No matter how difficult achieving my goal might be... I would be happier striving toward my dream... it alone kept me from quitting..." This shows that even though reaching her goal was difficult, she was dedicated enough to keep pushing through.

**Score Point 2**

The student offers a reasonable idea that both women possess the quality of dedication. The student provides direct quotations from each selection to show this similarity as well as brief statements explaining why these quotations are relevant and accurate. Overall, the response represents a satisfactory reading performance.

In both stories "A History of Fearlessness" and "Nothing is impossible" tell a story of perseverance. In "A History of Fearlessness" Pat Summitt has to fight for equal rights in the sports world, it says here "In those early days when female athletes lacked scholarships and widespread respect" that women weren't equal. In the other selection Julie Adams wanted to be an actor but her family disagreed. No one in my entire family had ever had artistic yearnings, so they looked upon my girlish dreams as a rather silly impractical phrase. In both stories they are looked down upon for wanting what they do.

**Score Point 2**

In the last sentence of this response, the student presents the reasonable idea that both Summitt and Adams are "looked down on for wanting what they do." Clearly linked textual evidence supports this idea by pointing out that Summitt faced a lack of respect and Adams dealt with a family who thought her dreams silly. Therefore, this response is considered sufficient.

In both stories, the girls had to work very hard to achieve their goal. Both didn't have enough money to maintain themselves. For Pat, everything was very expensive, "...the Lady Vols once slept on mats in an opponent's gym because money for hotels was scarce" (p13), and couldn't provide her team with good comfort. Julie also suffered from money loss and she realized it was very hard, "... I discovered my family was in warning of the difficulties in store for me with no financial backing" (p2). Both women struggled but worked very hard and managed to strive their way to success.

**Score Point 2**

The student offers the reasonable idea that both women had to work very hard due to a lack of money. The student provides specific textual evidence to illustrate what Summitt endured when "money for hotels was scarce." Similarly, textual support is provided to show Adams suffering from financial troubles with no "financial backing" from her family. Because the text evidence clearly supports the idea, this response is sufficient.

A similarity between Pat Summitt in "A History of Fearlessness" and Julie Adams in "No Dream is Impossible" is that both were determined. When Pat got Alzheimer's disease she was "determined to keep coaching." Similarly, Julie's inner voice told her "It tells me no dream is impossible." Even though Pat had a disease she was determined to keep coaching and make a difference in women's basketball. Julie had times of self-doubt but her inner voice told her to never give up, that becoming an actress wasn't impossible.

**Score Point 2**

This student presents the reasonable idea that "both [women] were determined." The student provides some context for the situations each woman had to endure to push through (Alzheimer's disorder and self-doubt, respectively). Clearly linked textual evidence is provided from both selections, making this a satisfactory response.



## **Score Point 3 — Exemplary Response to the Question**

**Exemplary responses indicate an accomplished reading performance.**

These responses have the following characteristics.

- ❑ For both selections, the idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across both selections.
- ❑ For both selections, the text evidence that is used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- ❑ For both selections, the combination of the idea and the text evidence demonstrates a deep understanding of the text.

Pat Summitt in "A History of Fearlessness" and Julie Adams in "No Dream is Impossible" both did not concede, no matter the circumstances. Pat Summitt in "A History of Fearlessness" was so determined to succeed in basketball that she and her team "Slept on mats in an opponent's gym, because they lacked the amount of money for a hotel room (p.13). They adored basketball so much that they didn't care about the situation, the team just longed to play. Julie Adams in "No Dream is Impossible" was just as determined as Pat. Even though Julie's family discouraged her as she strived to pursue her dream, she still went for the goal. She received "No financial backing", but that did not stop her (p.2). Julie attained a job just to pay for the expenses of acting.

### Score Point 3

In this response, the student observes that neither woman "conceded, no matter the circumstances." The student makes discerning connections across the texts, recognizing that financial difficulties were a circumstance that might have derailed Summitt or Adams; however, neither gave up. The student is able to support this perceptive idea with direct quotations and specific paraphrase. Overall, this response is indicative of an accomplished reading performance.

In "A History of Fearlessness" and "No Dream is Impossible" Pat Summitt and Julie Adams were both determined to accomplish their goals. In "A History of Fearlessness," Pat Summitt had a dream of changing the game of basketball so that female athletes weren't so looked down upon. "Overcame athletic inequality with a stoicism and determination..." Summitt was told numerous times that she wouldn't succeed in basketball, but she proved the rest of the world wrong by showing that gender had no role in success. In "No Dream is Impossible" Julie Adams possessed a goal of becoming an actress in Hollywood and, "I have wanted to be an actress," and even discovered that her family was right when warning her of how hard it would be. She had taken all of the doubtful remarks given to her and used them as inspiration to become better.

### Score Point 3

The student offers the idea that "Pat Summitt and Julie Adams were both determined to accomplish their goals." By analyzing how each woman was able to obtain her dream despite Summitt's issue with inequality and Adams's unsupportive family, the student makes a discerning connection across the selections. The idea is supported with direct quotations and paraphrase of specific and well-chosen textual evidence from the selections, making this an exemplary response.

Determination is not born, it is made. Although Pat Summitt and Julie Adams encountered many obstacles in their careers, the two independent women contained an inspiration and motivation rooted deep within themselves that allowed them to carry out their dreams and desires. Julie Adams followed the dreams that her family discouraged, because she carried an inner-wisdom that told her "no dream is impossible because faith in my inner self will guide me to its fulfillment." Pat Summitt found her determination to "overcome athletic inequality" and the modesty of dimersia "from growing up on a farm". Two ladies having very different careers and dreams form a bond of similarity through living their lives the way they want to, no matter the hardships faced.

### Score Point 3

The student presents the idea that the "two independent women" lived their lives the way they wanted to, "no matter the hardships faced." The student explores the complexities of this idea in a discussion of "inspiration and motivation rooted deep within [the women] that allowed them to carry out their dreams and desires." The student identifies not only the hardships faced and overcome by the women but also analyzes the source of each woman's strength. The student selects appropriate and specific evidence to support the idea. The combination of text evidence and insightful explanation demonstrates a deep understanding of the reading selections.

Both passages exhibit the identical idea of "hard work is the attribute needed in order to achieve any goal, no matter the circumstances." In "A History of Featness," Pat Summitt was raised on a farm in Tennessee and played basketball with her brothers in their barn. She had to "overcome athletic inequality" and not take a day off in order to become the player she wanted to be. Because of her hard work she has played in the 1976 Olympics, winning a silver medal, and won more games than any major college coach girl or boy. Likewise, Julie Adams grew up in Arkansas and had to face her family's resistance towards her goal of becoming an actor. But as an adult she kept working at it and has now been acting for movies and stage for over 60 years. Because of their consistent hard work and dedication, Pat Summitt and Julie Adams have become successful, and have reached their life-time goals.

### Score Point 3

In this exemplary response, the student offers the idea that because of their "consistent hard work and dedication," Summitt and Adams have been able to achieve their goals. The student connects the obstacles of Pat Summitt, who had to "overcome athletic inequality," with that of Julie Adams, who had to face her family's resistance towards her goals. The combination of text evidence and paraphrase allows the student to strongly demonstrate the similarity between the two women. This combination of idea and textual evidence demonstrates a deep understanding of the selections.

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