

Room: 307
Start: 8:15 AM
Novice

1

Kuo, Alice

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AFF *O'Bryant*

Spkr	O'Brya Owen Nash	POINTS (24 - 30)	RANK
<i>1A</i>	Owen Nash	<i>28</i>	<i>1</i>

NEG *Henderson*

Spkr	HenInc Sutton & Oxilly	POINTS (24 - 30)	RANK
<i>1N</i>	Keriyah Sutton	<i>27</i>	<i>2</i>
<i>2N</i>	Octavia Oxilly	<i>26</i>	<i>3</i>

Winner: *O'BRYANT* School/Team debating on the *AFF* Side (Aff or Neg) Low point win?

Signature: *Alice Kuo*

Comments & Reason for Decision:

Owen Nash was able to articulate his argument by pulling from his evidence. Use of statistics was very helpful in establishing his argument. He could improve his argument by expounding more on his evidence for immigrant/other racial group stats. His cross examination was good at addressing relevant arguments and tying it to his argument.

High School - Novice

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Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.

Presentation: How debaters adjust speed and emphasis through oral and body language to convey ideas.

Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
~~-2:00~~
 6:00
~~-1:00~~
 5:00

Neg Prep Time

8:00
~~-2:00~~
~~-2:30~~
~~5:30~~ -4:30
~~2:30~~ 3:30
~~-2:00~~
 1:30

1A Speaker: OWEN NASH

Speaker Points: 24 25 26 27 28 29 30

comment: clear enunciation

1N Speaker: KERIYAH SUTTON

Speaker Points: 24 25 26 27 28 29 30

comment: good thinking on the fly

2A Speaker: _____

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: OCTAVIA OXILLY

Speaker Points: 24 25 26 27 28 29 30

comment: provided great support when needed

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Isolation leads to achievement gap.
 lower rates of achievement related to income/low graduate rates
 affects future potential for insurance, incarceration, life expectancy.
 language barriers, school safety
 Brown v. Board, general legislation supports desegregation on a national scale.

Negative Arguments

students "self discriminate" almost, because they feel more comfortable w their peers.
 relationship btw housing and zoning for schools reinforces "natural segregation"
 desegregation can actually cause students to feel uncomfortable @ new integrated locations
 demographic shift diff but not truly reflected in school settings

301

1

Brey, Kelsey

Room: 303
Start: 8:15 AM
Novice

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AFF

Spkr	Burke Faith Boyce	POINTS (24 - 30)	RANK
	Faith Boyce	27	2

NEG

Spkr	NewMis Jones & Osborne	POINTS (24 - 30)	RANK
1N	Aaliyah Jones	27.5	1
2N	Kayla Osborne	27	3

Winner: Newmis Jones + Osborne debating on the Neg Side (Aff or Neg) Low point win? _____
School/Team

Signature: Kelsey Brey

Comments & Reason for Decision:

Overall arguments presented were structured well enough and more easily identified on the neg. side

Responses to cross examination and ability to demonstrate understanding of material was stronger by the neg.

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Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
~~4:00~~
~~3:00~~
~~1:00~~

Neg Prep Time

8:00
~~2:00~~

1A Speaker: Faithi Boyle

Speaker Points: 24 25 26 27 28 29 30

comment:

solid presentation

1N Speaker: Aaliyah Jones

Speaker Points: 24 25 26 27 28 29 30

comment:

structured presentation

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Kayla Osborne

Speaker Points: 24 25 26 27 28 29 30

comment:

good conviction

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

- school segregation is still occurring + getting worse
- there is a widening achievement gap which is harmful to both races and public health
- racism + discrimination has negative mental health impacts

Negative Arguments

- desegregation is already happening
- students segregate themselves
- the department of education is unable to enforce a plan
- residential/housing is a large factor of segregation, DOJ should restructure housing

Room: 216
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Novice

1

Sheppard, Keller

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AFF				NEG			
Spkr	EasBos Oliva & Mahmoud	POINTS (24 - 30)	RANK	Spkr	Charle Zhao & Du	POINTS (24 - 30)	RANK
2	Leslie Oliva	30	1	1	Ziyan Zhao	26	4
1	Dina Mahmoud	29	2	2	Yuan Yuan Du	27	3

Winner: Eas Bos School/Team debating on the Aff Side (Aff or Neg) Low point win? no

Signature: [Handwritten Signature]

Comments & Reason for Decision:

Integration was presented a necessary step to prepare students for the 'real world' which would counteract problems of cultural or social evolution

High School - Novice

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Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

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- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~

5:00

Neg Prep Time

~~8:00~~

7:00

6:00

5:00

4:00

0:00

1A Speaker: Nina Mahmood

Speaker Points: 24 25 26 27 28 (29) 30

comment:

1N Speaker: ~~Zivan Zhao~~ Zivan Zhao

Speaker Points: 24 25 (26) 27 28 29 30

comment:

2A Speaker: Leslie Oliva

Speaker Points: 24 25 26 27 28 29 (30)

comment:

2N Speaker: Yuan Yuan Du

Speaker Points: 24 25 26 (27) 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

- Segregation's negative impact
- 1) ~~segregation~~ segregation is the present reality
 - 2) access to quality teachers/resources impacts test scores and future academic prospects
 - 3) education gaps negative impact on public health outcomes
- ↳ need to integrate through federal \$ incentive
- Aff was able to demonstrate that any cultural ~~base~~ ^{clash} related issues arising from integration are a necessary evil as it reflects the real world

Negative Arguments

- ~~forcing~~ segregation is the root problem
- forced integration will put children and families in a cultural position that negatively impacts them
- were not able to effectively disprove the Aff's claims that desegregation is a necessary step

Room: 217
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1

Neuman, Ruth

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AFF			
Spkr	NewMis Rosario & Dudley	POINTS (24 - 30)	RANK
1A	Angel Rosario	27.5	3
2A	Janiah Dudley	27.5	2

NEG			
Spkr	Brooke Anderson & Cantave	POINTS (24 - 30)	RANK
1N	Akeelah Anderson	26.5	4
2N	Meguycha Cantave	27.5	1

Winner: Brooke Anderson debating on the Neg Side (Aff or Neg) Low point win? _____
School/Team
Signature: [Signature]

Comments & Reason for Decision:

The negative team won this debate because they were able to poke holes in the affirmative's arg. that we need to increase funding to desegregate schools, which will lead to ~~the~~ better access to healthcare etc. The negative argued that diverse education + healthcare did not relate and that studies have shown that even in diverse schools, students tend to segregate anyways and there is not much change for such students. The affirmative failed to link diverse education with higher grad rates, better opportunities to higher ed and better healthcare (meaning greater opp for a longer, healthier life. Both jobs did a great job debating but the negative team showed that the affirmative did not meet their burden of proof.

High School - Novice

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Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker: Angel Rosario
Speaker Points: 24 25 26 27 28 29 30
 comment: Strong constructive 27.5

1N Speaker: Akeelan Anderson
Speaker Points: 24 25 26 27 28 29 30
 comment: Strong cross + rebuttal 26.5

2A Speaker: Janiah Dudley
Speaker Points: 24 25 26 27 28 29 30
 comment: Strong constructive 27.5

2N Speaker: Mequyeha Cantave
Speaker Points: 24 25 26 27 28 29 30
 comment: Strong cross + rebuttal 27.5

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

→ Minority students tend to go to minority schools, which have less opp. + resources. Unequal access → lower grad rates, less opp. to move to college/highered.

→ Integrated education financial initiatives.

→ In the Obama admin, schools districts showed interest in taking financial opp to promote diversity in school.

→ Segregation aff. student health/mental health → depression + conduct disorder

→ Neg argued that minorities in integrated schools tend to choose activities that freedom. minorities choose but it's about choice + student can make a choice

→ Good health on studies in school

→ Integration in schools still results in segregation → separate social worlds (classes, sports, etc.)

→ It's difficult for minority families to move/etc. so students attend diverse schools some no change, some neg change

→ Not clear what affects there are by desegregating schools (based on studies)

→ Affirmative agrees that by having deseg. schools, students/individual more likely to have access to health insurance → neg rebuttal says what does this have to do w/ anything? Can still get healthcare w/out being a student in a diverse school

→ Not all diverse schools are better than segregated schools

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Room: 301
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Novice

1

Berger, Katja

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AFF

Spkr	MarMun De Jesus & Lopez	POINTS (24 - 30)	RANK
2	Elidaliz De Jesus	27	3
1	Daniela Lopez	26.5	4

NEG

Spkr	HenInc Rosa & Lugay	POINTS (24 - 30)	RANK
1	David Rosa	28	1
2	Sterlyn Lugay	28	2

Winner: HenInc Rosa + Lugay debating on the Neg. Low point win? _____
School/Team Side (Aff or Neg)

Signature: Katja Berger

Comments & Reason for Decision:

The Neg. side showed that the PLAN would not be effective - the root of the cause is housing discrimination and the plan does not address that. They addressed the Aff. side's points and showed how it would be ineffective because ~~it~~ similar plans have not been effective in the past.

Open

High School - Novice

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- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
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- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

1A Speaker: Daniela Lopez

Speaker Points: 24 25 26 27 28 29 30

comment:
"my opinion doesn't matter - we are debating based on the evidence" ← that was a really good point, use all of rebuttal time to build points

1N Speaker: David ROSA

Speaker Points: 24 25 26 27 28 29 30

comment:
good summaries of evidence + Qs during cross-ex, use whole rebuttal time

2A Speaker: Elidarez De Jesus

Speaker Points: 24 25 26 27 28 29 30

comment:
add summaries of evidence + eye contact

2N Speaker: Sterlyn LUGAY

Speaker Points: 24 25 26 27 28 29 30

comment:
use rebuttal time to summarize points - make own points

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

integration has positive effects
current laws are not enough
achievement gap → health problems + permanent inequality
PLAN → financial incentives to increase school integration **(1AC)**

→ lower academic performance
immigrant children learning english
schools becoming resegregating **(2AC)**
perceived racism → mental health probs
minorities → ineffective teachers

"my opinion doesn't matter - we are debating based on the evidence"
influencing future generations → ^{GOOD POINT}
↳ parents passing down beliefs to kids
better futures → **(1AR)**
PLAN working for all future generations

PLAN will work **(2AR)**
→ funds going to non-wealthy schools

already being solved, govt. doesn't need to be involved → voluntarily
momentum changing → **(1NC)**
diverse / minority teachers good
separate social worlds in integrated schools

housing discrimination is root cause, PLAN doesn't address that **(2NC)**
is not de facto - done on purpose
cannot be addressed in isolation
"evidence" is weak + inconsistent
↳ links not concrete, studies biased

→ wrong bc - all schools funded, not just diversity, schools
→ the PLAN will just create another form of educational inequality **(1NR)**

has not worked **(2NR)**
→ not helping, kids still segregating themselves
root cause is housing discrimination
↳ PLAN only addresses school

"2 minutes"

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Neg Prep Time

8:00

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

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AFF			
Spkr	NewMis Cordero & Richard...	POINTS (24 - 30)	RANK
1	Damian Cordero	26	2
2	Alexia Richardson	25	4

NEG			
Spkr	MarMun Santos & Rosado	POINTS (24 - 30)	RANK
2	Yuleisis Santos	28	1
1	Jonathan Rosado	26	3

Winner: Negative MarMun debating on the Neg Side (Aff or Neg) Low point win? _____
 School/Team

Signature: 

Comments & Reason for Decision:

(+) APP Suggestion of moral imperative is compelling, but a more clearly laid-out argument for implementing your plan would have strengthened your argument considerably. I would have also liked to have seen you address the Boston bussing issue (this was very long ago, attitudes have changed). Unclear how arg. tied into resolution.

(-) APP Your argument was consistently tied to your facts, but it was unclear how it was always tied to the resolution at hand. Your analysis of the housing → School issue was well thought-out and convincing.

RFD: I voted for the Negative Side because their argument was clear & they demonstrated the APP team's inability to prove that a change to the status quo would be beneficial. The AFF team's argument was not as clearly linked to the resolution as it could have been, and so the NEG team's ability to tie their argument more strongly to the res. at hand leads me to believe that the status quo ought to remain.

High School - Novice

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Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

1A Speaker:

Damian

Speaker Points: 24 25 26 27 28 29 30

comment: Good Pacing.

1N Speaker:

Jonathan

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Alexia

Speaker Points: 24 25 26 27 28 29 30

comment: A little quiet, but otherwise good pace.

2N Speaker:

Wleisis

Speaker Points: 24 25 26 27 28 29 30

comment: Good tone, Pace, volume

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

IA - SCOTUS Brown Board
Integration Problem s.
Courts pulled back segregation
Plans.
Midwest still segregated,
diversity shifted toward
It's Panic/Asian Schools
Separated by race.
Minorities are further disadvantaged
by segregation, cannot attract
high qual. tr teachers. Undermines
curriculum continuity.
Higher ed → Better outcomes overall,
lack → no healthcare.
Fed provide financial incentives
Integration would benefit children
w/ immigrant parents/immigrant children.
A Funding = Better adjusted adults,
less behavior misconduct.

Motivation necessary for
integration, no inherent benefit.
Racism ^{reason} will exist ~~with~~
with or without integration.
Issue lies in lack of
diverse teacher pop.
Segregation exists in
desegregated schools.
Issue exists w/
housing laws since
funding architecture for
schools exists within
property taxes.
Cultural differences too vast
integration leads to lower success.
Bussing = bad

Each team has 8
minutes of total
prep time.

Aff Prep Time

~~8:00~~
~~6:00~~
~~5:00~~
~~3:00~~
1:00

Neg Prep Time

~~8:00~~
~~3:00~~
~~7:00~~
~~5:00~~
~~4:00~~
~~3:00~~
2:00

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AFF

Spkr	BosInt Correia & Abdi	POINTS (24 - 30)	RANK
1	Joseana Correia	27	1
2	Abdiaziz Abdi	26	3

NEG

Spkr	EdwM. Jordan & Moore	POINTS (24 - 30)	RANK
1	Mashani Jordan	26	2
2	Tyhanna Moore	25	4

Winner: BosInt Correia & Abdi debating on the Aff Side (Aff or Neg) Low point win? _____
School/Team

Signature: Nadia Lee

Comments & Reason for Decision:

The Affirmative groups Arguments were ~~focused~~ ^{focused} on how money from the government could help integrate ~~the~~ ^{schools} and the benefits. The main benefits were socialization and quality. The students would get exposed to other cultures and not be as judgmental or prejudice. Also, the teachers in minority schools are younger and inexperienced as opposed to the white schools that have veteran teachers.

The negative gave great counter-arguments in that black students might have better teachers but the black students would suffer from social isolation, anxiety, and student would be late b/c of further commutes. However, they never addressed how the better quality teachers

~~could~~ who are more experienced help with the socialization to mitigate the isolation and anxiety

High School - Novice

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- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

8
7
6
5
4
3
2
1
8
7
6
5
4
3
2
1

Transportation
Social Isolation

1A Speaker: Josanna
Speaker Points: 24 25 26 27 28 29 30

comment:
A lot of points made, lots of conviction
practice speaking slower

1N Speaker: Mashani
Speaker Points: 24 25 26 27 28 29 30

comment:
focused questions, great counter points

2A Speaker: Abdi
Speaker Points: 24 25 26 27 28 29 30

comment:
look up more often, speaking too fast,
great passion

2N Speaker: Tyhanna
Speaker Points: 24 25 26 27 28 29 30

comment:
very clear speaker, just
practice more for confidence

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

- Black students w/ less quality teachers
- Black schools have lower graduation
- The law and the money
- No because, one is merely replacing one student with another
- Why isn't a strong education beneficial enough?
- Even if there are tensions, they will learn to adjust. The teachers can discipline
- They will have a chance to understand one another
- Have the benefit of learning to network w/ others.
- The problem is not the neighborhood but the schools

Negative Arguments

- Tension? b/w races
- b/c white students might think they are better
- costs money to integrate schools
 - build bigger schools, more textbooks
- Integration causes anxiety and stress
- The gov't can't help w/ adjustments
- The students will have neg. belief about each other
 - use social media to bully
- If they don't have resources, it would take too much money to desegregate
- If they live in a different town, they will have to travel too far, low attendance rates.

There will be more ~~problems~~ problems b/c they will have to add more policies that will create more stress

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Room: 305
 Start: 8:15 AM
 Novice

1

Spinks, Joye Beth

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AFF

Spkr	HenInc Dang & Vernet	POINTS (24 - 30)	RANK
1	Justin Dang	27	2
2	Sania Vernet	27.5	1

NEG

Spkr	Charle Betancor & Ni	POINTS (24 - 30)	RANK
1	Jay Betancor	26.5	3
2	Jianyi Ni	25	4

Talia Marc

Winner: HenInc Dang & Marc debating on the Aff Side (Aff or Neg) Low point win? _____
School/Team

Signature: Joye Beth Spinks

Comments & Reason for Decision:

I found the affirmative sides argument for desegregation + increased funding persuasive because they discussed the wide reaching effects of underfunded schools + how it impacted students later in life while the negative side raised great points about neighborhood/housing segregation + how students may sometimes self-segregate in desegregated schools, they never really directly addressed the heart of the affirmative side's plan.

Further, the affirmative side gave strong + well-organized rebuttal that really drove home their arguments. The negative side made good points, but keep notes so you can really break down the other side's argument!

2AR - doesn't have to be internally segregated
 reminded judge that neg couldn't answer q abt HUD
 will go to work with all different people - deseg schools - learn how to interact with each other
 most people will contribute to society in some way
 people choose where they live
 should fund all schools

High School - Novice

Speaker Points are an indication of the quality of the speaking of each individual debater. The decision in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.

Presentation: How debaters adjust speed and emphasis through oral and body language to convey ideas.

Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

7:00

~~6:20~~

6:20

3:00

Neg Prep Time

8:00

7:00

5:00

3:00

Overall - great use of evidence
well thought out g's
on cross ex that got to the heart of the issues
Smart use of prep time

1A Speaker: Justin Dang Speaker Points: 24 25 26 27 28 29 30 <i>comment: Good job at stating what your main points were great job at directly rebutting points made by them.</i>	1N Speaker: Jay Betancor Speaker Points: 24 25 26 27 28 29 30 <i>comment: great at summarizing the main points from your evidence very strong rebuttal</i>
2A Speaker: Talia Marc Speaker Points: 24 25 26 27 28 29 30 <i>comment: just at bringing questions back to your points Great job on cross ex gave a good 1 sentence summary for each main point</i>	2N Speaker: Jianyi Ni Speaker Points: 24 25 26 27 28 29 30 <i>comment: good at summarizing main points slow down!</i>

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

Meaning of diversity has changed
Widening achievement gap
- Curriculum
- high teacher turnover
- access to higher ed + employment
3. Public health harms
incarceration rates, access to healthcare/insurance

Plan - financial incentive to increase desegregation

immigrant achievement gap
integration now
segregation unconstitutional - seg getting worse

Talia - great responses to CE

2AC Low quality instruction in minority schools
less qualified teachers

Revisited public health harms - good
poorer health - disparities for minorities

Housing segregation
need conclusion

CE - can't choose friends for kids, but give them opportunities in same schools

ask about HUD - explained what they do

plan leads to desegregated schools even with neighborhood segregation

1NR Solves education + other problems - took time to readdress questions brought up on cross - trying to improve the individual

address Neg dxmn point, will actually help get kids relate to each other

will help housing segregation down the line

CE - location plan desegregation -> impact of going to high local -> better experience
teachers -> evened out
comfortable with each other ->

1NC Deseg -> leads to seg social worlds
Read + then summarized conclusion - good
Pol at integrated - dxmn, unfair treatment
unresponsive to needs of ethnic minorities
structures that show racial minorities haven't been helped by integration
should have role models of own ethnic background discouraged

2NC - Study dof that desegregation increased college attendance or access to higher wage jobs

Housing dxmn
residential segregation -> school segregation
assigned to public schools based on where they live

desegregating neighborhoods must happen before desegregation of schools

- not easy to pick up + move
need to address other problems before school deseg. can be effective

1NR - Problems other than schools in the community
can't just sit L students in a classroom + expect them to get along

deseg not enough for students to see different pts of view
not study of how deseg increases school success

2NR - still going to be internally separated
Need to focus on neighborhood deseg
wasting money on people who can't/don't contribute to society

2AR on other side Please give all speaking, presentation, and debate-strategy related feedback verbally.

Room: 227
Start: 8:15 AM
Novice

1

Robson, Maryrose

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AFF			
Spkr	Bright Vuelto Martinez & M...	POINTS (24 - 30)	RANK
2A	Celeste Vuelto Martinez	26.5	4
1A	Britney Mendez	29	1

NEG			
Spkr	Everet Falaise & Sweeney	POINTS (24 - 30)	RANK
1N	Allan Falaise	27	3
2N	Kevin Sweeney	28	2

Winner: Brighten High (Celeste + Britney) debating on the Affirmative Side (Aff or Neg) Low point win? _____

Signature: Maryrose Robson

Comments & Reason for Decision:

The affirmative team won the debate because they clearly stated ^{their} a position, ~~and~~ while the negative side did not as strongly put forward a firm statement of their own (mostly focused on other side's arguments). The affirmative team made strong arguments about the consequences of failure to provide federal funding into solving the desegregation problem: ~~major~~ ^{major} ~~concern~~ ^{concern} namely, for economic growth, ~~and~~ healthcare enrollment, future possible cases of discriminatory separation. In effect, federal funding can only help, not hurt the ~~problem~~ ^{problem}.

The negative team also made some strong arguments concerning the fact that the government has already put money into the problem, and that studies examining the effects of ~~the~~ desegregation efforts after Brown v. Board are sometimes methodologically unsound, and show varied results. However, ~~at~~ ^{at} the beginning of their presentation they did present/concede some evidence that supported the other side's position.

High School - Novice

Speaker Points are an indication of the quality of the speaking of each individual debater. The decision in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.

Presentation: How debaters adjust speed and emphasis through oral and body language to convey ideas.

Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

SWITCH COMMENT + POINTS

Allan - 27
Kevin - 28

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

2 min
2 min

4 min total

Neg Prep Time

8:00

2 min

1 min total

1A Speaker: *Britney Mendez*

Speaker Points: 24 25 26 27 28 29 30

comment: *Very good cross, attention to other side's argument, clear*

1N Speaker: *Allan Falaise*

Speaker Points: 24 25 26 27 28 29 30

comment: *Very good at citing sources in argument, best overall presentation style*

2A Speaker: *Celeste Vuelto*

Speaker Points: 24 25 26 27 28 29 30

comment: *Very nervous, made majority of points qualitatively*

2N Speaker: *Kevin Sweeney*

Speaker Points: 24 25 26 27 28 29 30

comment: *somewhat hesitant, but when confident in his point showed good presentation*

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

Brown v. Board of Ed (reseg) what is diversity? Not national requirement. Fed isolation; lower acad. achievement. Both disadvantaged (all races) lower quality curriculum, teacher turnover. Ec. disadvantage 4/10 graduate on time. Cost effective public health harms. Health Insurance, Job Market (Need to better link health care to education) SHOULD INCLUDE MORE DIVERSE POLICIES. Should be representation for white AND black teachers, working towards progress, takes time. Small federal program killed, Trump admin. lack of commitment to schools, civil rights, discriminatory practices splitting kids, integration WORTH short term difficulties. Integrated schools have long lasting effects into adulthood, disrupt STATUS QVO. Brown not implemented nationally, equal education important, preparation for real world of diversity, more funding = better quality life outcomes, resegregation is already happening, affirmative plan only way to give equal opportunity, not making anything worse by helping to address.

Are already increasing diversity by hiring diverse teachers (cultural mediators) Momentum (CENTURY FOUNDATION) Secretary of Ed. already making priority Magnet Schools districts (local school grants to increase diversity in funding) socioeconomic, additional factors like race can't have all white teachers, even if there "better", address concerns of community, already gave \$12 million in grant money SUPREME COURT prevented eviction, focus on affordable housing, effect not large for school discrimination, even after deseg. movement, black/white achievement gap large; Armoretto, most studies come from surveys, research presents varied results, methodological weaknesses, Brown v. Board 62 yrs ago, many parts of the country don't have improved; not all groups affected same way; Working Teachers Union, don't need more money -> development funded earlier was enough

Room: 215
Start: 8:15 AM
Novice

1

Harte, Bill

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AFF			
Spkr	Englis Guzman & Alonzo	POINTS (24 - 30)	RANK
2A	Seylin Guzman Rosalind Thegenus	28	2
1A	Miguel Alonzo	27	4

NEG			
Spkr	Everet Mezri & Martinez	POINTS (24 - 30)	RANK
1N	Zineb Mezri	29	1
2N	Natalie Martinez	28	3

Winner: Everet Mezri & Martinez debating on the Neg Side (Aff or Neg) Low point win? _____
School/Team

Signature: Bill Harte

Comments & Reason for Decision:

Both sides did a good job, but I was more convinced by the negative side. To start with, the affirmative side did not make entirely clear the policy they wanted to implement; I believe it was to give increased funding to schools that diversify their classrooms. Although the affirmative side cited good benefits that their policy would achieve (such as shrinking the academic achievement gap, increasing the mental health of poor minority students/decreased health care costs, better life outcomes for minorities), the negative side effectively refuted the policy by arguing that housing is the true issue in regards to school segregation. The negative side also made two other salient points - that there is conflicting evidence that racial diversity results in an academic performance increase and that changing schools could lead to a ~~an~~ potential increase in racism and decreased academic performance for minority students. Ultimately though, the strongest argument made by either side was made by Zineb - that housing segregation is the root cause of school segregation and should be fixed ~~rather~~ rather than moving students

High School - Novice

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Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

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Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

1A Speaker: Myriel Alonzo

Speaker Points: 24 25 26 27 28 29 30

comment: Could have summarized argument better before making it
- cite more evidence
- good conviction arguments

1N Speaker: Zineb Mezri

Speaker Points: 24 25 26 27 28 29 30

comment: Organized her argument well before making it
- Good speaker
- Conviction arguments

2A Speaker: Rosaline Thegenus

Speaker Points: 24 25 26 27 28 29 30

comment: Cited studies well
- cross-examine - ask Q's to other team

2N Speaker: Metalie Murthez

Speaker Points: 24 25 26 27 28 29 30

comment: Cited evidence; called for more evidence before making arguments
- could have used more time

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

- Segregation; lack of diversity/integration
- > widening achievement gap
- > Everyone is disadvantaged (academic + social)
- lower quality of curriculum/teachers for minority students
- lower graduation rates (4/10)
- limits opportunities
- Academic gap - public health issues
- > worse off for lack of mixing
- w/out integration - poor people's school
- School integration will lead to housing integration
- School segregation affects students' mental health (depression, self-esteem)
- integration -> better learning -> better jobs -> ~~more money~~ better housing
- Diversity - greater access to networks
- > less vulnerable w/ diversity
- > long-term effects outweigh the short-term effects
- shorter life spans for minorities (human care)

- Everyone is disadvantaged by lack of integration
- Housing discrimination is the reason schools are segregated
- > Need to meet further requirements
- De facto segregation is inevitable
- > unaffordable neighborhoods are the barrier to integrated education
- Education policy is having positive
- racial diversity doesn't result in academic performance increase
- tracking widens achievement gap -> numerical balance
- yes school segregation is a problem -> but housing must be solved first (affordability)
- racism - school integration will cause tensions (studies -> negative effects)
- > changing schools - achievement decrease
- one housing is fixed, we can see why housing w/ schools

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

- 3:00

26 min funding to schools that doesn't mean (has) more

- taking a large mixture of kids & mixing them
- compulsory = free
- conversely, like long

Neg Prep Time

8:00

- 5:00

- = How will more funding help students?
- even if only half of all money goes to diversity
- > more evidence
- = who wants to model?
- > try for more costs

Please give all speaking, presentation, and debate-strategy related feedback verbally.

get better w/out change

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AFF

Spkr	Bosint Legerme & Yousoufou	POINTS (24 - 30)	RANK
1	Hughens Legerme	27	4
2	Aboubaker Yousoufou	27.5	3

NEG

Spkr	NewMis Wolfe & Deant	POINTS (24 - 30)	RANK
2	Stella Wolfe	28.5	1
1	Dominique Deant	28	2

Winner: NewMis School/Team debating on the NEG Side (Aff or Neg) Low point win? _____

Signature: 

Comments & Reason for Decision:

The negative team won this debate because they were able to prove that segregation in schools would not be solved by the Aff. plan for 2 main reasons:

- ① Policies have already been enacted similar to proposal & problem still exists
- ② suggested different origin for the issue: housing

The Aff. team was unable to prove that ~~there is~~ positive economic, ^{social} impacts would result from ↑ diversity funding. They established well that the issue exists & has major negative impacts on society, but since they were unable to prove their plan would have a tangible effect, I had to vote in favor of the negative team.

High School - Novice

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Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
7:45

Neg Prep Time

8:00
7:30
-1:00
6:30
CP ✓
to Aff prep

1A Speaker:

Hughens

Speaker Points: 24 25 26 (27) 28 29 30

comment:

established need to Δ status quo well, use all your time!

1N Speaker:

Dominique

Speaker Points: 24 25 26 27 (28) 29 30

comment:

good use of time, organization

2A Speaker:

Aboukhalil

Speaker Points: 24 25 26 27 (28) 29 30

comment:

clarified a lot of points well in cross-ex

2N Speaker:

Stella

Speaker Points: 24 25 26 27 28 (29) 29 30

comment:

well-structured, excellent in cross-ex

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

↑ segregation (over time) ↓
↳ ↓ access to healthcare/insurance
↳ lower l.e. achievement
↳ l.e. disadvantages (healthcare, jobs, insurance)
↳ unequal access (inadequate) society: not viewed as equal
= good evidence/explanation illustrating LT effects
= excellent use of evidence to support points: (effects of segregation)

finding to: ↑ diversity, promote integration => to minority schools
\$ to hire teachers, self-esteem

CE 2:
• Obama not president anymore ✓
• \$12m not enough for all schools ✓
• current president ↓ prog. ✓

• financial incentives to de-segregate (more likely to d.s.) ✓
• seg. keeps coming back (↑ isolated) ✓
• stopped integ. program recently ✓
• immigration achievement gap ✓
• education = great equalizer ✓
• ↓ self-esteem due to: discrimination, etc. ✓
• ↓ quality instruction ✓
• violence ✓

correlation btw education & healthcare
• choose teachers? (choice)
• choice of schools

already being done ✓✓✓
→ Obama era plan(s) + more ✓
→ grants + engagement
→ diversity plans + actionable goals

de-segregation/integration rate is increasing ✓✓, div. ↑
• ↑ teachers of color / ↑ representation of minorities in education
• bussing = ineffective, still separated in schools, no socialization across racial lines
• main problem is housing, not schools (HUD)

• de-seg. neighborhoods 1st
• cannot be addressed in isolation! ↓
• no ev. that de-seg. ↑ wages, etc. (weak/inconsistent) ✓
• no sovereignty ↓ impact Aff (edu/achievement/social outcomes) ✓
• no ad. to attending integrated schools. ↑
• Div. issues don't exist w/out enforce plan
• immigration = more than POC
• violence = over many friends
• tracking (AP, etc.)

Please give all speaking, presentation, and debate strategy related feedback verbally.

AP Pass Rate

Academic Perf. Ration

Room: 220
Start: 8:15 AM
Novice

1

Katzman Laurie
Davis, Richard

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NO SHOW

AFF

Spkr	EdwM. Jean Charles & Odi...	POINTS (24 - 30)	RANK
	Christine Jean Charles	27	
	Prince Odimwegi	28	

NEG

Spkr	Fenway Melanie Baez	POINTS (24 - 30)	RANK
	Melanie Baez		

Winner: _____ debating on the _____ Side (Aff or Neg) Low point win? _____
School/Team

Signature: _____

Comments & Reason for Decision: _____

High School - Novice

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- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

TALKING POINTS

- 1) SCHOOL INTEGRATION DISCRIMINATION
 - 2) BROWN + SCHOOL OF EDUCATION USED TO SUPPORT ARGUMENT - NICE JOB
 - 3) CHALLENGES OF INTEGRATION - METCO
 - 4) HEALTH DISPARITY - DIABETES, HEART DISEASE, LOWER LIFE EXPECTANCY
 - 5) ROLE OF POLICY
- FEEDBACK
- 1) MORE CONFIDENT AND BETTER PROJECTION AS TIME WENT ON
 - 2) OFFERED TO DO EXTRA PRESENTATION
 - 3) NICE CORRECTION

TALKING POINTS

- 1) EDUCATION AND RELATION TO JOB MARKET
 - 2) SUPPORTED DATA ON EDUCATION GAPS WITH STATISTICS
 - 3) ROLE OF HEALTH INSURANCE AND EDUCATION
 - 4) HOUSING DETERMINES EDUCATION
- FEEDBACK
- 1) GOOD UNDERSTANDING OF CONCEPTS
 - 2) CLEAR SPEAKER
 - 3) CONCLUDING STATEMENTS INCORPORATE MORE INFORMATION

Please give all speaking, presentation, and debate-strategy related feedback verbally.

ON SOME OF THESE ISSUES

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AFF

Spkr	Bright Bouchouari & Credle	POINTS (24 - 30)	RANK
2	Houda Bouchouari	29	2
3	Jalyn Credle	27	3

NEG

Spkr	BosGre Esther Bobo	POINTS (24 - 30)	RANK
1	Esther Bobo	29	1

Winner: Esther Bobo debating on the Negative Side (Aff or Neg) Low point win? Yes

Signature: Gary Gorny

Comments & Reason for Decision:

- Houda: Nice, clear arguments. You had a couple of minutes left over; focus on adding another argument.
 Nice responses to cross-examination.
~~Posture~~ Achievement gaps; any studies proving narrowing of gaps?
- Jalyn: you needed to respond to Esther's arguments against de segregation, instead of adding new pro arguments.
 You had some time left over; use to respond to arguments against.
 Nice rebuttals on cross-examination of Esther.
- Esther: nice job on a tough argument. Some extra arguments to consider.
~~- busing response (especially Boston in 1970s)~~
 - financial impact of busing longer distances (fuel, bus funding, more time for parents' commute).
 Nice cross examinations; strong points to consider!
 Posture: stand straight; don't lean legs on chair.
- Nice job utilizing all available time.
 Nice job leveraging personal experiences.

High School - Novice

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- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:
N/A

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

- Metec: not enough people to feel welcome at white mason only
- health insurance, incarceration rates for African American
- Financial incentives to desegregate
- Discrimination by teachers "safe space"
- Desegregation: more diversity, more culturally diverse
- minority students not getting funding: desegregation helps funding
- Less ignorance & awareness
- Segregation by income... interesting point!

Negative Arguments

- "More harm than good"
- How do students & teachers interact?
- Discrimination: separate social roles; schools still desegregated via cultural cliques
- Residential vs school desegregation... desegregate neighbor hoods & housing
- No improvement wages via desegregation
- Learning same thing
- Studies don't all show positive effects
- Income not race

Please give all speaking, presentation, and debate-strategy related feedback verbally.

- Money focus on desegregation, not education.

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AFF

Spkr	BosInt Abdi & Nor	POINTS (24-30)	RANK
1	Hoda Abdi	26	3
2	Aisha Nor	25	4

NEG

Spkr	HenInc Zapata & Velazquez	POINTS (24-30)	RANK
2	Melvin Zapata	27	1
1	Ariel Velazquez	27	2

Winner: Negative / Hen Inc. debating on the Neg. Side (Aff or Neg) Low point win? _____
School/Team Side (Aff or Neg)

Signature: 

Comments & Reason for Decision:

The negative team won this debate because they were able to prove that the desegregation plan discussed by the affirmative team would cause more harm than good. The neg. team est. that the plan would cause students emotional and mental distress. The team also showed that more effective ways of addressing the problem exist. The idea of ~~supporting~~ ~~teacher education~~ for encouraging greater diversity among teachers seemed particularly promising. Also, this team did a great job of raising questions about the reliability of the evidence used by the other team.

High School - Novice

Speaker Points are an indication of the quality of the speaking of each individual debater. The decision in a round is not made on the quality of speaking, but rather on the quality of arguments.

Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.

Presentation: How debaters adjust speed and emphasis through oral and body language to convey ideas.

Conviction: How debaters convey their belief in their arguments through changes in language and tone.

Constructives

- 1AC (8 min.)
- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

1A Speaker: Hoda Abdi

Speaker Points: 24 25 (26) 27 28 29 30

comment: you selected some very interesting cards; you could improve your presentation by briefly reiterating the main point of each section.

2A Speaker: Aisha Noor

Speaker Points: 24 (25) 26 27 28 29 30

comment: your facial expressions communicated your enthusiasm but it was difficult for me to hear your ideas during AC.

1N Speaker: Aruu Valojquez

Speaker Points: 24 25 26 (27) 28 29 30

comment: asking 2AC to provide a summary showed your willingness to engage with the arguments presented by the affirmative side. Also, at the end of each of your main points, you did a nice job synthesizing the info.

2N Speaker: Mulvin Zapata

Speaker Points: 24 25 26 (27) 28 29 30

comment: The roadmap you provided at the beginning of your NC really helped me follow your points. Also, you did a great job using Harvard examples as an example. Very persuasive!

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

Health issues
Unequal education leads to income inequality and higher incarceration rates as well as unequal health outcomes. "Racial achievement gap is literally making African Americans sick." Sup. can cause these types of issues.

Racial Achievement Gap also impacts how groups of people are viewed. It is important to address the achievement gap so all people have the opportunity to contribute to society and so all people are viewed as having this ability.

Segregated schools are inherently unequal and have been ruled unconstitutional. (Brown v. Board of Ed.)

unequal qualification of teachers w/ underqualified teachers being hired to teach majority-minority schools.

Environmental concerns

Housing changes

Important to learn each other's culture.

Dissemination doesn't improve learning outcomes or intergroup relations (doesn't reduce prejudice)
Studies do not control for family background. Studies have methodological weaknesses and have been inconsistent. → Aff. used outdated studies.

Dept. of Ed. won't enforce plan and political issues will keep the plan from being effectively implemented. studies fail on (mental + emotional) tension + fear

Boston busing → prompted conflict "city as a war zone"
Dissemination hasn't been effective in past 40 yrs
Voluntary deseg. would be more effective. Schools will continue to integrate at an increasing rate of speed.

better communication based curriculum
Teachers need to reflect communities sense. We need more teachers who reflect demographics of community. These teachers are more likely to prompt better learning outcomes. Inspire success
isolation

Integration doesn't shift or impact level of interaction within schools. Segregation still exists within the school space. And such segregation continues past school.

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~

6:00 :48

3:00 :58

Neg Prep Time

~~8:00~~

5:00

4:00

2:00 :45

more competition between groups

Room: 222
Start: 8:15 AM
Novice

1

Yinying Guo
~~Brimage, Dorell~~

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.
Half points are permitted, but quarters and tenths are not. Please rank students in order, 1 being best, 4 being worst. Ranks must agree with points. You may tie points but not ranks.
Please return ballot within 15 minutes after round ends.

AFF				NEG			
Spkr	Everet Ovalle & Ferreira	POINTS (24 - 30)	RANK	Spkr	HenInc Pimental & Fontes	POINTS (24 - 30)	RANK
1st	Ileissa Ovalle	28	1	1st	Natalia Pimental	26	3
2nd	Daniel Ferreira	27.5	2	2nd	Elisandra Fontes	26 25.5	2

Winner: Everet Ovalle & Ferreira debating on the Aff Side (Aff or Neg) Low point win? _____
School/Team

Signature: 

Comments & Reason for Decision:

I voted for the affirmative team because of the following reasons:
Ileissa ~~has~~ uses her body language to engage with other debaters and judge through the whole debate. ~~she~~ Instead of just reading the notes, she adjusts her tone and speaking speed to emphasize points.

Daniel has ~~a~~ strong logic, and extremely calm when being asked some tricky questions. He also asks the negative team some great questions, which ~~negative~~ team couldn't even answer those.

Both of them are better-prepared for this debate and with strong logic, with ~~be~~ higher clarity and fluency when presenting their points. They will definitely be a great debaters in the future.

The negative team has lower quality of eye contact overall, and less logical when answering questions raised by other team. Some points ~~were~~ weren't proved ~~adeq~~ adequately with strong evidence.

High School - Novice

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Areas of Focus for Speaker Points (please provide one brief comment for each debater below)

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.

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Constructives

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- CX (3 min.)
- 1NC (8 min.)
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

Rebuttals

- 1NR (5 min.)
- 1AR (5 min.)
- 2NR (5 min.)
- 2AR (5 min.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

4.

4

10

1A Speaker: Daniel 27.5

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Natalia

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Neissa *

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Elisandra

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD). Focus on the clash between Aff and Neg while weighing impacts presented.

Affirmative Arguments

Negative Arguments

Daniel: ^x Read - speak with answer eyes. contact. engage more.
 ✓ logic. clear evidence.
 express fluently.
 health - insurance → welfare
~~Neissa: lead hand natural hand~~
~~x engage more with eye contact.~~

Natalia:
 Ask questions, clear points.
 segregation → social level. Add more minority teachers.

 x Read. More prepare on the cossex part. write 1 minute that's great oppor. to form your ideas.

Daniel: logic calm when being asked and answer clearly.
 ✓ how to Rank school? health - insurance & welfare.
 x Eye contact.
 merge bubbles

Elisandra:
 ✓ Express your idea very fluently.
 with great ideas like inconsistent benefit.

Neissa:
 ✓ Eye contact, style with hand body language to convey idea.
 x Spend time more effectively.
 to convey your ideas.

x speak too fast.
 should adjust speed based on emphasis points.

~~segru~~ segru - please give all speaking, presentation, and debate-strategy related feedback verbally.

Diaz, Sarah

Maggiolo, Newcar-

Room: 108
Start: 8:15 AM
Debate en Espanol

1

AFF			
Spkr	MarMun Lara Serrano & Al...	POINTS (24 - 30)	RANK
1A	Vicky Lara Serrano	26	3
2A	Franklyn Almonte	25.5	4

NEG			
Spkr	BosInt Lorenzo & Amparo	POINTS (24 - 30)	RANK
1B	Gabriel Lorenzo	28	2
2B	Oliver Amparo	29	1

Winner: Boston HTI debating on the Neg. Low point win? _____
School/Team Side (Aff or Neg)

Signature: Sarah

Comments & Reason for Decision:

~~Hebrian~~
~~2 la segunda~~
~~del Almonte~~

- ~~El~~ Equipo ganador me dieron puntos claros en contra de cada punto entablado por el afirmativo. Insistieron que no habia plan por el lado afirmativo ~~pero~~ y el lado afirmativo no se defendió al respecto.

- El lado afirmativo tuvo buenos puntos, pero no fueron explicados con tanta claridad. ~~El~~ En el futuro podrían trabajar más en el cross-examination pq. tuvieron buenas preguntas que me hubiera gustado que exploraran más

Debate en Español

Debate en Español	
Orador 1A: <u>Vicky</u>	Orador 1N: <u>Oliver</u>
Puntos: 24 25 26 27 28 29 30 Comentarios: - good clear, good volume - Paused to summarize. - cuando con confianza, mas contundente. - muy bien pedir clarificación	Puntos: 24 25 26 27 28 29 30 Comentarios: - buen volumen - hacer más pausa para leer con claridad - buen summary y dirigirse - se perdió un poco con lo de desarrollo económico cuando hablaba
Orador 2A: <u>Franklyn</u>	Orador 2N: <u>Gabriel</u>
Puntos: 24 25 26 27 28 29 30 Comentarios: - se paro bien - questioned responsibility of parents of bringing to drop out kids, rando this more	Puntos: 24 25 26 27 28 29 30 Comentarios: - clearly stated that it is a fabricated issue (do explain) - se refiere a vez directamente - Summary opo - buen uso de los puntos
Argumentos Afirmativos	Argumentos Negativos
En esta parte, concéntrate en el enfrentamiento entre Aff y Neg mientras piensa acerca de los impactos que se presentan.	
<p>① - resegregation occurring → socio economic</p> <p>- north highest resegregation</p> <p>- dem changes</p> <p>- LA urban institutional</p> <p>- impt. to community vibrancy</p> <p>Public health</p> <p>- inequality in school when se segregan</p> <p>- integration impt</p> <p>LA for higher achievement</p> <p>- difficult to attract + retain talented teacher</p> <p>- mental health effects</p> <p>LA racism: self-esteem</p>	<p>- No hay otra propuesta</p> <p>- what unanimous decision?</p> <p>- what is the a high quality decision?</p> <p>- que cambios demograficos han hecho el cuadro más complicado</p> <p>LA los colegios esperan</p> <p>- salud mental - responsabilid?</p> <p>LA SD</p> <p>- creerle a los instructos?</p> <p>LA Explico la taza</p> <p>LA pero los padres</p> <p>② Ya está resuelto con políticas de Obama para mejorar diversidad. (\$17 millones en 20 distritos)</p> <p>LA no presentaron plan opuesto</p> <p>LA ejemplo para el país y que esta pasado</p> <p>LA no one of importance</p> <p>③ Presupuesto sería afectado</p> <p>LA los impuestos no son suficientes</p> <p>LA ineffective</p>

Constructivos

1AC (8 min.)	<input type="checkbox"/>
CX (3 min.)	<input type="checkbox"/>
1NC (8 min.)	<input type="checkbox"/>
CX (3 min.)	<input type="checkbox"/>
2AC (8 min.)	<input type="checkbox"/>
CX (3 min.)	<input type="checkbox"/>
2NC (8 min.)	<input type="checkbox"/>
CX (3 min.)	<input type="checkbox"/>

Refutaciones

1NR (5 min.)	<input type="checkbox"/>
1AR (5 min.)	<input type="checkbox"/>
2NR (5 min.)	<input type="checkbox"/>
2AR (5 min.)	<input type="checkbox"/>

de oposición
Cada equipo tiene 8 minutos de preparación.

Tiempo Afirmativo

8:00

Tiempo Negativo

8:00

didn't relate back to resegregation

②