

Room: 317
 Start: 10:15 AM
 Novice

BOSTON BOS ARE 2

Katzman, Laurie

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.

ESTHER ① - 29

AFF				NEG			
Spkr	Englis Percel & Villalta	POINTS (24 - 30)	RANK	Spkr	BosInt Legerme & Yousoufou	POINTS (24 - 30)	RANK
	Cristofer Percel				Hughens Legerme	4	25
	Alex Villalta				Aboubaker Yousoufou	3	26

Winner: AFFIRMATIVE School/Team ALCANTRA BRIDGEMATE debating on the AFF Side (Aff or Neg) 28 Low point win? _____

Signature: [Signature]

Comments & Reason for Decision:

① AFFIRMATIVE TEAM - CAME FROM DIFFERENT SCHOOLS WORKED VERY WELL TOGETHER ALTHOUGH PUT TOGETHER AT THE LAST MINUTE

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

- 1) 2 PREP
- 2) 1 PREP

Neg Prep Time

8:00

- 1) 4 prep
- 2) 4 prep

NEED DEF MORE EVIDENCE AND PROPOSED SOLUTION

1A Speaker:

ESTHER BOBO

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

ABOUBAKEO YOUSOU FEL

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

BRIANNE ALCANTARA

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

HUGHENS LEOEYHE

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

ESTHER - PRO INTEGRATION
 OPPORTUNITY - ALL PARENTS WANT BEST EDUCATION - TRANSLATES INTO WORK PLACE OPPORTUNITY AND WORK PLACEMENT

- STRENGTHS
 - CAUSE-EFFECT
 - CROSS-EXAMINATION
 - PERSONAL BUT PLENTY

BRIANNE OF FACTS AND EVIDENCE IMPROVED AS DEBATE WENT ON
 DISCUSSED ACHIEVEMENT GAP, UNEQUAL OPPORTUNITIES TEACHED TURN OVER LOW GRAD RATE ON RATE EFFECT ON PUBLIC HEALTH

STRENGTHS
 1) RECAD AFTER DISCUSSING A POINT
 2) CLEAR
 3) ~~THE~~ PUTTING A PLAN

HUGHENS
 GOOD QUESTIONS TO CHALLENGE OTHER TEAM
 IMPORTANCE OF DIVERSITY
 NEEDS MORE EVIDENCE

STRENGTHS
 STRENGTHS

ABOUBAKEO
 INTEGRATION HAS NOT WORKED FINANCE ALSO PROX DOES NOT CHANGE INTO BEHAVIOR OR POLICY CHANGE HOUSING DETERMINING EDUCATION
 STRENGTHS STRONG SUPPORT OF POSITION

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

Room: 220
Start: 10:15 AM
Novice

2

Eldred, Kaytlin

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AFF			
Spkr	NewMis Dulin & Cristallin	POINTS (24 - 30)	RANK
1	Kevon Dulin	28.5	1
2	Hervins Cristallin	27	3

NEG			
Spkr	Englis Guzman & Alonzo	POINTS (24 - 30)	RANK
1	Seylin Guzman	26	4
2	Miguel Alonzo	28	2

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

Signature: Kaytlin Brienne Eldred

Comments & Reason for Decision:

The AFF side did an excellent job using all given time in order to articulate counter arguments for the NEG arguments.

I feel the NEG side did a great job showing information in a way that was convincing rather than reading off the page.

High School - Novice

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- 1NR (5 min.)
- 1AR (5 min.)
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Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

|||

Neg Prep Time

8:00

||||

1A Speaker: Kevon

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Seylin

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Hervins

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Miguel

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

Room: 304
Start: 10:15 AM
Novice

Leave

2

Spinks, Joye Beth

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AFF

Spkr	MarMun Santos & Rosado	POINTS (24 - 30)	RANK
2	Yuleisis Santos	27	2
1	Jonathan Rosado	28	1

NEG

Spkr	BosInt Abdi & Nor	POINTS (24 - 30)	RANK
1	Hoda Abdi	26.5	3
2	Aisha Nor	25	4

Winner: MarMun Santos + Rosado 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 side more persuasive because ~~they~~ ^{you} were able to make a compelling argument about achievement gaps and how that relates to integration and funding. You also used the rebuttal very well to directly address what the negative side argued.

The negative side brought up some great arguments & made great points, you just need to work on finish & follow through. If you ask a question & you're not happy with the other side's answer, don't let them off the hook! Ask follow up questions that emphasize your point.

High School - Novice

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Aff Prep Time

8:00
7:00
5:00

Neg Prep Time

8:00
7:30
5:00

1A Speaker: Jonathan

Speaker Points: 24 25 26 27 28 29 30

comment:

Good job giving a conclusion at the end of your constructive speech!
You are very good at responding to arguments + asking good questions!

1N Speaker: Hoda

Speaker Points: 24 25 26 27 28 29 30

comment:

Summarize your points at the end just to remind judge of main points
Good job responding to cross ex

2A Speaker: Yuleisis

Speaker Points: 24 25 26 27 28 29 30

comment:

Great job giving summary of evidence at the end of every main point

2N Speaker: Aisha

Speaker Points: 24 25 26 27 28 29 30

comment:

Make sure to speak up - try to give one big take away from each card

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

1AC - Brown v. Board
Isolation b/w POC + white folks
results in widening achievement gap.
Integration has + impact
Segregated ed proven to fail - poor curriculum
Pub. teachers
Public health harms - racial achievement gap
gaps in healthcare coverage
Plan - financial incentives to increase integration

finding schools now will increase teacher diversity in future - great g!

2AC 2k short dist agree that integrated schools would be better
- Achievement gap is impacting immigrant children

- Segregated schools inherently unconstitutional
+ unconstitutional
- need to give minority + white students a chance to get comfortable with each other
- were just avoiding the problem
- integration could help revisits health problems

1AR - used to revisit inconsistencies of the other argument + good referred back to supporting evidence
reemphasize need for good teachers of color
arg tracking based off assumptions + stereotypes

2AR Brown prohibited seg schools, so this shouldn't even be a debate

Asked about where their org is coming from - press them on that!

1NC - Already taking steps to help schools increase diversity + achievement
Should be hiring more teachers of color - teachers should reflect the community
Segregated housing - housing laws impact way children go to school
Not easy for people to pick up + move

How to convince white parents to reduce claim in integrated schools

2NC - Have to address housing policy
Modest + inconsistent benefits
Tracking doesn't work for latino + black students - internal segregation

1NR - will cause more problems - how? have to solve neighborhood seg. problems
first cultural + language barriers
see what the people want

2NR Black + white students should be in different classes because of language + cultural differences

Other sides arg: Please give all speaking, presentation, and debate-strategy related feedback verbally.

based on assumptions
came out in black teachers with

Leah

Room: 302
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2

Moore, Madeline

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AFF

Spkr	Excel Chalvire & Osman	POINTS (24 - 30)	RANK
1A	Gamael Chalvire	26	3
2A	Amina Osman	28	1

NEG

Spkr	Westie Alexis Gonzalez	POINTS (24 - 30)	RANK
	Alexis Gonzalez	26.5	2

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

Signature: [Signatures]

Comments & Reason for Decision:

- Aff. argued that plan was better than status quo
↳ provided evidence in a clear and sequential manner
- Neg provided good argument that housing deseg. is good but did not address public health (a main argument of the aff.) and did not provide evidence for how housing deseg. would work

High School - Novice

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- 1NR (5 min.)
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Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
6:00

Neg Prep Time

8:00
6:00

1A Speaker: GAMAEL CHALUIRE Speaker Points: 24 25 26 27 28 29 30 comment:	1N Speaker: ALEXIS GONZALEZ Speaker Points: 24 25 26 27 28 29 30 comment:
2A Speaker: AMINA OSMAN 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:

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Affirmative Arguments	Negative Arguments
<p>Greater academic gap for minorities and immigrants</p> <p>anti-segregation</p> <p>minority schools have worse academics and worse teachers</p> <p>high teacher turnover rates</p> <p>Only cost effective way is integrating education</p> <p>perceived racism → worse mental health</p> <p>academic gap → worse public health</p> <p>segregation → form of discrimination</p> <p>need more money to make bigger strides in deseg.</p>	<p>Obama care policies → help create diversity and increase desegregation (magnet schools + grants)</p> <p>→ 12 mil dollars</p> <p>policy expand to teachers of color pipeline</p> <p>teachers need to reflect the communities they serve</p> <p>↳ culturally-based instruct. and higher expectations</p> <p>education problems can't be addressed in isolation</p> <p>desegregation programs haven't resulted in greater deseg.</p> <p>↳ kids of minority are isolated and don't mix w/ whites</p> <p>housing deseg. root cause of school sepeg.</p>
<p>government plan → should give money to minority schools</p> <p>solve → public health issue</p>	<p>plan → Obama care policies</p>

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Louney

Room: 222
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2

Kuo, Alice

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AFF Henderson

Spkr	HenInc Pimental & Fontes	POINTS (24 - 30)	RANK
1A	Natalia Pimental	28	1
2A	Elisandra Fontes	28	2

NEG New Mission

Spkr	NewMis Rosario & Dudley	POINTS (24 - 30)	RANK
2N	Angel Rosario	26	4
1N	Janiah Dudley	27	3

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

Signature: 

Comments & Reason for Decision:

The affirmative team won because they established school desegregation perpetuates the problem at its root. They've proved that the inaction proposed by the other team would not be a solution for solving racial inequity. The AFF also had evidence regarding the long extended issues that occur as a result of segregation and applied it to real-life situations.

The negative team made strong points regarding how desegregation might prove difficult, such as students feeling uncomfortable amongst different racial groups, or not being able to relate to teachers that aren't minorities, they also address the fact that school district and neighborhood stereotypes could make desegregation difficult to achieve. However, ultimately their arguments addressed largely difficulties to achieving desegregation rather than why desegregation should not occur.

High School - Novice

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1NR (5 min.)	<input checked="" type="checkbox"/>
1AR (5 min.)	<input checked="" type="checkbox"/>
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Aff Prep Time

8:00
- 1:00
7:00
- 2:00
5:00
- 4:00
1:00

Neg Prep Time

8:00
- 1:00
7:00
- 3:00
4:00

Parents themselves promote seg because of the choices they make in sending kids to certain schools

1A Speaker: NATALIA PIMENTAL

Speaker Points: 24 25 26 27 28 29 30

comment:

JANIAH
1N Speaker: ~~KENYAH~~ DUDLEY

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: ELISANDRA FONTES

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: ANGEL ROSARIO

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Racial segregation leads to

- insurance issues
- incarceration
- life expectancy

Less schooling → fewer opportunities → inability to get steady jobs.

us govt should provide financial incentives because many southern states are still seg.

Majority of schools now are shifting toward desegregation

is the starting point of many disparities btw majority/minority groups.

Negative Arguments

Desegregation of schools hasn't reflected in actual workforce demographics.

Minority/segregated schools work well because the teachers look like the students

Sports, classes, lunch seating reinforces racial lines even in desegregated schools

← of schools
Deseg not the method of solving racial inequity

working on desegregating neighborhoods would help racial inequity more effectively.

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

Better opp to learn about other groups of people.

Leave

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AFF			
Spkr	Charle Betancor & Ni	POINTS (24 - 30)	RANK
2	Jay Betancor	29	1
1	Jiany Ni	27	3

NEG			
Spkr	O'Brya Owen Nash	POINTS (24 - 30)	RANK
1	Owen Nash	28	2

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

Signature: McLean

Comments & Reason for Decision:

did an excellent job pointing out that even though segregation exist in vesting in it has worked before can work again if inputted properly.

* Was able to defused to opponent rebuttal that the best way to stop segregation is to start with the community and that it would be a waste to the schools by highlighting that white student and black students can work together and create diversity thus integrating the students and will help both in the community and at school.

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Each team has 8 minutes of total prep time.

Aff Prep Time

- 8:00
- 1:30 sec
- 1 min.
- 1:30 sec

Neg Prep Time

- 8:00
- 1 min.
- 1 min.
- 1 min.
- 1 min.

1A Speaker: Jianyi Ni

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

comment:

1N Speaker: Owen Nash

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

comment:

2A Speaker: Jay Betancor

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:

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Affirmative Arguments

Negative Arguments

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Room: 305
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Harte, Bill

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AFF			
Spkr	EdwM. Jordan & Moore	POINTS (24-30)	RANK
2	Mashani Jordan	26.5	3
1	Tyhanna Moore	25.5	4

NEG			
Spkr	HenInc Dang & Vernet <i>Marc</i>	POINTS (24-30)	RANK
1	Justin Dang	28.5	2
2	Sania Vernet <i>Talia Marc</i>	28.5	1

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

Signature: Bill Harte

Comments & Reason for Decision:

Affirmative unfortunately were not adequately prepared for the debate. They struggled to get their points across and did not present a cohesive argument. The negative side successfully refuted ~~refuted~~ any points the affirmative side made. They successfully communicated the fact that the affirmative side did not present evidence for their plan from the text. The negative side also brought up several good points in regards to the challenges of integrating schools. The affirmative side brought up some good points during cross-examination but struggled to communicate those points. The negative side was very well prepared and were both impressive for novices.

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Aff Prep Time

8:00
-1:00
-1:00

Neg Prep Time

8:00
-1:00
-2:00
-3:00

1A Speaker: Thyanna Moore

Speaker Points: 24 25 26 27 28 29 30

comment: - Didn't read all written of my speech; have to be better
- half response to her pts.

1N Speaker: Justin Dang

Speaker Points: 24 25 26 27 28 29 30

comment: - Cited evidence
- outline argument before making it

2A Speaker: Mashael Jordan

Speaker Points: 24 25 26 27 28 29 30

comment: - have notes during opp. argument so you can better cross-examine
- cite evidence
- D.A. can impact how you do things

2N Speaker: Talia Mott

Speaker Points: 24 25 26 27 28 29 30

comment: - try not to get absorbed when reading (confusing)
- Good d's, walk on your feet

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

- School integration is good; not all students have good education/teachers
→ Good jobs
- Ask the govt for \$ to integrate
→ better opportunities
- Better teachers → lower achievement gap
- low-income schools - better to integrate - better graduation rates
- U.S. Govt should increase funding for schools, including salary
→ supplies & resources
\$25M increase in funding
→ laptops, teachers, nurses, more seats buses
- Start integration now, no need to wait
- Govt can allocate the \$ to schools
→ students failing their teachers
- Meet new people; will get rid of problem

- How to get good schools for all?
→ Can't just throw \$ at schools
- ~~Money~~ \$12M investment in increasing diversity in schools
- Current diversity efforts working now [teachers are failing many students]
- Integration still results in segregation within schools
→ racial lines re-inforced
segregation within schools & buses
- Housing discrimination
→ Public schools - where people live
- meet fair housing acts; de-segregate neighborhoods 1st, then de-segregate schools
- Plan can't solve housing issues
- school can use \$ for anything
- De-segregation was bad for minority students
- METCO schools have less diverse staff
Phonetic (10%)
→ feel off, not their community

- Aff. should state full plan; don't provide evidence from text.
- Integration will cause violence; racial barriers
- racial incidents
- no plan to go off

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- School can do what they want w/ the \$

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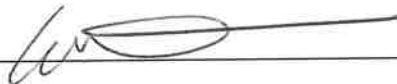
AFF

Spkr	Everet Falaise & Sweeney	POINTS (24 - 30)	RANK
1	Allan Falaise	27	4
2	Kevin Sweeney	27.5	1

NEG

Spkr	NewMis Cordero & Richard...	POINTS (24 - 30)	RANK
1	Damian Cordero	27.5	2
2	Alexia Richardson	27	3

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

Signature: 

Comments & Reason for Decision:

The affirmative team won this debate because they established clearly that the status quo (~~was~~ mandates, court historical decisions) have been ineffective in solving the segregation issue in schools & concluded that financial incentives ~~were~~ could be more effective.

This debate was really close, as the negative team objectively brought up more data/relevant information, but were ultimately unable to refute the financial aspect of the affirmative's plan.

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-
4:30

Neg Prep Time

-8:00-
2:15

more support!

↑ isolation

1A Speaker: Allan
Speaker Points: 24 25 26 (27) 28 29 30
 comment: use all your time! use cross-ex time to "lead" other team towards your arg.

1N Speaker: Damian
Speaker Points: 24 25 26 27 (28) 29 30
 comment: good use of time & provided the most amt of relevant data. consider structuring your speech around major pts.

2A Speaker: Kevin
Speaker Points: 24 25 26 27 (28) 29 30
 comment: Rebuttal is the final word; summarize all key arg. & respond to counterpt. use all most compelling speaker.

2N Speaker: Alexia
Speaker Points: 24 25 26 (27) 28 29 30 (31)
 comment: Rather than reading large sections of the cards: summarize the data & "bring it down" to judges' level who may not know resolution data.

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

- Re-segregation still occurring
- widening achievement gap
- racial isolation, ↓ grad rates for minor = final plan unclear
- integrated education
- lower quality teachers/unequal access in minority schools
- ~~◦ demographics decided by districts~~
- demographics decided by districts
- achievement gap ... health + permanent inequality
 - insurance
 - incarceration
 - jobs
- financial incentives to ↑ diversity
 - ↳ mandates don't work, courts ineffective ✓ → effective arg.
- B/w achievement gap remains wide
- de-seg. school atten. leads to attr. de-seg. univ. & beyond.
- lower inc. cities need \$ to support de-seg. initiatives
- minority schools rely on inc. from area & need gov. subsidy
- ↑ edu = ↑ job = insurance
- social & academic benefits
- need more \$ (\$12m not enough)

Negative Arguments

- still isolated in de-seg. schools
- courses/sports reinforce racial boundaries
- districts' boundaries / housing create systematic segr.
- DOJ: enforce fair housing laws
- HUD: establish f.h. guidelines
- = housing segregation creates school segregation
- ↳ Δ here must happen 1st, cannot be addressed in isolation
- bussing creates white backlash/violence = neg. exper.
 - ↳ cautionary tale for mand. re-int.
- Obama: re-int. by income → need more explan.
- can't integrate b/c of housing/demographics → make neighborhoods more diverse 1st
- + ~~use~~ use of cross-ex time better
- new grants prog. to support district's & schools' div.
- \$12m investment (w/ ad dist) to ↑ div. = already pursuing div initiatives
- de-seg. undermined cultural identities
 - ↳ had (role) models who looked like them before
- DOE not supporting plan
- current president doesn't support
- still going to be violence

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

Δ won't Δ have students treat each other

1st
CE 1 new

CE 2 new

Room: 221
Start: 10:15 AM
Novice

2

Patel, Dhruv

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

Spkr	HenInc Zapata & Velazquez	POINTS (24 - 30)	RANK
2A	Melvin Zapata	28	1
1A	Ariel Velazquez	27	2

NEG

Spkr	EdwM. Loufaste & Benjamin	POINTS (24 - 30)	RANK
1N	Rose Loufaste	26	3
2N	Adrienne Benjamin	26	4

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

Signature: [Signature]

Comments & Reason for Decision:

EdwM. Team, ~~you~~ ^{your} ~~failure~~ ^{failure} to clearly convey your argument was your biggest issue. There were several strong points made that ~~lost~~ ^{lost} impact because of the manner in which you presented it. Tone & Clarity ~~were~~ ^{were} ~~the~~ ^{the} ~~biggest~~ ^{biggest} need improvement among both groups. But presentation of HenInc. was hands & feet above in terms of flow & roadmapping. EdwM. may have lost, but it can be attributed more to inexperience than inability.

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

Neg Prep Time

8:00

1
+

<p>1A Speaker: Ariel</p> <p>Speaker Points: 24 25 26 <u>27</u> 28 29 30</p> <p>comment: try using flashcards, & practice pronunciation</p>	<p>1N Speaker: Rose</p> <p>Speaker Points: 24 25 <u>26</u> 27 28 29 30</p> <p>comment: confidence! For you, it will come from preparation</p>
<p>2A Speaker: Melvin</p> <p>Speaker Points: 24 25 26 27 <u>28</u> 29 30</p> <p>comment: Practice in front of a mirror!</p>	<p>2N Speaker: Adrienne</p> <p>Speaker Points: 24 25 <u>26</u> 27 28 29 30</p> <p>comment: Confidence! Practice, internalize it for you, it will come from as much as you can</p>

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
<p>1AC - increasing achievement gaps between segregated schools.</p> <p>Schools with poor integration tend to have high turnover among teachers causing more difficulties for students</p> <p>CX - how's segregation affect healthcare & livelihood</p> <p>immigrant students more likely to be assigned to an under certified teacher or poorly funded program.</p> <p>CX - racism in an integrated school is is viewed as a short term problem</p>	<p>like should be in/ likes i.e. black teachers for black students white " " white " " etc. " " "</p> <p>C-X - do you agree w/ segregation? unsure</p> <p>what problems do you see arising within a system pushing full integration.</p> <p>previous desegregation tactics like busing failed.</p> <p>There are fewer problems at a segregated school.</p>

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

Room: 314
Start: 10:15 AM
Novice

2

Sheppard, Keller

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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	HenInc Rosa & Lugay	POINTS (24-30)	RANK	Spkr	Bright Royaumine Laurore	POINTS (24-30)	RANK
1	David Rosa	28	2	1/2	Royaumine Laurore	28	1
2	Sterlyn Lugay	27	3				

Winner: Bright debating on the NEG Side (Aff or Neg) Low point win? no
Signature: Keller

Comments & Reason for Decision:

The aff did not address the Neg's argument that desegregation was not the only way to improve educational outcomes, so this carried. The Neg's critiques of school integration's impact on minority students was only partially address.

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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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~~
3:00

Neg Prep Time

~~8:00~~
9:00
0:00

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

comment:

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

comment:

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

comment:

2N Speaker: N/A same
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

- 1) school segregation is worsening
 - 2) segregation leads to worse academic outcomes and less access to quality teachers
 - 3) Segregation leads to worse public health outcomes
 - 4) Federal \$ has been successful in part
- did not fully address concerns regarding cultural segregation in integrated schools → while it was addressed, it need to be a more ~~central~~ central aspect of the debate (frame it as better than the alternative of fully segregated schools
↳ also need to address parent support and family situation's role

- segregating schools alone does not address the underlying issue of housing desegregation
- integration leads to problems of minority students being unable to thrive due to language and/or cultural barriers
- ~~they~~ propose that the Federal gov. uses resources to address problems in minority schools rather than integrating them → also shows that those resources would be better spent and addressing housing segregation
- Should focus resources on directly improving school ~~resources~~ inequalities

Lowrey

Room: 316
Start: 10:15 AM
Novice

2

Soriano, Cecilia

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.
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Please return ballot within 15 minutes after round ends.

AFF Henderson - Affirmative

Spkr	HenInc Natasia Campbell	POINTS (24 - 30)	RANK
3	Natasia Campbell	28	3

NEG Everett - N

Spkr	Everet Ovalle & Ferreira	POINTS (24 - 30)	RANK
2	Ileissa Ovalle	28	2
1	Daniel Ferreira	29	1

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

Signature: Cecilia Soriano

Comments & Reason for Decision:

- All the debaters were very articulate and spoke clearly and precisely. Both teams really listened to one another.
- The team from the Everett was very well prepared and organized. They spoke both from prepared notes and extemporaneously, demonstrating great thoughtfulness about the topic.
- The single student from the Henderson did an admirable job but she could have used more evidence data throughout her argumentation.

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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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

Neg Prep Time

8:00

1A Speaker: Natasha

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Daniel Ferreira

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Teissa

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

Country still wrestling w/ desegregation in the schools

- Hispanics have now joined Blacks in the marginalized group
- This ~~is~~ segregation in the schools ultimately leads to an economic gap.
- There is a lower quality of teachers and curriculum in segregated schools.
- This contributes to lower graduation rates
- This general lower education and economic level contributes to decreased access to healthcare
- The lower level of education impacts the rest of their lives in some cases even leading to incarceration

Housing impacts where a child goes to school

Research shows that districts where desegregation is chosen voluntarily have much more success

Integration earlier in life makes for a more socially capable life

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

5:00

Neg Prep Time

8:00

6:00

3:00

1A Speaker: Vvan

Speaker Points: 24 25 26 27 28 29 30

comment: make sure to introduce yourself, your side and your case.

1N Speaker: Hovda

Speaker Points: 24 25 26 27 28 29 30

comment: introduce yourself.

2A Speaker: Ziyan

Speaker Points: 24 25 26 27 28 29 30

comment: introduce yourself. make to summarize your card and what you read.

2N Speaker: Jalyn

Speaker Points: 24 25 26 27 28 29 30

comment: make sure not to contradict your point.

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 insurance reflects the contribution of minority community?

- lack of racial diversity affects school performance.

- achievement gap will close based on school diversity

(no evidence to prove when asked during cx)

- when students leave school and enter "the real world" they won't be prepared for diversity to come.

- financial incentive from gov't needs to be provided

- students need the opportunity to interact w/ different cultures. rebuttal students still have to

- teacher diversity should change not the student diversity.

- racial diversity in classrooms

- academic tracking based on race will happen in schools

- asked aff, "when your at school who do you hangout with?"

- ask aff "where would financial incentive come from already happening"

*resident segregation vs. housing segregation (residency) housing is the main reason behind school options for students.

- students will hang w/ people they are comfortable with. rebuttal

Plan: integration is happening it can't change

eam their own grades no matter which school they attend. Please give all speaking, presentation, and debate-strategy related feedback verbally.

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AFF

Spkr	Everet Mezri & Martinez	POINTS (24-30)	RANK
1	Zineb Mezri	28.5	1
2	Natalie Martinez	27	4

NEG

Spkr	EasBos Oliva & Mahmoud	POINTS (24-30)	RANK
2	Leslie Oliva	28	2
1	Dina Mahmoud	27.5	3

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

Signature: 

Comments & Reason for Decision:

The negative team won the debate b/c they were able to prove that funding the re-integration of schools would not solve the disparities b/w white and minority students. b/c:

1. There is a better alternative in fixing the housing issues since school districts are based on residential districts. If people could afford housing in better school districts the schools would be more integrated.
2. There is no difference in outcomes for minority students in multi-racial schools as opposed to non-multiracial schools. This being the case, it's better to fix the schools and let students learn in a more comfortable environment.

The affirmative team was unable to prove that minority students would benefit from going to multi-racial schools as opposed to some alternative solutions brought up by the negative side. Their pros could not outweigh the neg's cons.

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

- 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

Neg Prep Time

8:00

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

1A Speaker: Zineb
 Speaker Points: 24 25 26 27 (28) 29 30
 comment: Solid knowledge of the topic, very prepared gave tough questions

1N Speaker: Dina
 Speaker Points: 24 25 26 (27) 28 29 30
 comment: questions were great, keep being skeptical Great use of personal experience

2A Speaker: Natalie
 Speaker Points: 24 25 26 (27) 28 29 30
 comment: great use of the student perspective and weighing the pros and cons

2N Speaker: Leslie
 Speaker Points: 24 25 26 27 (28) 29 30
 comment: great critical analysis on alternative solutions and negatives of the Aff's plan

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

* The Public Health Harm LAC
 Fund to help

Social isolation, anxiety ANC
 Alternatives - grants, charter schools

Q - hiring teachers of color doesn't solve the issue, high turnover rate
 - The teacher can only do so much resources are necessary
 - How will hiring work

Natalie 2A
 - Want students to feel comfortable but the students are already in isolation, the teachers are not consistent/stable b/c of turnover so the benefits outweigh harm. This is a way to help students catch up.
 - The barriers are already there

A - inherent b/c of segregation of schools
 A - We should stay at the state level
 A - Housing will take much longer, funding integration is easier

Q - desegregation doesn't improve racial attitudes?
 - Should politics play a role in what students go to

Q - achievement gap Cross-Ex
 Q - Parents / Fed. Gov? have a say
 D - changes, good/bad standards

Social isolation, anxiety VNC
 Alternatives / what we already have
 - grants, charter schools
 - The charter schools are serving as a model to increase diversity w/o using funds for it.
 - diversity of teachers, training, work force change,
 - segregation w/ schools w/ integration
 - integration hasn't worked

Hiring teachers in same background students see themselves / can relate
 - comfortability in school

Q - there is still racism? Cross-Ex
 Q - is funding possible on federal level?
 Q - isn't housing the main issue?
 Q - bullying / racial tension?

* Residential segregation is the bigger issue, HUD can manage things w/ Administration and litigation
 Benefits of having school in neighborhood
 * No correlational difference b/w minorities in same schools or in multi-cultural schools.
 meta - not held to any standards

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

* Pick what's important don't have to read word for word

Room: 328
Start: 10:15 AM
Novice

2

Robson, Maryrose

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AFF				NEG			
Spkr	NewMis Wolfe & Deant	POINTS (24 - 30)	RANK	Spkr	EdwM. Paul Rojas	POINTS (24 - 30)	RANK
1A	Stella Wolfe	29	1	1N	Paul Rojas	26	3
2A	Dominique Deant	28	2				

Winner: New Mis Wolfe + Deant debating on the Affirmative Side (Aff or Neg) Low point win? _____
School/Team

Signature: Maryrose Robson

Comments & Reason for Decision:

The affirmative team won because they were incredibly well prepared, articulate, and clear in arguing that statistics shown that desegregation is important for long term outcomes and that morally it is important to magnify students' social capital and diverse networks.

The ~~some~~ negative team brought up good arguments about parental choice, student isolation, and trouble with studies studying desegregation. However, he had extensive trouble with cross examinations and rebuttal and could not articulate the main points of his argument.

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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<p style="text-align: center;"><i>New Mission</i></p> <p>1A Speaker: <i>Stella Wolfe</i></p> <p>Speaker Points: 24 25 26 27 28 <u>29</u> 30</p> <p><small>comment:</small> <i>Well spoken, confident, clear</i></p>	<p style="text-align: center;"><i>EMK</i></p> <p>1N Speaker: <i>Paul Rojas</i></p> <p>Speaker Points: 24 25 <u>26</u> 27 28 29 30</p> <p><small>comment:</small> <i>Very hesitant, wasn't able to use much of his time well</i></p>
<p>2A Speaker: <i>Dominique Deant</i></p> <p>Speaker Points: 24 25 26 27 <u>28</u> 29 30</p> <p><small>comment:</small> <i>Quiet, but very well metered in making your points</i></p>	<p>2N Speaker:</p> <p>Speaker Points: 24 25 26 27 28 29 30</p> <p><small>comment:</small></p>

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
<p>School segregation is happening now, Brown not national requirement, meaning of diversity shifted, widening achievement gap, both groups disaffected → lower income → lower quality; high teacher turnover rates, grad rates 4/10, public health harms → health insurance, incarceration rates [literally making people sick] GOOD STATS, MORAL PERCEPTION, give money to integrate school [MANDATES FAIL, NEED MONETARY INCENTIVE], understanding legal precedent for change.</p> <p>Technology can help fix achievement gap, Diversity → higher MCAS scores, \$6-8 million small price to pay METCO, students in low income need chance, <u>networks</u> provide wider perspective, social capital necessary for success, comfortable with other life experiences, long term effects worth short term difficulties, how to relate to people who are different than you; school help housing issue.</p> <p>Isolation more universal concern → not about race</p> <p>Education about racism with help with comfort, remove racial prejudice. METCO → 97% education rate/exposure white students also benefit to other culture</p> <p>Discrimination everywhere, maybe not most efficient, but most focused on positive outcomes</p>	<p>Haven't necessarily been effective with federal funding, socialization across racial boundaries remains challenging, symbolic separation {WHITE CLUBS v BLACK CLUBS}, not just about school segregation, also housing laws, even if all students bused, they still be separated → mindset, not just money, families cannot move out of affordable housing, easier for kids to go to nearby schools [parental choice] desegregation does not have that large effect on achievement gap, general surveys for support [DOES NOT HAVE LASTING EFFECT]</p> <p>Transportation involves safety/training concerns</p> <p>METCO statistics even less diverse, no standards of school climate, students feel uncomfortable, political issues present, racial incidents common, POOR IMPLEMENTATION, less black principals/teachers, destroy black schools, ISOLATION, DISCRIMINATION, erase historical connection, lack of empathy and different teaching styles, need to feel like a part of the community</p>

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

45 sec
15 sec

Neg Prep Time

8:00

1 min
1 min
1 min
1 min
1 min
1 min

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

Room: 309
Start: 10:15 AM
Novice

2

Torous, Will

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			
Spkr	NewMis Jones & Osborne	POINTS (24 - 30)	RANK
1	Aaliyah Jones	26	3
2	Kayla Osborne	25	4

NEG			
Spkr	MarMun De Jesus & Lopez	POINTS (24 - 30)	RANK
2	Elidaliz De Jesus	27	2
1	Daniela Lopez	26	1

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

Comments & Reason for Decision:

Both teams had great CXs and rebuttals
MarMun had limited evidence but used it well
Put ~~proof~~ burden of proof on Aff

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: Aaliyah

Speaker Points: 24 25 26 27 28 29 30

comment:

Asks great CX questions

1N Speaker: Daniela

Speaker Points: 24 25 26 27 28 29 30

comment:

Sums up points really well!
+ Good rebuttals

2A Speaker: Kayla

Speaker Points: 24 25 26 27 28 29 30

comment:

Really well written AC
more vocal variety

2N Speaker: Elidalia

Speaker Points: 24 25 26 27 28 29 30

comment:

Good speaking tone/vocal variety

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

Discrimination leads to mental health issues

Minority schools have difficulty retaining good teachers

Integrated schools have much better students do ~~very~~ well

Families can't just move to a better district

This is a crisis, all sides must propose a plan

Negative Arguments

In "integrated" schools, minorities are still ostracized

The plan presented is ambiguous

Burden of evidence

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
~~7:00~~
~~6:00~~
5:00

Neg Prep Time

~~8:00~~
~~7:00~~
~~6:00~~
5:00
~~4:00~~
~~3:00~~
2:00

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AFF

Spkr	HenInc Sutton & Oxilly	POINTS (24-30)	RANK
A2	Keriyah Sutton	27	1
A1	Octavia Oxilly	25	3

NEG

Spkr	Burke Faith Boyce	POINTS (24-30)	RANK
D11	Faith Boyce	26	2

Winner: Burke/Boyce debating on the Neg Side (Aff/Neg) Low point win? _____
School/Team
 Signature: Allison M. Velez

Comments & Reason for Decision:

- Negative side addressed in effectiveness of previous federally funded programs. Claimed desegregation is currently underway at a state and local level, citing efforts like magnet schools, teacher education/development ~~(and)~~. Advocated for new efforts too like focusing on self-segregation through extra-curriculars. Convincing that federal intervention wasn't necessary at this point in time.
- Aff. side did a great job laying out the problem and how it pervades all facets of life. Advocated for federal incentives for states to get funding, but didn't provide details about how such a plan would work. Didn't answer the other side's questions about the "plan", but asked good questions about how the other side's plans would address the collateral issues.

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

Constructives

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

Rebuttals

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

1A Speaker: Octavia Oxilly

Speaker Points: 24 25 26 27 28 29 30

comment: Please don't use phones. Good, steady tone and pacing, try to seem more engaged with the material.

1N Speaker: Faith Boyce

Speaker Points: 24 25 26 27 28 29 30

comment: Wonderful, clear speaking voice. More eye contact. Great pacing, easy to follow.

2A Speaker: Harriyah Sutton

Speaker Points: 24 25 26 27 28 29 30

comment: Please don't use phones. Good voice, clear. Vocally emphasized important points.

2N Speaker: N/A

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

- Detailed overview of how deep the issues of segregation reaches. Named 3 major later-in-life issues: health insurance, incarceration, life expect.
- Teacher retention is a hard root of the problem. Implied funding should address that.
- Even so-called desegregated schools are self-segregating within → speaks to current efforts ineffectiveness.
- Called for federal financial incentives for states, generally.
- Any solution needs to address all kinds of segregation, not just racial. Include socio-economic, immigrant status, etc.
- Plans used so far haven't worked, segregation has only gotten worse.

Negative Arguments

- Magnet schools can be used to address all kinds of diversity issues (racial, ethnic, socioeconomic).
- Teacher ed programs; emphasized connection w/ students. "cultural mediators"
- Acknowledged the problem.
- Listed ineffective previous solutions (busing)
- Focus on extra-curriculars as a place to break down racial barriers.
- Main point → schools are actively being desegregated with local programs. No need for federal intervention.
- Questioned relevance of collateral effects mentioned by other side (immigration, mental health)
- Schools have misused federal funds in the past.

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

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

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AFF			
Spkr	Brooke Anderson & Cantave	POINTS (24 - 30)	RANK
1	Akeelah Anderson	26	4
3	Meguycha Cantave	27	2

NEG			
Spkr	Bright Vuelto Martinez & M...	POINTS (24 - 30)	RANK
2	Celeste Vuelto Martinez	27	3
4	Britney Mendez	28	1

Winner: Brooke Anderson debating on the NEG Side (Aff or Neg) Low point win? Yes
 School/Team: Bright Vuelto Martinez
 Signature: Gary Gorny

Comments & Reason for Decision:

Akeelah: Counter arguments: "black" is not only minority... Latino, Asian etc
 3 min left... Also 3 min left... find another argument.

Meguycha: First speech should respond to points brought up by negative side and why they're wrong.
 one possible answer
 Education = better jobs = access to either employer-provided healthcare or more money to buy healthcare

Good cross-examination

Celeste:
 Solid points. Focus on pronunciation, review speech by practicing
 3 min left in final argument. Try to find another point to argue to fill remaining time.

Britney: Good presentation of facts

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.)

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

1:00 used

Neg Prep Time

8:00

2:00 used

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Be a bit more assertive.

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Practice readings beforehand to present & pronounce more productively.

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Good cross-examination.

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

More job. Find how to utilize substance.

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

- Minority schools: unequal opportunity
- Difficulty in attracting high-quality teachers.
- Lower graduation rates in poor/minority schools
- Access to health insurance
- Impact on mental health
- Quality of teachers
- Desegregation provides better teach.

Negative Arguments

- Inconsistent/little evidence in diversity improving education.
- Separate social lives in desegregated schools.
- Students still socially segregated.
- No increase of college admissions or wages.
- Should be investment in teachers

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AFF

Spkr	EdwM. Jean Charles & Odi...	POINTS (24 - 30)	RANK
2	Christine Jean Charles	26	4
1	Prince Odimwegi	28	1

NEG

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

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

Signature: 

Comments & Reason for Decision:

The affirmative team won this debate because they established that integration would provide more opportunities for people of color to learn and would promote greater life-long success for minorities.

The negative team made some really interesting points about bullying, but it was a little unclear why segregation would be the most effective way of addressing this issue.

I would encourage both teams to use more of their time to explain the excellent points they raised or to even present more claims.

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

Constructives

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

Rebuttals

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

1A Speaker: Prince Odimegwé

Speaker Points: 24 25 26 27 **28** 29 30

comment: You did a great job using your body language to convey ideas. You could improve your presentation by adding more of your own analysis when summarizing points.

2A Speaker: Christine Jean Charles

Speaker Points: 24 25 **26** 27 28 29 30

comment: Try to help guide my decisionmaking by explaining why I should vote for your team. This explanation should include a comparison of arguments and reasons you won those.

1N Speaker: Joseana Correia

Speaker Points: 24 25 26 **27** 28 29 30

comment: Your body language conveyed your enthusiasm! Consider using even more planning time so you figure out how to present even more of your great ideas!

2N Speaker: Abdiaziz Abdi

Speaker Points: 24 25 26 **27** 28 29 30

comment: Consider using more of your planning time to confer with your partner so you can get on the same page about which arguments to emphasize.

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

Minority schools tend to have fewer AP classes.

More African-Americans in jail + w/o health insurance → schools are not sitting students up for success
↳ miss out on the contributions this group of people could be making

Federal Funding → \$ to groups that discriminate on basis of race
↳ use financial incentives to promote desegregation
↳ Govt. Funding should be available to all

Racial integration even where houses are segregated
↳ policy choices matter and housing patterns do not have to resurface in schools

Integration offers more opportunities for minorities, which will promote higher achievement.

Obama's policies have already solved issue of lack of diversity in schools-provided funding.

↳ momentum of this program will rapidly increase diversity

minority schools are hiring more teachers of color which will inspire and motivate students of color.

↳ more support for teacher training

Students in integrated schools do not have the opportunity to interact—dif. teams, social segregation. Integration doesn't encourage cross-cultural communication.

↳ Black students are often bullied

Achivement gap hasn't decreased after desegregation/integration.

Boston Busing → caused greater conflict between racial groups.

Plan isn't working. Need minority teachers.

Brown v. Board hasn't prompted greater racial harmony.

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
6:00 :21

Neg Prep Time

8:00
6:00 :13