Room: 202
Start: 1:00 PM
Junior Varsity

3

y'all need to allow for
more characters
↓

Rostovtseva, Tati-

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	JosQui Liu & Li	POINTS (24-30)	RANK
2	Gui Ying Liu	26.5	3
1	Xinmei Li	26.5	2

NEG

Spkr	EdwM. Lynch & Delhomme	POINTS (24-30)	RANK
M	Shania Lynch	28	1
	Laurent Delhomme		

Winner: ___EdwM. Lynch___ debating on the ___Neg___ Low point win? ____
    School/Team   Side (Aff or Neg)

Signature: _____

~~Other judges on panel: Kasey Tenerowicz, Raymond Wynnne. Please do not start until all judges are present.~~ one judge only.

Comments & Reason for Decision:

The negative team won the debate, because she was able to successfully undermine the affirmative's case. She continually undermined the feasibility of the plan (that the AFF would not be able to get the $) — to which the aff did not respond (until the 2A rebuttal, but this was too late and unconvincing. The aff did a good job presenting the harms imposed — this would have been improved by reminding us how the neg has not addressed the harms. The aff also did not address the neg's argument, which would have greatly improved their case.

I really liked how the neg provided a quick and clear "summary" of each of her cards! This really helped make the debate more clear.

I enjoyed how clearly aff defined the terms of the debate and communicated solvency, harms, and inherency.

I found your health care argument interesting and compelling!

I found your argument about discrimination vs desegregation (which housing could solve) very nuanced!

KEEP UP THE GOOD WORK! You should be SO proud! You are It was a privilege to judge your debate today. awesome!

High School - Junior Varsity

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:

Clarity: A debater with strong clarity would read and summarize evidence while providing persuasive analysis.
Organization: Providing a clear overview of each speech; indicating corresponding arguments in response.
Conviction: How debaters convey their belief in their arguments through changes in language and tone.

1A Speaker: Xinmei	**1N Speaker:** Shania
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: 26.5	comment: 27.5 - 28
2A Speaker: Guy Ying	**2N Speaker:** Shania
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: 26.5	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)

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	

Affirmative Arguments

Segregation is a problem today - Brown v Board was good, but, needs more to be done today.

Deseg would -
improve employment, healthcare, mental health

Schools should be integrated
$12M from feds to → build schools (?)
hire teachers

needs more detail + reason; could not defend in CX.

Did not address housing argument.

Extend economic competitiveness

Only mentioned extend of harms in rebuttal.

Negative Arguments

Problem is discrimination, not desegregation.

Discrimination should be solved w/ housing.

Dropped health arguments

Great CX questions to clarify points + help move debate forward!

Rebut effectively
Rehash housing

* Misdefined Brown vs Board.

Great debate!
Thanks to all!

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
4:00

Neg Prep Time
8:00
4:00
7:00

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

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AFF

Spkr	O'Brya Nash & Johnson	POINTS (24 - 30)	RANK
1	Owen Nash	27	1
2	Jayda Johnson	28	1

NEG

Spkr	Bright Royaumine Laurore	POINTS (24 - 30)	RANK
1	Royaumine Laurore	26	3

Winner: __O'Brya Nash + Johnson__ debating on the __Aff__   Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Comments & Reason for Decision:

The affirmative team ~~had~~ won this debate b/c the were able to prove that ~~school~~ student would benefit from the federal gov't funding reintegration of schools.

They argued that multi-racial schools are a good thing and changing the schools rather than having would encourage the new generation since they are the future.

The negative had a strong position of keeping things the way they are and just pay for better teachers but was not able to rebut any other arguments.

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.

1A Speaker: ~~Nicolas~~ Owen	**1N Speaker:** Royaumine
Speaker Points: 24 25 26 (27) 28 29 30	**Speaker Points:** 24 25 (26) 27 28 29 30
comment:	comment: Did very well w/ presentation saying the argument and explaing them in own words
2A Speaker: ~~William~~ Jayda	**2N Speaker:**
Speaker Points: 24 25 26 27 (28) 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: Good job relating your arguments back to mental health, your conviction of the topic showed	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**
Clear and confident 1AC	Q- A.A. Health CX
	Q-
Changing the system Jayda w/ the schools instead of housing so that students can see the changes and implement them later as they get in the system ~~later~~ later	language barriers for imigrant students
Cultural barrier
multi-racial schools Owen are inherently a good thing and students that go to these schools will go to diverse colleges and then change the system	Argued instead of putting money into intergrating schools and changing things, put the money into getting the poor/minority schools better teachers.

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

8 7 6 5 4 3 2 1

Neg Prep Time
8:00

8 7 6 5 4 3 2 1

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AFF

Spkr	HenInc Zapata & Velazquez	POINTS (24-30)	RANK
2A	Melvin Zapata	28	2
1A	Ariel Velazquez	28	3

NEG

Spkr	MarMun Santos & Rosado	POINTS (24-30)	RANK
2N	Yuleisis Santos	27 4	4
1N	Jonathan Rosado	29	1

Winner: __Hen Inc__ School/Team debating on the __Aff__ Side (Aff or Neg) Low point win? __no__

Signature: _____

Comments & Reason for Decision:

Good confidence & sportsmanship from both teams - remember to be formal when speaking - maintain eye contact - as well as during cross examination - speak & question with respect and in a non-threatening manner!

Chose Affirmative side as winner as they had clear structure in their facts - the analysis of the subject on desegregation was full of depth and included many sources - there were many applicable arguments that were answered & pleaded to the opposing side had more recent facts

Negative side also very structured - needed more synchronization from teamates.

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.

1A Speaker: Ariel	**1N Speaker:** Johnathon
Speaker Points: 24 25 26 (27) 28 29 30	Speaker Points: 24 25 26 27 (28) (29) 30
comment: influred the miss throughtut the debate - showed confidence	comment: very knowledgeble abus debate strucsure & helpful - slow down a little
2A Speaker: Melvin	**2N Speaker:** Yuleiss
Speaker Points: 24 25 26 (27) 28 29 30	Speaker Points: 24 25 (26) 27 28 29 30
comment: ~~scribbled out~~ Brought Personal such confidin	comment: very articulate - knew the material

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.)	☑

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
Support school desegregation	Support School resegregation
-Brown v. Board SCOTUS decision → important precedent case for school deseg in south where it was big issue	-Students of color discriminated against in multi-ethnic schools - by students & teachers
-integrate education	-there will always be racism in our country - despite having an African American president
-U.S. Fed gov should Provide financial incentives for Providing more opportunies to minorities	-help schools create & maintain diversity → socio economic diversity
-acknowledge that other side agrees that the biggest problem is racism	-allocate money into minority schools instead of building schools
-minorities will be given more personal academic & healthcare opportunities in the long run → better jobs	-teachers giving unjust grades to minorities
-allow different races to learn from eachother early on → when educated on peoples differences we can appreciate eachother rather than spread negativity	⮡ give more money to schools will lead to better teachers & teachers of color → ↑ teachers of color
⮡ should elaborate on this point → just touched on it	-said that other side agrees that ~~scribbled~~ schools that have mostly minorities need improvement in some way → are an issue & not as good as white minority schools in affluent neighborhoods
-looking forward → both minorities & white soudents will benefit in deseg schools	-white parents backlash when integrated
-cant prevent racism in all teachers	-miss laws are old when given examples
⮡ same will be racist	-avoid backlash if in similar income

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

卄卄 III

Neg Prep Time
8:00

卄卄 I

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AFF

Spkr	HenInc Pimental & Fontes	POINTS (24 - 30)	RANK
2	Natalia Pimental	27	3
1	Elisandra Fontes	27	2

NEG

Spkr	Excel Chalvire & Osman	POINTS (24 - 30)	RANK
2	Gamael Chalvire	27.50	1
1	Amina Osman	27	4

Winner: HenInc Pimental & Fontes   debating on the __Aff__   Low point win? ✓
(School/Team)   (Side (Aff or Neg))

Signature: _Donavan F. Skepple_

Comments & Reason for Decision:

The Aff won because they outlined at the start Brown v Board of Education. They mentioned federal incentatives helped southern school desegregate. They outlined that desegregated had better resources. Unfortunately the Neg was focused on discussing desegregating communities before schools. They did not raise doubt about the Aff plan, the closet they came was the Neg mentioned some integrated were still racially divided but that made no comment on the standard education or the Aff plan's ability to achieve its goalso

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.)	☑
CX (3 min.)	☑
1NC (8 min.)	☐
CX (3 min.)	☑
2AC (8 min.)	☑
CX (3 min.)	☑
2NC (8 min.)	☑
CX (3 min.)	☑

1A Speaker: Elisanda Fontes
Speaker Points: (24) 25 (26) (27) 28 29 30
comment: Head Down, No eye contact but good flow and volume

1N Speaker: Amina Osman
Speaker Points: (24) 25 (26) (27) 28 29 30
comment: Speedy, a few pauses, strong tone percieved as aggressived by other team

2A Speaker: Natalia Pimental
Speaker Points: (24) 25 (26) (27) 28 29 30
comment: No eye contact but great flow

2N Speaker: Ganael Chalwise
Speaker Points: 24 (25) (26) (27) 28 29 30
comment:

Rebuttals	
1NR (5 min.)	☑
1AR (5 min.)	☑
2NR (5 min.)	☐
2AR (5 min.)	☑

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
• AC1 Elisanda AC1 Fontes	• Community desegregation should be the first step before school desegregation
• ~~Head down,~~ # 40% {graduation in ↑ Minority schools	
• ↓ Quality teachers in Hi Minority schools	• Integrated school may still have students self-segregate
• ↓ Income linked to poor education	
• Racial Achievement gap linked to health risk	• Teachers should represent their school's population
• Federal incentatives has helped with desegregation	
• ~~Segrega~~ Desegragated schools have better resources	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

3:00

Neg Prep Time
8:00

4:50

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AFF

Spkr	HenInc Sutton & Oxilly	POINTS (24 - 30)	RANK
1	Keriyah Sutton	28.5	2
2	Octavia Oxilly	28	3

NEG

Spkr	Charle Zhao & Du	POINTS (24 - 30)	RANK
2	Ziyan Zhao	27.5	4
1	Yuan Yuan Du	29	1

Winner: _____NEG_____
School/Team

debating on the ___NEG___
Side (Aff or Neg)

Low point win? __NO__

Signature: _____

Comments & Reason for Decision:

NEGATIVE ARGUED THAT THE AFF WAS SYMPTOMATIC OF A BIGGER PROBLEM WHICH WHILE DISCUSSED, WAS NOT ADEQUATELY DETAILED IN THE FORM OF A PLAN. AFFIRMATIVE HAD A GOOD FOUNDATION FOR AN IDEA, BUT LACKED DETAIL

High School - Novice

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: KERIYAH 28.5

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: YUAN YUAN 29

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: KERIYAH OCTAVIA 24.5

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: ZIYAN 27.5

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
- SEGREGATION ISN'T LIMITED TO SCHOOLS, SEGREGATED COMMUNITIES HAVE DIFFERENT HEALTH, INCARCERATION CRIME, LIFE EXPECTANCY - SCHOOLS CURRENTLY LACK FINANCIAL MOTIVATION TO CHANGE - PEOPLE EXPOSED TO DIVERSE CULTURES SHOW BETTER CRITICAL THINKING, BETTER PROBLEM SOLVING, MATH, SOCIETAL JUSTICE, OVERALL PERFORMANCE - SUMMARY: HOUSING ROOT CAUSE, MONEY WON'T ENFORCE BEHAVIOR, RELOCATING STUDENTS MAY CAUSE ADDITIONAL HARDSHIPS. EMPLOYMENT LOSS, LOSS OF COMFORT AND COMMUNITY	- SEGREGATED SCHOOLS ARE A SYMPTOM OF LARGER PROBLEM OF SEGREGATED COMMUNITIES - FORCED INTEGRATION WILL DESTROY COMMUNITY CENTERS - CAN'T EASILY MOVE ENTIRE FAMILIES - EVIDENCE THAT DIVERSITY INCREASES ACHIEVEMENT IS INCONSISTENT - ACADEMIC PERFORMANCE NOT SHOWN TO INCREASE - CAN'T FORCE BEHAVIORAL CHANGES, BUT CAN INVITE IT - CAN'T CONTROL HOW MONEY IS SPENT, BUT CAN TRACK IT - FUNDING MUST COME WITH INSTRUCTION AND OVERSIGHT

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00.
(1 MIN)

Neg Prep Time

8:00

1 MIN (NC 1)
1 MIN (CROSS EX)
3 MIN (1 NR)
2 NR (

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AFF

Spkr	Brooke Anderson & Cantave	POINTS (24 - 30)	RANK
2	Akeelah Anderson	27	4
1	Meguycha Cantave	27.5	3

NEG

Spkr	MarMun De Jesus & Lopez	POINTS (24 - 30)	RANK
2	Elidaliz De Jesus	27.5	2
1	Daniela Lopez	28.00	1

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

Signature: _____

Comments & Reason for Decision:

Anderson:
~~Cantave:~~ Excellent (best)
use of voice and pace. Hold
speech in front of face or
below, don't lean forward over
sheet.
Cantave: Very good in
cross-examination + rebuttal.
Your ability to stay calm
is very good!

Lopez: Great use of evidence,
great conclusions from
evidence (eg, diversify teachers
housing nv. schools

DeJesus:
Great presentation, great evidence/reasoning.

TRY TO Point out absences/weaknesses
in opponents' arguments w/out making it about
opponents.

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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1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27,5 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment:	comment:

2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment:	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
— % White/Black declines - Evidences that Harm widening achievement gap Not impro - Positive affect	Diverse Teachers/Leaders Busing forks School self-segrete anyway

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

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AFF

Spkr	NewMis Cordero & Richard...	POINTS (24 - 30)	RANK
1	Damian Cordero	28	1
2	Alexia Richardson	27	4

NEG

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

Winner: _NewMis Cordero & Richard_ debating on the _AFF_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Comments & Reason for Decision:

The Aff. team established the clear negative impacts of keeping students in separate schools as it relates to graduation rates, teacher turnover, etc., and clearly incorporated their response to the point from the negative team that the past $12M was enough, by highlighting the additional work that still needs to be done (e.g. qualified teachers still needed, etc.)

The Neg. team did a strong job of showing how education & housing problems do not exist in isolation, and also demonstrating how racial separation still remains in diverse schools, but I would have liked to see a stronger connection made to why they didn't think the past $ would help (they mentioned that the past $ from Obama didn't solve the problem, but it also seemed there were times they were saying there wasn't a problem at all)

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.

1A Speaker: Damian Cordero	**1N Speaker:** Hughens Legerme
Speaker Points: 24 25 26 27 (28) 29 30	Speaker Points: 24 25 26 (27) 28 29 30
comment:	comment:
2A Speaker: Alexia Richardson	**2N Speaker:** Aboubaker Yousoufou
Speaker Points: 24 25 26 (27) 28 29 30	Speaker Points: 24 25 26 (27) 28 29 30
comment:	comment:

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.)	☐

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

—Lower rates of achievement when separate
  ↳ higher teacher turnover
  ↳ lower grad rates in minority schools
—Splits lead to permanent equality
—~~Already~~ —Still need qualified teachers even after $12M investment
—May be some challenges in adjusting to more diverse students, but w/o the $, it will get worse
—Good to get exposed to diversity early
	—Obama's investment already solved the problem
	—This plan actually makes things worse
	  ↳ Teachers should reflect the racial makeup of students
	  ↳ Kids will still associate w/ those of own race.
	—$ is not the only issue and may not actually solve it.

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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AFF

Spkr	HenInc Rosa & Lugay	POINTS (24-30)	RANK
1A	David Rosa	28	2
2A	Sterlyn Lugay	26.5	4

NEG

Spkr	Everet Falaise & Sweeney	POINTS (24-30)	RANK
1N	Allan Falaise	27	3
2N	Kevin Sweeney	28.5	1

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

Signature: _Michael Schni___

Comments & Reason for Decision:

Both teams made fantastic argument Supporting their sides but the affirmative team gained the edge by painting a fuller/clearer picture of the life long impacts of segregation — health, employment, quality of life etc. Gave great evidence showing that intervening and promoting integration was a worthwhile + practical policy.

The negative team made Strong points on how the policy would be ineffective — students self sort — and how its been ineffective historically. Also made great points on how desegregating schools/promoting integration is only one piece of a complex web of factors that lead to inequality in Society.

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.

1A Speaker: David R.	**1N Speaker:** Allan F.
Speaker Points: 24 25 26 27 (28) 29 30	**Speaker Points:** 24 25 26 (27) 28 29 30
comment: Used facts + own summaries/ thoughts very efficiently.	*comment:* Great use of personal stories to make points.
2A Speaker: Sterlyn L.	**2N Speaker:** Kevin S.
Speaker Points: 24 25 (26) 27 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment: Excellent rebuttals, good questions on cross	*comment:* Very comfortable while speaking — loud + clear

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
- Better educational outcomes sets up success (jobs) + security (healthcare + financial) later in life - Problem/inequality compounds if unaddressed - Need to give incentives to desegregate - People rise to the occasion if you give them opportunities - Other team had 2 people of different races, used them as example - Everyone, not just people of color, disadvantaged by segregation - Public health issue - inequality literally makes people sick	- Even with desegregation policies students self segregate - Policy has unintended/negative consequences — awkward for students its trying to help/dont fit in/get bullied. - White/Asian students tend to be on more advanced educational tracks, even with polices → segregation still happens - Areas still segregated long (northeast + west) after Brown. - Other negative unintended consequence — people became more supportive of segregation because they're being forced to do something. - Some schools/states meet diversity goals — and strive to meet them — w/o policy

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

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

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

NEG

Spkr	EdwM. Paul Rojas	POINTS (24 - 30)	RANK
	Paul Rojas	26	2

Winner: _____ **BOSInt Abdi & Nor** _____ debating on the ___ **AFF** ___ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____ Marian. _____

Comments & Reason for Decision:

The Affirmative Team won this debate because they presented strong arguments in favor of desegregation, supported with evidence such as statistics; quotes from students, school leaders & other stakeholders; studies; Supreme Court of Justice. They established how desegregation may solve dropout issues and challenges related to homelessness, discrimination, and achievement, thus expanding opportunities for all and enabling minorities to contribute to society as its equal members. Although the Negative Team did a great job presenting arguments for segregation, they didn't always support those arguments with reliable evidence. The Negative Team did not fully argue why desegregated schools lead to violence and under-achievement. On the contrary, the Affirmative Team proved how desegregation can lead to better educational outcomes when all students learn from each other and make social connections across backgrounds.

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.)	☐

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
Students assigned to better teachers achieve better educational outcomes. Better teachers are more likely to be assigned to desegregated schools.	Students from minority backgrounds feel like outcasts & are often treated unequally & unfairly in desegregated environments.
Desegregation can be an equalizer as students from diverse backgrounds learn from each other & from their teacher at the same time & make progress toward jobs & school completion.	Desegregation brought changes in name & status of black schools, thus erasing history. Minority students feel uncomfortable in desegregated schools.
Segregation keeps low-income people trapped in their economic, health, social circumstances while desegregation helps them bridge these gaps & improve their social, economic situation	Academic tracking in desegregated schools further increases segregation by limiting cross-ethnic exposure & undermining achievement of minority students.

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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AFF

Spkr	Everet Ovalle & Ferreira	POINTS (24 - 30)	RANK
2	Ileissa Ovalle	26.5	4
1	Daniel Ferreira	26.5	3

NEG

Spkr	NewMis Wolfe & Deant	POINTS (24 - 30)	RANK
1	Stella Wolfe _Raud 4 J.V._	29	1
2	Dominique Deant _J.V. potential_	27.5	2

Winner: _Stell and Dominige_ debating on the _AFF_ NEG (TP) Low point win? _NO_
　　　　　　　School/Team　　　　　　　　　　　　　　　　Side (Aff or Neg)

Signature: _Dorell B_____

Comments & Reason for Decision:

The nag

The AFF did not prove to me
there plan world sohl.
over the neg status qa.

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.

1A Speaker: Daniel Ferrevrar	**1N Speaker:** Stella Wolf
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment: great Answers during cross ex nice job personal connection - Rebuttle against opp + Rosmarse used ne to understand	comment: Very nice job on econ 1st speed - Alot of info provide - good organization ⊕ Recording cards and bring them back during cross ex Once you stump some one or contradict them dont stop keep going
2A Speaker: ilessia Owell	**2N Speaker:** Domenina Deant
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment: - good questions during cross Good Articulation - Use more Rep time for Rebuttle you started well stay constant	comment: Very nice Rebuttle, stylish Rebuttle it had Flavor too it's unize + u manjed to continue what you prtedid. Read by your self in mirror to get more comfy with mater

(left margin notes: go very Focus | good up raising to compose)

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
-Schools are being segregated -Minorities twinties are affected by Segregation -Low Average in minority graduations -Intergration is needed to Solve this.	No Internet Obama is ~~not in of~~ diversing schools - Academic success will be acived by dversy Funds will be used for diversty - Test have not proven diversty the reason to rise issues
Harms minimbs are less likle to Afford Health insurance	no harms School are clearly intergrat no int-btween Dversty in losque causin loss gradution R+le
Solvency Intergration should be inpreheled over desegregation	Minrly school already see the issues and are making steps Teachers of ~~over~~ color should teach students of crcr ~~st~~ student school is dosued in wose there lorge d Housing is why students r segrute neibord are segreted n mercit desegrated. no saeed Students in desegnation

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
−2 w
____
6 w
−2 w
____
4 w

Neg Prep Time
8:00
−3 w
____
5 w

(bottom margin notes: Hnd No RgelS Do of Locesth w disopess with plan)

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	Englis Thegenus & Alonzo	POINTS (24 - 30)	RANK
1	Rosalind Thegenus	28	3
2	Miguel Alonzo	29	1

NEG

Spkr	NewMis Jones & Osborne	POINTS (24 - 30)	RANK
1	Aaliyah Jones	29	2
2	Kayla Osborne	26	4

Winner: __English__
School/Team

debating on the __Aff.__
Side (Aff or Neg)

Low point win? _____

Signature: __Shanice Wallace__

Comments & Reason for Decision:

1st Affirmative:
School Resegration:
* schools - in Northeast, midwest
 ↳ Hispanic population.
 ↳ African Americans gap.
 ↳ Health, Incarceration, life expectancy

PLAN:

Negative.

Cross exam

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*)

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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.

1A Speaker: Rosalineh	**1N Speaker:** Aaliyah
Speaker Points: 24 25 26 (27) (28) 29 30	Speaker Points: 24 25 26 27 28 (29) 30
comment:	comment:
2A Speaker: Miguel	**2N Speaker:** Kayla
Speaker Points: 24 25 26 27 28 (29) 30	Speaker Points: 24 25 (26) 27 28 29 30
comment:	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
· Integration in the long term help solve problems with education, housing health, incarceration. · With money from the gov't schools will be encouraged to help schools intergrate so that people with different race and socio economics statuses will have better opportunity ⭐ long term outweighs short term	"Education policy is housing policy" ↳ education policy cannot be addressed in isolation. It must be address globally in healthy, and housing. · Forced intergration is not the answer, in fact it is not helpful because it does not help the diverse students ex. metco. ⭐ How does money help?

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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AFF

Spkr	BosInt Correia & Abdi	POINTS (24 - 30)	RANK
2	Joseana Correia	28	1
1	Abdiaziz Abdi	27.5	2

NEG

Spkr	Charle Betancor & Ni	POINTS (24 - 30)	RANK
3	Jay Betancor	26	4
4	Jianyi Ni	27	3

Winner: _BosInt correia & Abdi_ debating on the _Aff_ Low point win? _no_
School/Team   Side (Aff or Neg)

Signature: _B. Alu_

Comments & Reason for Decision:

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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1A Speaker: Abdi	1N Speaker: Betancor
Speaker Points: 24 25 26 27Ⓥ 28 29 30	**Speaker Points:** 24 25 ⓐ6 27 28 29 30
comment:	comment:

2A Speaker: Collica	2N Speaker: Ni
Speaker Points: 24 25 26 27 ⓐ8 29 30	**Speaker Points:** 24 25 26 ⓐ7 28 29 30
comment:	comment:

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.)	☐

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
equal education is equal jobs w/ equal bennifits. Law and money must work together →	it is not the education level or how good it is but how you use it.
low quality instruction minorities are less likely to have full qualified teachers. Poor minorities very different from poor white in public school every child a fair shot ⊘ school	minority in majority school will not be comfortable & cause violence? Segragation is much smaller from the 70's. If you devide the schools you devide the community. Put money twards teachers, you'll get higher education
About the teacher not the student the better the teacher the better the education.	⊂ About the student not the teacher. ~~and the~~ the student chooses what they do w/ the education.
give the same funding in one school, minority and majority will recieve equal education	

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.
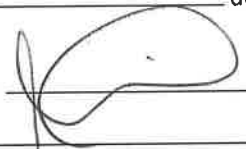
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AFF

Spkr	HenInc Dang & Vernet	POINTS (24 - 30)	RANK
1	Justin Dang	27.5	3
2	~~Sania Vernet~~ TALIA MARC	29	1

NEG

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

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

Signature: _____ PARNIKA SAXENA

Comments & Reason for Decision:

JUSTIN D.

TALIA M. Affirmative and confident about argument

Negative side put up solid points about
↳ Housing segregation required before educational segregation
→ Not much improvement since initial desegregation in the 1960's
→ Familial preferences might limit social desegregation

However affirmative rebutted every point
→ People have more control over housing
→ Exposure to other races will push people to integrate
→ Programs from 1960s have not been implemented in entirety

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.

1A Speaker: JUSTIN	**1N Speaker:** BRITNEY
Speaker Points: 24 25 26 (27) 28 29 30	Speaker Points: 24 25 26 27 (28) 29 30
comment: CLARITY	comment: CLARITY EMPHASIS
2A Speaker: TALIA	**2N Speaker:** CELESTE
Speaker Points: 24 25 26 27 28 (29) 30	Speaker Points: 24 25 26 (27) 28 29 30
comment: EMPHASIZE YOUR POINT	comment: CONVICTION.

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.)	☐

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
Isolation of students Limited resources Impact on mental health of students Integration leads to familiarising even teachers w/students of other races. People have more control over housing Achievement gap impacts future socio economic standing These programs have been shut down.	Even in integrated schools, students might stick to social circles w/ similar ethnic and racial backgrounds, why expose students to this pain? Neighborhoods need to be segreg integrated to result in effective integration in schools Despite integrative measures, not much impact has been noted in over 50 years

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
1.15
3.45

Neg Prep Time
8:00
1.30
4.20

5.20

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AFF

Spkr	EasBos Oliva & Mahmoud	POINTS (24 - 30)	RANK
2	Leslie Oliva	28	3
1	Dina Mahmoud	28	4

NEG

Spkr	BosGre Bobo & Alcantra	POINTS (24 - 30)	RANK
2	Esther Bobo	29	2
1	Brigitte Alcantra	29	1

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

Signature: __JA__

Comments & Reason for Decision:

Your cross-examination did a good job entrapping opponents by asking for specific data points they were not prepared with to further illustrate how your team was more knowledgeable on the subject.

I found your arguments persuasive because they were clear, well organized & well summarized.

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.)~~ ☐

1A Speaker: Dina Mahoud
Speaker Points: 24 25 26 27 (28) 29 30
comment: Extended team's argument with use of real life situations & knowledge / worked to fill as much time as possible

1N Speaker: Brigette Alcantra
Speaker Points: 24 25 26 27 28 (29) 30
comment: Good use of roadmapping & summarizing main points / well planned cross ex questions

Rebuttals
~~1NR (5 min.)~~ ☐
~~1AR (5 min.)~~ ☐
~~2NR (5 min.)~~ ☐
~~2AR (5 min.)~~ ☐

2A Speaker: Leslie Oliva
Speaker Points: 24 25 26 27 (28) 29 30
comment: Clear ideas presented at a good & organized pace / directly responds to

2N Speaker: Esther Bobo
Speaker Points: 24 25 26 27 (28) (29) 30
comment: Strong conviction in statements signal believability in argument / directly targeted opposing team

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.

Each team has 8 minutes of total prep time.

Affirmative Arguments	Negative Arguments
- Supreme Court pulled back on Deseg	- integrated settings take time & put
• increasing hispanic, decreasing white population	students in danger (ROADMAP)
resulting in isolated racial seg education	- King grant competition to increase diversity (12 million $)
- Minority schools: lower achievement,	- OBAMA's efforts were not effective (busing)
low quality curriculum, low teacher retention	- 91 districts & charters serve as a model in the future.
(Clarity) 4/10 graduate on time, limit access to	- urban schools launched recruitment for teachers of color
employment & higher education	- Racism & tension will persist even w/ legislation
- Unequal Ed: results in poor health	- Teachers of color can improve minority
• limited access to healthcare / low life expectancy	student performance w/ high expectations
• increased incarceration	- students self segregate showing preference for homogenous environments) choice
- underserved in schools = low wage	- Housing seg is biggest problem which impact where students go to school
jobs w/out access to healthcare	• Policies (HUD) should solve this ↑
- Better education = better jobs = contribute to society (Ability to)	
- (PLAN) gov. should provide	- Housing = schools (organization)
financial incentives to equalize	• transportation causes stress
educational opportunity / historically	- surveys of segregation are general / No clear advantage
shown to be effective in the south	- High schools don't prove college or job choice
- immigrant achievement GAP: poor environment,	- college attendance does not prove wages
safety, teacher support	- deseg schools can expose to more racism
- OPENING DOORS (2 million) "Killed" supports	- tracking is based on performance not race to place
Status Quo / Inequity - underfund cut AP Access	students at their appropriate level
- Anxiety & poor self esteem in segregated schools	- history has shown hostility by white parents
- Racial discrimination: segregated schools	- racial diversity doesn't address socioeconomic differences
• American great equalizer = education	
- Poverty can be changed by social programs	- money will not change racist perspectives • boys of wasted $
- NOT ALL schools offer advanced placement	- Real problem still ambiguous
- Housing is not the only issue & $ for transportation	- Misunderstanding of METCO & segregation
Can work around housing	- providing AP doesn't promise enrollment for P.O.C.s
- Public attitude currently more progressive	- METCO state funded & promotes diversity
- 75% of white students support DESEG	

Aff Prep Time
8:00 ~~HHT~~ LHT III

Neg Prep Time
8:00 LHT III

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AFF

Spkr	Bright Bouchouari & Credle	POINTS (24 - 30)	RANK
1/2	Houda Bouchouari	29	2
	~~Jalyn Credle~~		

NEG

Spkr	NewMis Dulin & Cristallin	POINTS (24 - 30)	RANK
1	Kevon Dulin	28	3
2	Hervins Cristallin	29	1

Winner: _Negw Mis_ School/Team debating on the _Neg_ Side (Aff or Neg) Low point win? _no_

Signature: _____

Comments & Reason for Decision:

The neg side presented several contentions, namely the ineffectiveness of school integration for closing the racial achievement gap, that were uncontested by the AFF. Ultimately there was not enough evidence on the AFF side to support integration as the main strategy of reducing achievement gaps.

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.

1A Speaker: Houda Boucherau

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

comment:

2A Speaker: N/A

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Kevon Diilin

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

comment:

2N Speaker: Kervins Cristallin

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

comment:

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.)	☐

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
• schools have been resegregating since Brown v. Board • Fed $ has provided • DOE would be obligated to implement the program if it were a law • housing segregation can be overcome w/ transportation	• recently a small number of schools have been voluntarily desegregating • current DOE would not properly implement the program – this point came out narrowly in advantage to the Neg as the demonstrated an Unwilling DOE would not be effective in implementing the program • Need to focus on route cause of housing seg.

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
7:30
5:44
2:00

Neg Prep Time
8:00
7:00
5:00
2:45
2:00

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

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	**Burke Faith Boyce**	POINTS (24-30)	RANK
2	Faith Boyce	26	1

~~NEG~~ Aff

Spkr	**Westie Alexis Gonzalez**	POINTS (24-30)	RANK
1	Alexis Gonzalez	26	2

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

Signature: _Henry SooHoo_

Other judges on panel: Kailynn Abrams. Please do not start until all judges are present.

Comments & Reason for Decision:

At the end of the day, the round came
down to the efficacy of funding. Neg
proved that funding would not help because
1) it is used poorly
2) desegregation does not improve outcomes; there is still racial prejudice and less opportunities

High School - Novice

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.)	☐

1A Speaker: Alexis

Speaker Points: 24 25 [26] 27 28 29 30
comment:

1N Speaker: Faith

Speaker Points: 24 25 [26] 27 28 29 30
comment:

Rebuttals	
1NR (5 min.)	☐
1AR (5 min.)	☐
2NR (5 min.)	☐
2AR (5 min.)	☐

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
Money is not going to enough places Poor edu causes cyclical poverty People cannot be equal until edu is fair for all.	Aff did not prove solvency Funding is used for wrong purpose anyways There is already money going to districts for diversity Desegregation doesnot ↓ racial prejudice

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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~~ *Neg*

Spkr	Burke Faith Boyce	POINTS (24-30)	RANK
	Faith Boyce	28.5	1

~~NEG~~ *Aff*

Spkr	Westie Alexis Gonzalez	POINTS (24-30)	RANK
	Alexis Gonzalez	27	2

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

Signature: _Kailynn G_____

Other judges on panel: Henry SooHoo. Please do not start until all judges are present.

Comments & Reason for Decision:

✱ Try and use all the time you are given. Those extra 2 minutes you have could benefit.

✱ make eye contact with judge/judges from time to time. ~~scribble~~

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.

1A Speaker: Alexis	**1N Speaker:** Faith
Speaker Points: 24 25 26 (27) 28 29 30	Speaker Points: 24 25 26 27 (28) 29 30
comment:	comment:

2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment:	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
→ good explanation of gap achievement. → 1 out of 4 students do not graduate on time → good example of ~~students~~ how students with ~~lower~~ lower income areas, have fewer accessability to things.	→ You came up with great cross ex questions → your example of why they should not get money in the rebuttle was very good ↳ ex: of hunger? if your full you dont need food was easy to relate to from the general public → I appreciated how you gave a explation of each card after you read them → made your arguement clearer → great explanation on 3rd card; how its not only about money & how teachers effect each student different culturally.

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
−5

Neg Prep Time

8:00

−2
−3

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

Room: 303
Start: 1:00 PM
Novice

3

Katzman, Laurie
Soriano, Cecilia
Walters, K

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

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

NEG

Spkr	EdwM. Jordan & Moore	POINTS (24 - 30)	RANK
	Mashani Jordan		
	Tyhanna Moore		

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

Signature: _____

Comments & Reason for Decision:

NEG FORFEIT

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:

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

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

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	EdwM, Jean Charles & Odi...	POINTS (24 - 30)	RANK
1	Christine Jean Charles	26	4
2	Prince Odimwegi	27	3

NEG

Spkr	Everet Mezri & Martinez	POINTS (24 - 30)	RANK
1	Zineb Mezri	27	2
2	Natalie Martinez	27.5	1

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

Signature: _____

Comments & Reason for Decision:

1AC - You're very clear and easy to understand, but I need to know what the plan is. What do you want the federal government to do?

1NC - Very good arguments about why integration might not work. But you also need reasons that the plan is a bad idea. Why

2AC - Speech was great. Would help to refer specifically to the negative's arguments (like housing)

2NC - Good job explaining offense/reasons why the plan is a bad idea.

1NR - I like your use of evidence, but you also need to answer 2AC arguments.

1AR - It would help a lot to re-explain your 2AC arguments, and try to respond to more of the negative team's arguments.

2NR - Would suggest starting with: "we should win the debate because..."

2AR - Great summary of the plan. But you need to answer the 2NR reasons why the plan is bad.

RFD - Aff drops case turns (students stigmatized, increases achievement gap) in 1AR/2AR. So they win that integration would be bad for African American students.

Good debate!

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.

1A Speaker:	1N Speaker:
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment: Include a plan text, and more arguments to support it in the 1AC.	comment: Try to include more reasons the plan is bad in the 1NC.
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment: Great communication, but need to respond to negative's arguments	comment: Can summarize why you should win at beginning of 2NR.

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

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

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