

Room: 319
Start: 3:00 PM
Novice

4

Gundy, Nathaniel

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	Excel Chalvire & Osman	POINTS (24 - 30)	RANK	Spkr	HenInc Rosa & Lugay	POINTS (24 - 30)	RANK
2	Gamael Chalvire	28	2	2	David Rosa	28	2
1	Amina Osman	28	1	1	Sterlyn Lugay	28	2

Winner: Excel debating on the Aff Side (Aff or Neg) Low point win? Even Point Use
School/Team Signature: [Signature]

Comments & Reason for Decision:

Ultimately, the affirmative did a more thorough job pointing to the urgent problems of schools as they currently are, emphasizing the consequences for low performing schools, and the fact that even racially diverse neighborhoods have segregated schools. (Using Excel in S. Boston as an example was key).

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

1A Speaker: Amina Osman

Speaker Points: 24 25 26 27 (28) 29 30
comment: Great Good speaking, separate thoughts more

1N Speaker: DAVID ROSA

Speaker Points: 24 25 26 27 (28) 29 30
comment: Excellent ordering of evidence

2A Speaker: Gamael Chalvire

Speaker Points: 24 25 26 27 (28) 29 30
comment: Good pace speaking

2N Speaker: STERLYN LUGAY

Speaker Points: 24 25 26 27 (28) 29 30
comment: Good, clear presentation

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments

Negative Arguments

62 yrs after B+B the gap (achievement is widening). STEM TEACHERS dont have degrees in their field.

Housing must be fixed first. RESULTS

HEALTH (Phys. and Mental) is worse among college minority
DEPENDENCE on social services is worse

"

Self-segregation
Personal evidence

out of comfort zone... Dont need white school for good life.

Good X exam... What about Trump plant ... Neg could have responded

Why? NEIGHBORHOODS?

Room: 212
Start: 3:00 PM
Novice

4

Lee, Nadia

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AFF

Spkr	Bright Vuelto Martinez & M...	POINTS (24 - 30)	RANK
1	Celeste Vuelto Martinez	26	4
2	Britney Mendez	28	2

NEG

Spkr	HenInc Zapata & Velazquez	POINTS (24 - 30)	RANK
2	Melvin Zapata	28.5	1
1	Ariel Velazquez	26	3

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

Signature: 

Comments & Reason for Decision:

I voted for the negative team because they were able to effectively tackle the affirmative's arguments and show that it might not be the strongest ~~or~~ or best plan. They really focused on the historical development of integration and how alternative solutions need to be proposed.

I did not vote for the affirmative because while they had a strong ~~argument~~ argument in favor, it wasn't effective enough to convince me that funding the integration of schools is the right long-term solution.

High School - Novice

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Rebuttals

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

1A Speaker: Celeste

Speaker Points: 24 25 26 27 28 29 30

comment:
good job being comfortable being uncomfortable, Practice makes perfect

1N Speaker: Aruel

Speaker Points: 24 25 26 27 28 29 30

comment:
Good presentation of ideas and clarity, stopping occasionally and summarizing main points

2A Speaker: Britney

Speaker Points: 24 25 26 27 28 29 30

comment:
Strong presentation and summarization of key points

2N Speaker: Melvin

Speaker Points: 24 25 26 27 28 29 30

comment:
Clear analysis of counter-arguments

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

Celeste

- As a cross-comment/rebuttal
- The plan isn't to fund friends but to fund equal opportunity

Britney

- This is not a fast solution, but this is a step in the right direction since the goal is equal opportunity. The student might experience social dissatisfaction but the goal is equal opportunity

Aruel

- Re-integration doesn't stop the segregation that would happen in the schools and create symbolic segregation you can't pay students to be friendly to each other

Melvin

- There has been no positive correlation b/w racial diversity and academic achievement. Historically, the data doesn't correlate and so this could turn out to be a waste of money and expose students to isolation and social anxiety.

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

Room: 305
Start: 3:00 PM
Novice

4

Skepple, Donovan

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

NEG			
Spkr	HenInc Dang & Vernet MARC	POINTS (24 - 30)	RANK
1	Justin Dang	28.5	2
2	Sania Vernet Talia MARC	27.5	4

Winner: Everet Mezri & Martinez debating on the Aff Side (Aff or Neg) Low point win? No

School/Team

Signature: Donovan F Skepple

Comments & Reason for Decision:

Both sides were amazing for novice but the call came down to a back and forth over the possibility of the Aff's plan. The aff stated the precedent of the success in southern states, the neg came back with the issues related to housing and the difference between that success then versus now. The Aff came back with busing as a solution to the housing issues related to education as well as housing may take too long to fix the issues. The negative came back w/ racial issues with forced busing and ^{their} ~~the~~ fall ~~as was~~ as a diverse team was making the case races can't work together. The Aff counter that claim as well as their plan despite not being perfect ~~th~~ still seem able to achieve the goal.

High School - Novice

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

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Aff Prep Time

8:00

5:59

Neg Prep Time

8:00

2

1A Speaker: Zineb Mezri

Speaker Points: 24 25 26 27 28 29 30

comment: Good flow, effective pauses, good volume
no eye contact great questions and answers

1N Speaker: Justin Dang

Speaker Points: 24 25 26 27 28 29 30

comment: Good flow, effective pauses, good volume
Eye contact as confidence increased and hand gestures - Great Q & A

2A Speaker: Natalie Martinez

Speaker Points: 24 25 26 27 28 29 30

comment: great eye contact, hand gestures
stop reading and made connection
Judge a few stumbles, off-script

2N Speaker: Talia Marc

Speaker Points: 24 25 26 27 28 29 30

comment: Jerky flow, more than a few stumbles
good volume, flow got better as debate progressed.
Questioned if races could work together

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

- ~~Integration~~ Desegregation fixes issues in education
 - Like low graduation rates
 - Low quality teachers
 - It can also fix healthcare issues
 - ~~mass amount~~ job opportunities for minorities and reduce minorities in the prison population
 - Desegregation leads to higher ~~like~~ rates of college attendance for minorities
 - Federal funding worked in the 1960's to ~~de~~ segregate Southern schools
 - Career ~~read~~ readiness huge factor in education our plan can bring this to minority schools + this can fix socio-economic issues like healthcare
- Attacked in rebuttal
The real world has mixed races and schools should reflect this

Negative Arguments

- Obama a King already provided funding no effect
- Communities are already making steps toward diversity
- Schools are already taking towards desegregation
- Organizations are already making diversity quotas like schools
- Teachers that represent their class population do better
- Students self-segregate in desegregated schools
- Hard to fix the housing laws that affect education via school placement
- fixing housing laws could be a suitable counter-plan
- you can't fix education w/o housing laws
- Pro-desegregation studies have methodological issues
- Busing back/ask w/ racial ~~for~~ fairness
- More racial tension in desegregated schools

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

Room: 302
Start: 3:00 PM
Novice

4

Mohamed, Halimo

Josiah Quincy Upper

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AFF			
Spkr	Bright Royaumine Laurore	POINTS (24 - 30)	RANK
1st	Royaumine Laurore	27	3

NEG			
Spkr	HenInc Pimental & Fontes	POINTS (24 - 30)	RANK
1st	Natalia Pimental	28	2
2nd	Elisandra Fontes	28.5	1

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

Signature: Halimo

Comments & Reason for Decision:

The negative team won this debate because they had more argument about MECO. They make a recurring argument that there is money being given already. They also use cross-X well by making the other team's argument less Pursuable.

High School - Novice

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- 1NR (5 min.)
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Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker: Royasmine

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

comment:

Good use of time

1N Speaker: Natalia

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

comment:

Good eye contact

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Elisandra

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

comment:

Read very well

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

- we need integration for better health
 - harms (1) public health: low life expectancy
 → health insurance
 → minority students work better with segregated schools

→ students will have better networking/social
 → students in the long run will have more jobs with better skills
 MECO → is funded

Plan → to have more integration

Negative Arguments

Alternative: teachers will help students

Plan has a lot of problems
 People will get into fights
 White schools won't help
 money for the school is already given.

12 million is already given
 - students should not be forced
 MECO → is failing students makes students feel outcast.

MECO ~~costs~~ a lot of money

Leave

4

in

Burwood, Jamie

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AFF			
Spkr	NewMis Rosario & Dudley	POINTS (24 - 30)	RANK
1	Angel Rosario	27	3
2	Janiah Dudley	28	1

NEG			
Spkr	Bosint Correia & Abdi	POINTS (24 - 30)	RANK
1	Joseana Correia	27.5	2
2	Abdiaziz Abdi	27	4

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

Signature: J R

Comments & Reason for Decision:

The affirmative team won the debate because they effectively shut down the negative team's main arguments around how integration will increase bullying, violence, etc. by focusing on how, although there may be short-term challenges with integration, the long-term effects are worth it. They provided specific examples of how folks from ~~desegregated~~ desegregated schools are more likely to work in desegregated work environments in the future, which was compelling.

The negative team also made strong points about how desegregation actually hurts students and ~~can~~ ^{may} still not solve the issue (folks may still associate with those of their own race). They had very strong arguments, but since the affirmative team was able to effectively counter their main points around violence/bullying, I didn't feel like the rest of the ~~argument~~ argument was enough to warrant a win.

Both teams did great! This was so close!!

High School - Novice

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Rebuttals

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

1A Speaker: Angel Rosario

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

comment: Effective job providing summary at end of constructive speech, and focusing on ineffectiveness of mandates.

1N Speaker: Joseana Correia

Speaker Points: 24 25 26 (27.5) 28 29 30

comment: Very clear speaker who made direct + concise arguments, focusing on the welfare of the students impacted by this policy.

2A Speaker: Janiah Dudley

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

comment: Very strong rebuttal that incorporated the points raised by other team.

2N Speaker: Abdiaziz Abdi

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

comment: Good focus on family preference, the wasted \$ from Obama, and the \$ that would be spent solving the violence issues caused by integration.

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

- Mandates aren't always followed - financial incentives are what drive change

- Segregation is a form of racial discrimination and is getting worse (and has serious negative effects - healthcare, etc.)

- There are short term challenges w/ integration, but the long term implications on future work environment, etc. are very positive and make it worth it.

~~Segregation~~

- Integration will cause safety issues + violence, and mental distress

- Will be even more expensive when govt has to deal w/ safety issues caused by integration

- This has been tried in the past and didn't fix anything - so nothing will change w/ this money

- Some families may prefer the more segregated experience - they should have that choice

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
4:00
2:00

Neg Prep Time

~~8:00~~
6:00
4:00

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Room: 307
Start: 3:00 PM
Novice

4

Marian, Diana

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AFF				NEG			
Spkr	NewMis Dulin & Cristallin	POINTS (24 - 30)	RANK	Spkr	O'Brya Nash & Johnson	POINTS (24 - 30)	RANK
1 st	Kevon Dulin	28	2	1 st	Owen Nash	28	1
2 nd	Hervins Cristallin	27.5	3	2 nd	Jayda Johnson	27	4

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

Signature: Ullaworth

Comments & Reason for Decision:

The Affirmative Team won this debate because they established the benefits of integrated schools on job opportunities, SES, health, social connections, critical thinking, mental well-being, despite some evidence from the Negative team that educational outcomes and socio-emotional well-being might not be improved in integrated schools. The negative team did a great job arguing that diversity training is not enough and that minority ~~experiences~~ students experience challenges in integrated schools & might self-segregate. Their argument about school choice ~~was~~ could be improved, as they were not convincing that students can choose the schools they go to.

High School - Novice

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Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker: <i>Keron</i> Speaker Points: 24 25 26 27 28 29 30 comment: <i>Great presentation skills & structured flow.</i>	1N Speaker: <i>Owen</i> Speaker Points: 24 25 26 27 28 29 30 comment: <i>Great presentation skills & confidence.</i>
2A Speaker: <i>Nervins</i> Speaker Points: 24 25 26 27 28 29 30 comment: <i>Good clarifying points.</i>	2N Speaker: <i>Yayeda</i> Speaker Points: 24 25 26 27 28 29 30 comment: <i>Good understanding of the evidence.</i>

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments
<p><i>Integrated schools expand opportunities for students (reduce incarceration, improve life expectancy & job outlook, health insurance).</i></p> <hr/> <p><i>Students in diverse schools have better critical skills & exhibit lower levels of social injustice.</i></p> <hr/> <p><i>Segregation will lead to students struggling to find jobs, as workplaces are integrated.</i></p> <hr/> <p><i>Diverse schools allow students to develop diverse points of view, improve life prospects & graduation rate.</i></p> <hr/> <p><i>Students in integrated schools are less likely to feel vulnerable or have low self-esteem.</i></p> <hr/> <p><i>Diverse schools can contribute to diverse neighborhoods.</i></p>	<p><i>Families can't move to desegregated neighborhoods. Ed policy must include housing considerations.</i></p> <hr/> <p><i>If schools are segregated by race, white backlash & violence will occur, so segregating by income is a better idea.</i></p> <hr/> <p><i>Challenging experiences reported by ethnic minorities in diverse schools.</i></p> <hr/> <p><i>Minority needs are not addressed in integrated schools.</i></p> <hr/> <p><i>Desegregation didn't solve the achievement gap.</i></p> <hr/> <p><i>Minority students may feel alienated in integrated schools, which is linked to negative educational outcomes.</i></p>

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Room: 301
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4

Syed, Emaan

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AFF				NEG			
Spkr	BosGre Bobo & Alcantra	POINTS (24 - 30)	RANK	Spkr	Everet Ovalle & Ferreira	POINTS (24 - 30)	RANK
	Esther Bobo	29	1		Ileissa Ovalle	29	2
	Brigitte Alcantra	28.5	3		Daniel Ferreira	28	4

Winner: _____ debating on the Aff Side (Aff or Neg) Low point win? NO
School/Team

Signature: [Handwritten Signature]

Comments & Reason for Decision:

Both sides very respectful of the topic, the arguments, and in cross examination - very important to draw other party w/ formality & respect. Prep times also used strategically.

Aff side recognized the flaws of the ~~neg~~ neg side & included well thought-out rebuttals & cross examinations - addressed issues clearly. Historically well done, confidence and educated rebuttal & cross examination.

neg side had very relevant facts - I appreciate how current developments of education legislation was included - had the most recent facts.

High School - Novice

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Rebuttals

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

1A Speaker:

Brayette

Speaker Points: 24 25 26 27 28 29 30

comment: articulate - good eye contact - in rebuttal - good application of neg arguments into summary

1N Speaker:

~~Isaiah~~ Daniel

Speaker Points: 24 25 26 27 28 29 30

comment: work on eye contact - educated & timely questions in cross-exam - good support & supplements in cross-examination & rebuttal

2A Speaker:

Esther

Speaker Points: 24 25 26 27 28 29 30

comment: very well prepared - didn't read off paper - maintained eye contact the whole time - used personal examples - work on timing

2N Speaker:

~~Isaiah~~ Ilesu

Speaker Points: 24 25 26 27 28 29 30

comment: well spoken - when cross-examining & being cross-examined very confident & well thought out topics in quick environment - included personal anecdote - use more eye contact to judge in constructive arguments

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

Integrate & desegregate schools
 - ^(diversity) disparities in such desegregated - giving schools more money to help desegregate & accommodate
 - desegregate now => for future generations
 ↳ thus working to fix perceived racism
 - child diseases due to racial discrimination
 - hindering students from excelling by not allowing them to learn w/ their english-speaking counterparts => loss of opportunities
 - awareness in dealing w/ the diverse outside world for whites & minorities
 - need financial incentives to substantially ↑ integration of schools => which will include held communities
 - education is biggest business => including jobs in schools for teachers - teachers
 - give teachers more money => include teachers of other races => money big factor - but not only factor

Implement school diversity
 - promote diversity through diversions increasing strategies => provide supplemental academic instruction
 - diverse extracurriculars: non-academic & cultural - provide spaces for people to learn about diversions
 - spaces => diverse people working together
 - reducing discrimination - root cause of segregation in schools => students assigned to schools based on where they live => HUD
 - must desegregate neighborhoods before desegregate schools
 - easier for children to go to different school than uproot neighborhoods & families => edu policy = housing policy
 - included recent issues & current legislation - Plessy vs. Ferguson
 - change members of Dep. of Edu
 - funding may not be allocated in right school resources =>

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.

build on this point in more education-related topic.

financial incentives in housing => but stress in school desegregation

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	Charle Zhao & Du	POINTS (24 - 30)	RANK
1A	Ziyan Zhao	26	4
2A	Yuan Yuan Du	29	1

NEG

Spkr	Bosint Abdi & Nor	POINTS (24 - 30)	RANK
1N	Hoda Abdi	28	2
2N	Aisha Nor	27.5	3

Winner: Bosint Abdi + Nor debating on the Negative Side (Aff or Neg) Low point win? _____
School/Team

Signature: Maryrose Robson

Comments & Reason for Decision:

The negative team won because they were clearly and articulately able to present key challenges to the affirmative's team plan and come up with an alternative. They stressed the importance of teachers of color as role models, culturally based curriculum, the existence of the grant competition, and methodological errors in studies. They suggested instead of focusing on housing issues + neighborhood building.

The affirmative team had strong arguments about the detriments and long term effects of segregated schools, especially the achievement gap and mental health issues. However, they were unable to adequately address the negative team's concerns and could not prove their plan was most efficient.

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

1 min
3 min
2 min

4 min

Neg Prep Time

8:00

1 min
3 min
~~30 sec~~
30 sec

2 min 30 sec

1A Speaker: *Ziyan Zhao*

Speaker Points: 24 25 26 27 28 29 30

comment: *Had some difficulty clearly articulating main ideas, but more confident on rebuttal*

1N Speaker: *Hoda Abdi*

Speaker Points: 24 25 26 27 28 29 30

comment: *Strong conviction, able to articulate + reiterate most important points*

2A Speaker: *Yuan Yuan Du*

Speaker Points: 24 25 26 27 28 29 30

comment: *Very good cross → was clearly able to challenge opposing ideas*

2N Speaker: *Aisha Nor*

Speaker Points: 24 25 26 27 28 29 30

comment: *Quiet + hesitant, but well able to respond to challenges*

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments

School segregation happening now, important to intervene in schools to create diversity initiative to close achievement gap, equal opportunity. median income/graduation gap 4/10 students graduate on time, only way to solve is integration, unequal ed. brings higher health care costs, lower life expectancy, education makes equal members of society. **STATS.**

Making a plan good first step, health insurance tied to school success/ability to find a job, plan will help with housing segregation, focus on **LONG TERM** benefits outweigh short difficulties, opportunity to interact with outgroups → preparation for later life scenarios (integrated neighborhoods/workforce), segregation should not be status cue. **MENTAL HEALTH**, depression, low self-worth, immigrants, school safety, **SOCIAL JUSTICE** oriented, diversity in thought, Racism not overarching issue

JUSTICE issue, people will not stay with same race/languages in their future, can't deny opportunities, increase communication important for employment, must integrate for varied experiences **MULTICULTURAL** learning, must give chance to all

Good to mix with white students to make feel more comfortable, must challenge students with more challenging curriculum

Negative Arguments

Government should be spending money in other ways.

Importance of **TEACHERS** of color, essential for improving diversity, reflect community they serve, role models, **CULTURALLY** based curriculum, strengthen human capital

HOUSING LAWS, systematizing housing discrimination. just as much at fault, schools can't fix everything, local strategies more effective

KINIS → magnet schools/grant competition supporting economic diversity, communities independent by embracing diversity

start with neighborhoods white parents may be uncomfortable with integration

Achievement gap widens instead of closes, bias → places students in low academic tracks if integrated, studies on desegregation have severe **metacognitive** weaknesses, scholastic improvement, focus should not just be on black/white divide, parents should have option to choose which schools they go to

Different cultures/languages, cause **misunderstanding** violence between students, must focus on neighborhoods/community

people of color should choose where they want to go to school, start local, move wider

Room: 220
Start: 3:00 PM
Novice

4

Bradford, Steven

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AFF

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

NEG

spkr	Bright Bouchouari & Credle	POINTS (24 - 30)	RANK
1/2	Houda Bouchouari	29.5	1
	Jalyn Credle		

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

Signature: [Signature]

Comments & Reason for Decision:

WELL FORMULATED ARGUMENT. USED HISTORICAL PRECEDENT TO SHOW THE LOGISTICS OF THE AFFIRMATIVE ARE NOT FEASIBLE. ALSO DEMONSTRATED THROUGH CROSS-EX. THAT EVEN IF LOGISTICS CAN WORK, THE POLICIES HAVE BEEN BENT, AND THEY HAVE NOT CREATED DIVERSE CLASSROOMS, ~~AND~~ AND INSTEAD ~~AND~~ BROUGHT IN PEOPLE OF SIMILAR ETHNICITIES, JUST FROM DIFFERENT PARTS OF THE CITY

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

Neg Prep Time

8:00

20 SEC
1 MIN

1A Speaker: ALAN 27 Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>	1N Speaker: HOUDA 29.5 Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>
2A Speaker: KEVIN 28 Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>	2N Speaker: HOUDA 29.5 Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>

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
<ul style="list-style-type: none"> - PAST RULING INEFFECTIVE IN CREATING CHANGE - ACHIEVEMENT GAP IS WIDENING AND MINORITIES HAVE UNEQUAL ACCESS TO TEACHERS <hr/> <ul style="list-style-type: none"> - MINORITIES GET LESS EFFECTIVE TEACHERS, - PROBLEM EXPANDS BEYOND SCHOOLS; BC SEGREGATION LEADS TO HEALTH ISSUES, REDUCED LIFE EXPECTANCY - OPTIONS EXIST WITH REDUCED FARE PUBLIC TRANSPORTATION <hr/> <ul style="list-style-type: none"> - SUCCINCT, CLEARLY ARTICULATED - PUBLIC TRANSPORTATION OPTIONS EXIST BUT SHOULD BE IMPROVED <hr/> <ul style="list-style-type: none"> - PERSONAL STORY AS TO WHY MBTA CAN WORK, AND HIGH PERFORMANCE IN AN INTEGRATED HIGH SCHOOL 	<ul style="list-style-type: none"> - LOGISTICALLY NOT FEASIBLE TO UPROOT FAMILY OR BUS STUDENT. - REFRAMED PROBLEM AS A HOUSING ISSUE, AND SCHOOLS ARE A SYMPTOM. MUST INTEGRATE COMMUNITIES IN ORDER TO INTEGRATE SCHOOLS <hr/> <ul style="list-style-type: none"> - IN ADDITION TO LOGISTICAL PROBLEM, FEELING OF UNWELCOMENESS, SELF-SEGREGATION BY GROUPING WITH THOSE WITH SIMILAR BACKGROUNDS IN A DIVERSE SCHOOL <hr/> <ul style="list-style-type: none"> - EXCELLENT SUMMARY. CAN'T UPROOT FAMILY, BUSING PUBLIC TRANSPORTATION IS INADEQUATE, FORCED INTEGRATION YIELDS FEELINGS OF UNWELCOMENESS <hr/> <ul style="list-style-type: none"> - HISTORICAL PRECEDENT THAT AFFIRMATIVE PLAN IS INEFFECTIVE. FINANCIAL INCENTIVES ARE TEMPORARY FIXES, NEED TO DEVELOP NEW SOLUTION INSTEAD OF THE SAME FAILED PLANS

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

Room: 222
Start: 3:00 PM
Novice

4

Alford, Brendon

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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			
Spkr	Burke Faith Boyce	POINTS (24 - 30)	RANK
1	Faith Boyce	28	1

NEG			
Spkr	NewMis Cordero & Richard...	POINTS (24 - 30)	RANK
1	Damian Cordero	27.5	2
2	Alexia Richardson	26	3

Winner: Burke Faith Boyce debating on the AFF Side (Aff or Neg) Low point win? NO
Signature: Burke Faith Boyce

Comments & Reason for Decision:

Although both groups put forth valid facts on both sides, I feel Faith had very compelling counter arguments. This, making me feel she should be round winner. Faith has convinced me on all her arguments, Faith showed her determination on the subject matter. It is clear, all students should receive the same education as each other, no matter the race.

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:

Faith

Speaker Points: 24 25 26 27 28 29 30

comment: *awesome job! I know you were not expecting to be alone. you honestly put a great argument!*

1N Speaker:

Damian

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Alexia

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

School Seg coming back minority Segregation leads to poor benefits like healthcare, causing lower life expectancies. send more money to minority schools.

Why are they not desegregated? they already received money.

could have used that money to buy books and pay for more qualified teachers.

Negative Arguments

Why bring parties together when they will just sit together anyway. housing in communities are the cause of segregated schools. Seg @m = Seg schools de-seg = white backlash violence

Schools already have diversity. can create uncomfortable environments. received a \$12m to desegregate department of ed will not follow their plan. there will be fighting between races separation will prevent that.

Each team has 8 minutes of total prep time.

Aff Prep Time

*8:00
6:00
3:00*

Neg Prep Time

*8:00
7:00
6:00
5:00
2:00*

Room: 309
Start: 3:00 PM
Novice

4

Abrams, Kailynn

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	MarMun De Jesus & Lopez	POINTS (24 - 30)	RANK
1	Elidaliz De Jesus	28	1
2	Daniela Lopez	26	3

NEG

Spkr	Englis Thegenus & Alonzo	POINTS (24 - 30)	RANK
1	Rosalind Thegenus	25	4
2	Miguel Alonzo	27.5	2

Winner: Marmun De Jesus Lopez debating on the AFF Side (Aff or Neg) Low point win? _____
School/Team
Signature: Kailynn

Comments & Reason for Decision:

Overall, both groups did very well. I feel that De Jesus & Lopez were overall more prepared. They used their time wisely and prepared questions when it came down to cross examinations.

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
- 1
- 1
- 1

Neg Prep Time

8:00

- 1
- 2
- 3
- 1

1A Speaker: Elidaliz De Jesus

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Rosalind Thegenus

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Daniela Lopez

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Miguel Alonzo

Speaker Points: 24 25 26 27 28 29 30

comment:

27.5

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

* great presentation of your examples and what was to come

* I liked your example about how in 1954 school integration would approve minority schools maybe speak more on that

* ~~education~~ like how you exemplified how education affects how will effect the after math of their life now. Saying how good education leads to good jobs w/ good incomes and better benefits

* touch more and explain a little more clear when talking about the supreme court example

* Very Prepared

→ good example on how where people live affects what school they go to. As well as how students/people work better in a community they know. Try speaking more on that with proof.

→ great example on how they use money to force a change when efforts have shown it is not making much of a change academically. You stood your point when saying if it isn't improving the education than what's the point.

→ Many strong arguments in the end try to carry that throughout.

→ Try not to forget that this is a team effort.

Room: 227
Start: 3:00 PM
Novice

4

Walters, Kava
~~Wallace, Shanice~~

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Please return ballot within 15 minutes after round ends.

AFF				NEG			
Spkr	Charle Betancor & Ni	POINTS (24 - 30)	RANK	Spkr	Brooke Anderson & Cantave	POINTS (24 - 30)	RANK
2A	Jay Betancor	24	4	2N	Akeelah Anderson	28	2
1A	Jianyi Ni	26	3	1N	Meguycha Cantave	29	1

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

Signature: Kava Walters

Comments & Reason for Decision:

~~Aff~~ - The Aff ~~did~~ did not read a plan text
So I had nothing to vote on.
- The Neg took out the Aff's inherency
early on and ~~it was a~~ this
argument was not contested by the
Aff.

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

~~7:30~~

~~8:30~~

3:00

Neg Prep Time

8:00

7:30

~~8:30~~
5:30

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

1AC needs to use signposting

The Aff did not read a plan! so I have nothing to vote on.

Always Read your Plan FIRST especially if you do not have time to get through your entire 1AC.

You guys are very good at responding intx

- use all of your time! When ever you give up time you are losing opportunities to advocate for yourselves, even if you just

- You are great at extending your arguments, but you do not answer your opponents arguments

Your questions are very clear and pointed. You guys really know your case!

= You are ~~great~~ clash masters!

~~the~~ the neg did a very good job at responding to the affs arguments, well done!

If you have a counter plan, focus on that first. Your lee, 10 evidence sounded like one, it was effective, but better safe than sorry. It also helps keep the flow organized.

Your rebuttle ~~should~~ ^{care} not just be ~~an~~ an extension of past arguments you gave me reasons to prefer your side I haven't seen that in novice!

this applies to both teams

Room: 315
Start: 3:00 PM
Novice

4

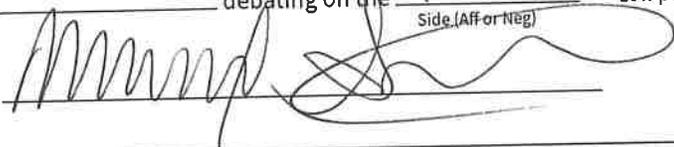
Schiano, Mike

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	MarMun Santos & Rosado	POINTS (24 - 30)	RANK
2A	Yuleisis Santos	28	2
1A	Jonathan Rosado	29	1

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

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

Signature: 

Comments & Reason for Decision:

The affirmative team connected different pieces of evidence + made a compelling case why further action is needed to achieve more positive academic AND lifelong outcomes. Team also maximized use of cross-exam to poke holes in other sides argument while furthering their own points.

the negative made the point that kids being integrated into schools may feel isolated/uncomfortable which can lead to mental anxiety. Could have spoke more about unintended consequences.

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

Neg Prep Time

8:00

1A Speaker: Jonathan R

Speaker Points: 24 25 26 27 28 29 30

comment:

Excellent cross-examination

1N Speaker: Christine

Speaker Points: 24 25 26 27 28 29 30

comment:

Barely participated

2A Speaker: Yuleisis S.

Speaker Points: 24 25 26 27 28 29 30

comment:

Clear + convincing use of facts

2N Speaker: Prince

Speaker Points: 24 25 26 27 28 29 30

comment:

Brought in great real life examples
will get better w/ experience

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments

Negative Arguments

- Brown v. BOE hasn't been successful if we're still having this debate
- Negative life long outcomes - employment, mortality, healthcare, etc.
- Need \$ incentives to change status quo
- Need to intervene to solve problem - won't happen on its own

- Students would be uncomfortable ~~at school~~ if placed in different schools
- Studies don't connect desegregation w/ desired outcomes
 - correlation but not causation
- Structural issues at play - segregation in schools is only one piece

Room: 317
Start: 3:00 PM
Novice

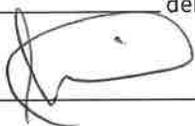
4

Saxena, Parnika

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AFF			
Spkr	NewMis Wolfe & Deant	POINTS (24 - 30)	RANK
1	Stella Wolfe	29	1
2	Dominique Deant	27.5	4.

NEG			
Spkr	EasBos Oliva & Mahmoud	POINTS (24 - 30)	RANK
1	Leslie Oliva	28	3
2	Dina Mahmoud	28.5	2

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

Comments & Reason for Decision:

Negative side made some good points about
→ Students of races other than Caucasian will be subject to racial slurs.
→ Backlash from parents
→ Housing integration
but affirmative side rebutted it
→ Long term plans
→ ~~the~~ Integration of not just students but teachers.

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

1:45

2:00

Neg Prep Time

8:00

2:45

1P 20

1A Speaker:

Stella

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

hessie

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Dominique

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Dina

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

Teachers will be integrated and culturally sensitive
 → become culturally / racially sensitive

They are choosing to work in non-integrated environments
 Question motivation

Parents get angry over multiple things

Backlash from parents

Housing desegregation ultimately argues the point of Aff

Integration in housing is the first step

An opinion, not factual evidence

Current admin. is racist

school desegregation might still be defeated by cultural segregation

Students can travel far distances for good education

if students are tired, it's not going to be helpful.

Students might not be able to relate to teachers of a diff. background

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

Room: 316
Start: 3:00 PM
Novice

leave

4

Sheppard, Keller

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AFF

Spkr	NewMis Jones & Osborne	POINTS (24 - 30)	RANK
1	Aaliyah Jones	27	2
2	Kayla Osborne	26	3

NEG

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

Winner: ~~Westie~~ Westie debating on the Neg Side (Aff or Neg) Low point win? no

Signature: 

Comments & Reason for Decision:

Neg framed the debate as a problem of housing segregation and the aff did not provide enough evidence to support their 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~~
~~6:30~~
~~5:30~~
 4:30

Neg Prep Time

~~8:00~~
~~7:00~~
~~5:00~~
 3:00

1A Speaker: Katayah Jones

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Alexis Gondaleny

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Kayla Osborne

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

- school seg. is occurring and has no natural end in sight
- integrating schools will lessen achievement gap
- Neg present evidence to counter this showing limited results of integrating schools

Negative Arguments

- housing seg. is the root cause of school seg. → need to address this first
- this was not ^{effectively} addressed by the AFF side and was a key argument
- demonstrated how ~~fast~~ reactions to harm could impact students if integration was forced

Room: 318
 Start: 3:00 PM
 Novice

4

Gorny, Gary

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 Legerme & Yousoufou	POINTS (24-30)	RANK
2	Hughens Legerme	28	1
1	Aboubaker Yousoufou	27.5	2

NEG

Spkr	HenInc Sutton & Oxilly	POINTS (24-30)	RANK
2	Keriyah Sutton	24	4
1	Octavia Oxilly	24	3

Winner: BosInt Legerme & Yousoufou debating on the AFF Side (Aff or Neg) Low point win? No
School/Team

Signature: Garry Gorny

Comments & Reason for Decision:

BosInt Legerme & Yousoufou
 • Try staying on topic, adding more sports is not pertinent to this discussion.
 • Nice finish.

HenInc Sutton & Oxilly
 • need to stop talking/laughing when others are presenting, very disrespectful!
 • Know which side you're arguing, & rules of the debate.
~~Start~~
 • Put in the effort, it's impossible to get high points if you don't take this seriously!

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker: Aboubaker Yousoufou

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

comment: Try to paraphrase some of what you've read.
Nice ending.

1N Speaker: Octavia O'illy

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

comment: You argued the wrong position you are supposed to argue why segregation should not be touched not against it.

2A Speaker: Hughens Legerme

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

comment: Practice reading the evidence, it will make it easier to speak. Nice summary.

2N Speaker: Kenyah Sutton

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

comment: Need to understand debate format & abide by it. It's not just all reading off sheets.

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

- ~~Nice background~~
- Lower life expectations from segregated schools.
- Less opportunities in job market
- Less health insurance
- Lower income
- "Segregation is a form of racial discrimination"

Negative Arguments

- Students will join cliques sports that will keep them "segregated".
- Segregated schools more likely to go to "black" colleges.
- Some parents prefer segregated schools