

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

AFF

Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK
2	Anthony Van	25	3
1	David Gillis	25.5	2

NEG

Spkr	BosLat Gillis & Okoli	POINTS (24 - 30)	RANK
1	Aidan Gillis	25	4
2	Nikki Okoli	26.5	1

Winner: Bosha + Gillis + Okoli School/Team debating on the Neg Side (Aff or Neg) Low point win? No

Signature: Donavan J. Skepple

Comments & Reason for Decision:

Simply the Negative raised a reasonable level of doubt regarding if the federal could solve the issue. The ~~Negative~~ Affirmative had a strong point which almost swayed me where they talked about how ~~integrated schools~~ students who go to integrated schools are more likely to have increased social-mobility and send their children to better/integrated schools. Negative in their N.C's brought up that parents sending their children to integrated is not linked to going to integrated schools but psychographics as well as students not interacting w/ different racial groups despite being in the same schools as well as complied with the fact the issue has gotten worst post ~~Board~~ Brown v. Board of Education which both teams agreed too. If the federal government has not improved the issue is 60+ years why now? The Affirmative did not answer that question

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.

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: David Gillis

Speaker Points: 24 25 26 27 28 29 30

comment: No eye contact, no pause as well as speed reading, head down, reduced projection. Good volume and fair points. Some hand gestures.

1N Speaker: Aidan Gillis

Speaker Points: 24 25 26 27 28 29 30

comment: No eye contact, dactyls, no pauses, speed reading, head down, poor projection. Good volume, fair points.

2A Speaker: Anthony Van

Speaker Points: 24 25 26 27 28 29 30

comment: Nice reading flow, no pauses or eye contact but great questions for EX + volume.

2N Speaker: Nikki Okoli

Speaker Points: 24 25 26 27 28 29 30

comment: Great reading flow, effective pauses, great volume and projection + obvious confidence.

Areas of Focus for Deciding Win/Loss:

Use the area below to record strong affirmative and negative arguments that you will use to write your Reason for Decision (RFD)

Affirmative Arguments

Negative Arguments

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

- Started strong by outlining that segregated school had lower quality teachers, increased likelihood for mental health amongst students, low (40%) graduation rates, and overall how this transitions into lower job opportunity and increased poverty.
- Overall they sold the benefits of integration like breaking generational poverty cycles in some families studied but overall did not focus on implementation.

- Spoke about changing the actor to the states ~~and~~ referencing the increase in segregation post Brown v Board of Education, the precedent for states to deal with this issue as well as possible conflict between state and fed governments.
- Brought up socio-economic barriers prevents integration from dealing with existing racial issues in schools, ~~not~~ ex. Different social groups going to different classes, brought up issues in the studies which supported the benefits in integration.
- Focusing on changing housing laws.
- Ultimately just proposals ~~arguments~~ in doubt about Brown v B.O.E. ~~effective~~

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

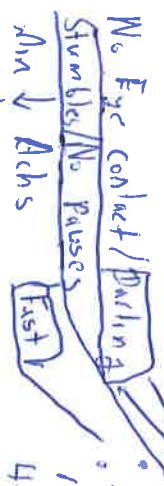
Took 4 mins
~~Remaining 2 mins~~
 Took 6 mins
 2 remain
~~4:30 min took~~
 3:33 remain

Neg Prep Time

8:00

Took ~~4 1/2 mins~~
 Remaining ~~3 1/2 mins~~
 None

David G. 1 AC - Sum
Aidun G. 1 AC - Sum



- No Eye Contact / Daring
- 4/10 Grad in Ice schools
- Seg = racial discrim
- Unequal against racial
- No ethnics
- Mental Health Risk - Dep, Anx, etc
- ↓ Stress to Health Care
- Lead to perm Achievement
- No strong emphasis on how inty fixes the issues on above

CX

- Only has worked w/ BVEB
- Why would it work now?
- As Social not legal seg same issue but different cause
- Inty would lead to Mental Health issue b/c increase likely of det rates mental?
- An: Like in school? Why are the sources 4-7,

Aidun G. 1 AC - Sum
Gillis 1 AC - Sum

- Kids rtt during answer during CX
- Talked about likely hood of racial w/ schools mr 4-7, 10 pg
- State control over Edu/alt actor
- State knows better, law for it
- Fed has failed to properly reg alt
- States can do better, conflict upon both do it
- Fed have the resource for inty
- Head Lip to project
- 10pg Law Science 17
- Defacto:
- Housing policy over edu policy
- Flesh out State over Fed

CX

- David Gillis: What Terr - Nuclear Law have to do w/ the issue
- Aid: We did bring up Nuclear War
- D.G:
- A: Fears of inty be Terrorism
- D.L: Racism I scared of ppl be terrorism
- A: I
- D.L: G only went over school?
- Aid: how long will it take?
- M.O: Your problem?
- D.L: How long will it take?
- Aid: How long will it take how long our idea would be faster

2 AC Anthony V - Sum
15-17, 38 + 33 pg

- Mike Reading Flow same issues
- No the rest w EOL
- Fedu so Amer can compete in job market
- Equally over Equality
- Points suggest better edu but now how to achieve it
- Income achievement gap?
- Strophoph may Tony do achieve?
- 32 pg
- Ing increases opp for min and fosters better removal (C-ops send kids min-ops schools. long term

G

- Ing not now perform students?
- A.V we don't have negatives
- A.B: Ach gap lead to pov gap?
- D.L: Not having same opp leads to pov gap, cycle absided
- M.O: Don't know if the fearisms
- M.O: If you talk about long term benefits how are you not turn down the change to housing?

2 NC Miki Okol

- Good Flow do not out off?
- Great questions, very disarming
- Busing does not = true inty diff class sports
- Cultural diff prevent inty
- ACU. Housing has better impact
- Housing discrim true issue
- What make - facing Housing better than natural inty?
- Ach gap same after BVEB
- No strong link between deseg, causing success, correlation
- does not mean if race
- Conf studies how if can be family out
- One word stumbles 2 para
- Never stress why Housing was better

CX

- David Gillis:
- A.V. If the states are solving the problem why need
- M.O: Fed has not bring a good job
- Never A never brought up
- Why would housing is not a waste of Fed resources
- Not a waste of Fed resources
- A.C did mention housing would take just us long
- Con flat w/ Fed's Anx - Fed point

1 NR

- A. Gillis
- Avoided Eye contact
- Failure of BV Edr why would they do better now
- Inty now may in the south led to disclim? Dubois
- No clear point on implement of A.C or likely brood of
- Study of A.C dubious
- Weak research methods
- Would be nice if there was a fact example?

1 AR D. Gillis

- Knowledge of diff background
- School more joy now after vs Edr
- Housing laws real issue
- Hund justice, F.C
- (Don't) change housing easily
- More differ
- The Ferrarism fear of N.C was very dubious
- Tried to fet summarize point ended up summing of Eyed ope

2 NR Nikki Okoli

- AC and Brown is not truly naturally targets souths, states should do funding, HAV AC did a track why states should not do it, why co-lab not was mention.
- School may still have racial division after inty
- Neighbor seg would be better
- Whatabout teachers into min schools
- Bele teachers in min schools
- Busing just as hard as housing laws
- Social issues still in Intey

2 AR

- Anthony Van
- Inty, school Inty jobs
- What is the cause parents send kids to Inty school or govt?
- Local govt were racist
- BV Brown do Fed had to step in, same as.1

Summary

- Waste some times
- Save for end

Room: 217
Start: 10:15 AM
Junior Varsity

leave

2

Neuman, Ruth

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AFF				NEG			
Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK	Spkr	JosQui Adrian Kwan	POINTS (24 - 30)	RANK
2A	Jocelyn Carvalho	27.5	2	IN	Adrian Kwan	27	3
1A	Rebecca Francios	28	1				

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

Signature: [Signature]

Other judges on panel: Kelsey Brey, JAIDEN CRUGER. Please do not start until all judges are present.

Comments & Reason for Decision:

The affirmative team won this debate because they were able to provide evidence showing that by increasing funding to promote diversity in schools will help increase grad rate, increase opp for higher ed, increase chances to good jobs leading to better healthcare and decrease possibility of incarceration. The negative started to show how diversity in schools does not work because students will choose to segregate but then used the same argument as affirmative but suggesting to promote school diversity should be done by states, not on the federal level, thereby undercutting his argument.

High School - Junior Varsity

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

1A Speaker: Rebecca Francios

1N Speaker: Adrian Ewan

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: Great constructive. Slow speech down a little.

comment: Well done! Maverick's tend to ~~have~~ have a difficult time \Rightarrow you did not impress.

2A Speaker: Jocelyn

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: Great constructive 27.5

comment: X

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)

Affirmative Arguments

Negative Arguments

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

\rightarrow Segregated schools have diff in retaining quality teachers \rightarrow lower grad rates, lower opp for higher ed + employment

\rightarrow Discrim aff students ^{public those who grad ins. more likely to attend} mental health (proven by studies) \rightarrow latinos children

\rightarrow Leads to lower rates of health insurance, incarceration rates b/c better job comes from higher ed + diverse etc

\rightarrow \rightarrow funding to increase ability to deseg school

\rightarrow Education is the foundation; then makes domino effect re environmental factors later in life (eg. higher ed, incarceration stats, etc.)

\rightarrow Studies show that despite the fact that students in diverse schools tend to ~~get~~ ^{themselves, stressors}

\rightarrow No need to \rightarrow get funding b/c local school districts have called for more diversity themselves (diversity emp policies, diversity training)

\rightarrow Diversity efforts have shown not to make improv in students

\rightarrow unclear what Russian tracking had to do with this topic

\rightarrow Diverse schools tend to still result in students segregating themselves

\rightarrow Instead of federal funding, should be at state level b/c more in tune with district needs (proven by states like FL) for latino + black students

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.

show have last cross

show positive benefits

LEAVING

Room: 217
Start: 10:15 AM
Junior Varsity

2

Brey, Kelsey

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AFF

Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK
AZ	Jocelyn Carvalho	28.5	2
A1	Rebecca Francios	28.5	1

NEG

Spkr	JosQui Adrian Kwan	POINTS (24 - 30)	RANK
	Adrian Kwan	27.5	3

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

Signature: Kelsey Brey

Other judges on panel: JAIDEN CRUGER, Ruth Neuman. Please do not start until all judges are present.

Comments & Reason for Decision:

Neg. undermined himself by arguing against the points in constructive 1 in constructive 2.

High School - Junior Varsity

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00
-1:00
-2:00

1A Speaker: Rebecca Francios

Speaker Points: 24 25 26 27 28 29 30

comment: excellent conviction particularly in your rebuttal

1N Speaker: Adrian Kwan

Speaker Points: 24 25 26 27 28 29 30

comment: your rebuttal had strong clarity; summarizing your arguments well

2A Speaker: Jocelyn Carvallo

Speaker Points: 24 25 26 27 28 29 30

comment: you have great clarity and ability to put the facts into your own words

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

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

- high turnover of teachers
- lower graduation rates
- discrimination impacts on mental + physical health, as well as income discrepancies and incarceration
- education is seen as foundation for success

- no need to increase funding, naturally/already occurring
- students segregate themselves even in diverse schools
- housing is source of discrimination/segregation
- states should control education as they have more power and can respond to local needs and be held more accountable
- discrimination may be present in desegregated schools

Room: 217
Start: 10:15 AM
Junior Varsity

Leave

2

CRUGER, JAIDEN

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AFF

Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK
2	Jocelyn Carvalho	27	3
1	Rebecca Francios	28	2

NEG

Spkr	JosQui Adrian Kwan	POINTS (24 - 30)	RANK
1	Adrian Kwan	28	1

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

Signature: *[Signature]*

Other judges on panel: Kelsey Brey, Ruth Neuman. Please do not start until all judges are present.

Comments & Reason for Decision:

Both sides argued inherently, but neither side gave a reason why they were right; just repeated evidence. Next time, weigh value of evidence. Therefore, it comes down to solvency on the plan and the CP. Though the Aff debated well, they didn't really respond to the CP (mentioned it in the 2AR but didn't really respond), so I accepted that Neg better solved for the harms Aff presented.

For next time (all debaters)

- more clash
- More arguments on offense

High School - Junior Varsity

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- 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: Rebecca Francios

1N Speaker: Adrian Kuan

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: Rigorous use of evidence. Good!

comment: good use of and breakup of the negative blocks

2A Speaker: Jocelyn Carvalho

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: Good job reading that internal from the neg's card in 2AR!

comment:

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

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

Inherency: Segregation is happening now
Decrease in funding recently
Harms: difficulty maintaining grad rates + teachers leads to...

- decreased access to healthcare
- decreased life expectancy
- increases incarceration rates

NO INHERENCY Obama era policies solve
• Weigh your obama cards against their decrease in funding argument

at best, you say aff doesn't change
sguo. Pursue more offense based arguments

STATES CP:

- better solves
- ~~so~~ better solvency for STEM

Bring up CP in 1st constructive and focus on it; the other arguments undermine

~~what purpose does your your case~~
~~AND SOLVENCY? Section how if you~~
~~can a state CP~~

have a response ready for state CP; it's super common

if you always do cross; use prep time if you need. Partner who

isn't speaking next should come up

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

Room: 205
Start: 10:15 AM
Junior Varsity

Leave 2

Sherard, Sarah

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AFF			
Spkr	Bright Diggs & Germain	POINTS (24 - 30)	RANK
1	Richard Diggs	27	3
	Jeremiah Germain		

NEG			
Spkr	JosQui Da Costa Pereira &...	POINTS (24 - 30)	RANK
2	Stephanie Da Costa Pereira	28	2
1	Jennifer Osayande	28	1

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

Signature: 

Comments & Reason for Decision:

The Affirmative gave better examples of why the power to control education and segregation within schools should belong to the states instead of the federal government

High School - Junior Varsity

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- 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
6

Neg Prep Time

8:00
4
0

1A Speaker: Richard

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

comment: Good summarizing but slightly confusing

1N Speaker: Jennifer

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

comment: Strong conviction

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Stephanie

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

comment: Clear overview

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.

- 1AC
- Deseg has positive effects
 - Seg has not gotten better
 - Mental health effects
 - Life outcomes
- 2AC
- Financial Incentives
 - Teacher gap → Life problems & Eco. Problems
 - Need better edu. to compete w/ countries
- 1AR
- Incentives = better education
 - State doesn't have as much power as fed
 - Integration = less discrimination
 - Minority schools are weaker
 - Plan: more school funding to deseg
- 2AR
- Neg plan has been in action & no results has happened
 - Fed should promote everything
 - Fed & state leaders should work together
 - Florida is a sample study, so it's not broad enough
 - Counterplans is not solving anything

- 1NC
- State gov should be in charge of prob
 - ↳ Education is state controlled ^{not fed}
- 2NC
- States need to make policies to keep balanced
 - ESSA
 - Fed policies don't work as well ^{federals in}
 - U.S not willing to spend enough on edu.
- 1NR
- Aff didn't state plan
 - Aff didn't argue back to counterplan
 - Plan: state gov should implement plan
 - State control is better to determine incentives
 - Fed gov supports counter plan
- 2NR
- Agree that seg is a problem
 - Give state the power for seg problems
 - Florida
 - Aff plan doesn't work bc theres already budget cuts in @edu plan
 - Fed gov wont give money to fund incentives

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

Room: 312
 Start: 10:15 AM
 Junior Varsity

2

Caldwell, Shekeyl-

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AFF			
Spkr	O'Brya Hea & Mohamed	POINTS (24-30)	RANK
ZA	Hurryra Hea	30	1
IA	Aziza Mohamed	29	2

NEG			
Spkr	Charle Joseph & Nguyen	POINTS (24-30)	RANK
—	Max Joseph		
N	Benson Nguyen	25	3

Winner: O'Brya Hea Mohamed debating on the Aff Side (Aff or Neg) Low point win? NO
School/Team Side (Aff or Neg)

Signature: [Signature]

Comments & Reason for Decision:

- IA) Did a great job summarizing each contention in constructive speech. IAR was nice & well thought out but did not bring up any of opponents case. Take the time to reemphasize points and critique opponent.
- ZA) Great roadmap to start constructive along with summary of cards. Used constructive to provide evidence against IN constructive. Clear arguments and organized. It is obvious that you have studied the material based on your familiarity with it. Did the best job at negating comments made by opponent.
- IN) Good points in constructive but would benefit from additional familiarity w/ the material so you can flow better. Roadmaps and taglines would improve the clarity of your arguments. Conclusion in INR should have used more time to bring up and explain major points.

High School - Junior Varsity

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- CX (3 min.)

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

4:35

1A Speaker: Aziza

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

comment:

1N Speaker: Benson

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

comment:

2A Speaker: Humyra

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

comment:

2N Speaker: Benson

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)

Affirmative Arguments

Negative Arguments

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

1A) Schools are still desegregated even after Brown v. Board

C1) Minority schools don't have resources needed to close achievement gap

Unconstitutional to treat them unequally

Racism leads to mental health issues

Plan of

C3) Sobriety, financial incentives

CX) What evidence says white teachers don't support Black students?

2A) Roadmap to rebuttal along w/ summary of cards.

Exposing students to other cultures will help them in the long run. Interacting w/ whites helps Blacks in career when they apply for jobs w/ mostly whites.

Even in segregated housing, this is good

- lower social injustice card, performing better at math

1AR) - Short conclusion, roughly 1.5 mins did not bring up opponents case

2AR) why using the money is helpful for integration & help lessen the racism problem.

Most important to give them resources to improve. Racism won't go away quickly

restarted plan for financial incentive

CX) how much money would you give to do this how are you going to integrate what if schools don't spend money appropriately?

- Momentum
- Neighborhoods need to be desegregated prior to desegregating the schools.
- Education policy dilemmas can't be addressed in isolation... housing policy.
- segregation w/in desegregated schools

CX) asked to summarize cards read.

- desegregation doesn't reduce prejudice
- Conclusion was 30 seconds x
- Black students will have difficulty in the business world because white people control it.

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	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
2	Deaglan Flaherty	28.5	2
1	Tadgh Murphy	28.5	1

NEG

Spkr	Bosint Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
1	Juan Pablo Casilla	28	4
2	Mohammed Al Bidari Sattar	28	3

Winner: O'BRYA FLAHERTY & MURPHY debating on the AFF Side (Aff or Neg) Low point win? _____
School/Team

Signature: *[Handwritten Signature]*

Other judges on panel: Ginger Crisp, Yiyi Guo. Please do not start until all judges are present.

Comments & Reason for Decision: THE NEG TEAM DID A NICE JOB ARGUING WHY THE AFFIRMATIVE ^{TEAM} SHOULD NOT RELY ON THE FEDERAL GOV. TO SOLVE AN ISSUE THAT THEY LACK KNOWLEDGE & TIME IN. HOWEVER, THEY MISSED THE MARK WHEN IT CAME TO EXPANDING ~~AND~~ EXPLAINING WHY ~~&~~ WORKING WITH THE STATE GOV. WOULD BE MORE BENEFICIAL. THE AFF. TEAM WAS ABLE TO USE THE COUNTER ARGUMENT TO THEIR BENEFIT. AND THEY EXPLAINED IN DETAIL WHY WORKING WITH THE STATE ALONE WOULD ONLY ~~hurt~~ ^{HURT} THEIR PLAN. INSTEAD THEY PROPOSED WORKING WITH THE STATE AND THE FEDERAL GOV.

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.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

- 8:00
- 7:00
- 6:30
- 5:30
- 2:50

Neg Prep Time

- 8:00
- 7:00
- 6:00
- 3:00

1A Speaker: TADG# Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>	1N Speaker: JUAN Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>
--	---

2A Speaker: DEAGLAN Speaker Points: 24 25 26 27 28 29 30 <small>comment:</small>	2N Speaker: MOHAMMED 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)

Affirmative Arguments	Negative Arguments
<i>In this section, focus on the clash between Aff and Neg while weighing impacts presented.</i>	
<ul style="list-style-type: none"> - CONCEPT OF DIVERSITY HAS SHIFTED - UNEQUAL OPPORTUNITIES - BOTH GROUPS ARE AT A DISADVANTAGE - 4/10 STUDENTS GRADUATE ON TIME IN MINORITY SCHOOLS - MINORITIES ARE BEING ISOLATED FROM THEIR WHITE PEERS - SEGREGATION IS NOT GETTING ANY BETTER - SEGREGATION HAS AN IMPACT ON MENTAL HEALTH - RACIAL ACHIEVEMENT GAP IS THE MOST DEPRESSING ISSUE - BOTH THE FEDERAL GOVERNMENT AND THE STATE CAN WORK ON SCHOOL INTEGRATION INTEGRATION - THE PUBLIC WILL HOLD THE FEDERAL GOV. ACCOUNTABLE 	<ul style="list-style-type: none"> - OVERLAPPING CREATES AN ... - GOVERNMENT SHOULD NOT BE IN THE CENTER OF REFORM - THE PROBLEM OF ACHIEVEMENT GAP VARIES FROM STATE TO STATE - BLACK & HISPANIC STUDENTS HAVE IMPROVED MORE THAN THEIR WHITE PEERS - MILESTONE → STATE LEADERSHIP - FEDERAL JUDGES ARE NOT EDUCATION EXPERTS - STATE STRUGGLES TO FIND TIME - LOCAL AND STATE GOVERNMENT CAN CREATE NEW REFORMS - THE FEDERAL GOV. IS NOT IN THE BEST STATE TO INCREASE FUNDING. - IF THE FEDERAL GOV. LACKS THE ABILITY TO SUCCEED THEN THE SCHOOL SYSTEM FAILS

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

Leave

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 Please return ballot within 15 minutes after round ends.

AFF

Spkr	EdwM. Carty & Seck	POINTS (24 - 30)	RANK
2A	Jeremiah Carty	27	2
1A	Mocktar Seck	27	3

NEG

Spkr	Charle Lara & Coleman	POINTS (24 - 30)	RANK
1N	Randy Lara	26.5	4
2N	Tyerohn Coleman	27.5	1

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

Signature: Yujue Wang

Comments & Reason for Decision: Stronger arguments & ~~more~~ & interesting points being made. Arguments are well justified.

2 min Warning

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.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
2
1

Neg Prep Time

8:00
1
2

1A Speaker: Moukhar Seek
Speaker Points: 24 25 26 27 28 29 30
 comment: wrapping up speech is great & clear

1N Speaker: Randy Lara
Speaker Points: 24 25 26 27 28 29 30
 comment: very honest & have a strong opinion on negative points of news.

2A Speaker: Jeremiah Carter
Speaker Points: 24 25 26 27 28 29 30
 comment: should know the materials arguments better.

2N Speaker: Tyeron Coleman
Speaker Points: 24 25 26 27 28 29 30
 comment: wrapping up is clear & well justified.

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.

majority - unequal education.
 improves every aspects
 Both are at disadvantage if attending segregated school.
 * more difficulties for minority to hire good teachers
 - racial discrimination (unconstitutional)
 - behavioral, mental health, depression, lack confidence - negatively impacted
 - with supportive studies - dropping out; life expectancy; health insurance
 negative does have a solution, the problem remains
 racial achievement gap
 → academic gap → → → very problematic
 Education = successful in today's world.
 → can achieve same goals
 eliminate social boundary
 * Consider about work environment, prepare them for different culture & race.
 with funding, to hold extra activities to bring different people together.
 * diverse in school ⇒ diverse in neighbourhood.
 * Plan ⇒ push in life ⇒ better access to jobs
 Break psychos of inequality.

financial incentive: 12 million for each school.
 political argument
 * majority of teachers are white black students need to taught by black teacher.
 - success ⇒ teacher
 - desegregation, neighborhood needs to happen before schooling.
 - deprivement of education is problematic.
 * if no education, how can segregated neighborhood be happening?
 segregation within schools.
 (different social life)
 for minority, higher achievements if attending minority schools.
 In segregated school, minority is placed into lower tracks.
 → achievement gap (learning less if desegregated)
 if desegregated, black teachers lose their job.
 there's a problem, but Affirmative plan doesn't work.
 However, if keep segregation, achievement gap still exists.
 it's a pro problem for a long time, not gonna work in short term.

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

LEAVING

Room: 202
Start: 10:15 AM
Junior Varsity

2

Turgeon, Jeffrey

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	28	4
1	Xinmei Li	29	2

NEG			
Spkr	Englis Gordon & O'Neil	POINTS (24 - 30)	RANK
1	Lena Gordon	29	1
2	Jimmie O'Neil	28	3

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

Signature: _____

Other judges on panel: Jalicia Morgan, Starr Rhee. Please do not start until all judges are present.

Comments & Reason for Decision:

(+) Your analysis of the role of Congress was interesting, though your argument would have been strengthened by a more thorough discussion of the role of the Executive branch since they are duty bound to uphold the court's decisions (in this case Brown v. Board). Your plan to provide financial incentives, while compelling, would be strengthened by 1) a clear definition of what said incentives are, and 2) any historical precedent for the use of federal incentives for influencing state/local policies.

(-) Your use of facts and your questioning during cross-ex was a significant asset to your argument. Perhaps most compelling was your analysis of housing discrimination as a root cause of school segregation. Furthermore, your analysis of the cultural differences between groups to demonstrate how Aff. Plan wouldn't work was well-stated and ~~clear~~ ^{well-articulated}. Lastly, your argument about community building over federal involvement aided your case.

RFD: I have decided in favor of Neg because of their ability to dispute the efficacy of the Affirmative Plan. The Affirmative Plan was not supported by fact or precedent, and so the status quo ought to be maintained.

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.

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

Neg Prep Time

~~8:00~~
~~2:00~~
Forced integration = 1/2
→ into 1st & 2nd
Not schools

1A Speaker: Xinmei
Speaker Points: 24 25 26 27 28 (29) 30
comment: Excellent feeling.

1N Speaker: Lena
Speaker Points: 24 25 26 27 28 (29) 30
comment: Good pace & volume. Annunciation was clear, speech convicted.

2A Speaker: Feiying
Speaker Points: 24 25 26 27 (28) 29 30
comment: Strong conviction & tone, nice use of eye contact.

2N Speaker: Jimmie
Speaker Points: 24 25 26 27 (28) 29 30
comment: Clear, concise, good volume.

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.

Inherency: Reintegration is currently happening but unclear how to proceed. SCOTUS not making ruling nat'l requirement.

Integration improves educational outcome.

Solvency: Financial incentives/mandates. Segregation = discrimination, has unconstitutional case, Brown v Board.

Mental health negatively impacted.

Economic achievement gap ought to be closed. Education closes gap.

Matter of nat'l prosperity, education → econ. opportunity + upward mobility.

Relationship between labor + capital would benefit from integration.

- Obama solved integration problem, grant to support communities to increase diversity.

No inherency.

Districts & charters good model.

- Problem with lack of teacher diversity. ↑ human capital.

- Trump undercut integrity of elections, Fed govt cannot be trusted as of now.

No Solvency: card B, bussing doesn't work, Segregation still exists in integrated schools.

No Solvency: housing discrimination leads to school segregation, part of problem.

Disintegration effect on education is minimal

Diff. between 1st/2nd greatest good for greatest number

No inherency

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

Congress blocks racial segregation, no new legislation

Delicate result from personal bias, result of intentional policy

Desegregate homes first

LEAVING

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AFF			
spkr	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
2	Deaglan Flaherty	26	3
1	Tadgh Murphy	27	1

NEG			
spkr	Bosint Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
1	Juan Pablo Casilla	26	2
2	Mohammed Al Bidari Sattar	26	4

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

Signature: Vin Crisp

Comments & Reason for Decision:

The affirmative team won this debate because they presented, and effectively countered, how the federal government is better suited to address improve education through providing financial incentives, oversight and accountability to local education systems.

The negative team made an initial strong proposal for the states to assume control, focusing on overlapping bureaucracy and a disconnect from the federal level. I believe that the affirmative team responded to those points through their cross and rebuttals.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

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Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

1
1
0.5
2
3.5
~~4.5~~ 8

Neg Prep Time

8:00

1
1
3
5

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)

Affirmative Arguments

Negative Arguments

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

- Segregation impacts ~~on~~ public health, equals all's discrimination, personal health, mental health, economic competitiveness
- More financial commitment needed
- Aff plan stresses cooperation, unity, accountability, has budget superiority
- Courts have pulled back on desegregation at state level

- Proposed new solution for states to assume central involvement policies
- No overlap in bureaucracy
- ex: Florida improved achievement
- Regulation weakens improvements + reforms
- fed gov has other responsibilities + state has a more narrow view + focus

Launey

Room: 207
Start: 10:15 AM
Junior Varsity

2

Guo, Yiying

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AFF			
Spkr	O'Brya Flaherty & Murphy	POINTS (24-30)	RANK
2	Deaglan Flaherty	28	1
1	Tadgh Murphy	29	3

NEG			
Spkr	BosInt Casilla & Al Bidari S...	POINTS (24-30)	RANK
1	Juan Pablo Casilla	27.5	2
2	Mohammed Al Bidari Sattar	26.5	4

Winner: O'Brya Flaherty & Murphy debating on the Aff Side (Aff or Neg) Low point win? _____
School/Team

Signature: [Signature]

Other judges on panel: Ginger Crisp, Medgine Joseph. Please do not start until all judges are present.

Comments & Reason for Decision: I voted for the affirmative team for the following reasons: The affirmative team reacts extremely calm ~~with~~ in cross-ex parts. They identified the problem of opponent's plan immediately and asked the opponent team back. They all have clear logic on what they are talking about. Use phrase like "is right?" to lead opponent to consider the topic in their way, which is smart. The negative team is a little bit nervous during cross-ex and didn't utilize all the time. The questions they've been asked were tricky and they couldn't answer some of them. ~~They~~ It seems that they ~~didn't~~ weren't familiar the sources well enough to state & support their points.

High School - Junior Varsity

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Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1
7
1
6
3
3

1
7-0:30
10:30-1
5:30-2
8:30-3:30

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

1N Speaker: Juan 27.5
Speaker Points: 24 25 26 27 28 29 30
comment:

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

2N Speaker: Mohammed
Speaker Points: 24 25 26 27 28 29 30
comment: 26.5

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)

Affirmative Arguments

Negative Arguments

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

Tadgh
 ✓ adequate speaking speed.
~~had clear~~ logical with clear pattern (first...second...third...)
 x More eye contact.
 more body language (rebuttal)
 ↑
 maybe nervous

Deaglan
 ✓ vibrant evidence, with quotes of statistics, convincing. ~~rebuttal~~
 like ur style when asking questions.
~~try to~~ design logic trap using "Right?"
 x ~~try to~~ ^{constitutive} change your speaking speed & tone when emphasize points with appropriate stops. ~~to this~~
~~great~~

Juan
 ✓ challenging questions. ~~eye contact~~
 clear Roadmap. Adequate ~~speed~~ ~~had~~ body language.
 adjust tone & speed when emphasize points
 x less nervous during constitutive.
 move eye contact.
 utilize the cross-ex time more effective to gain more info. from other side
 in order to build up your points & make it stronger.

Mohammed
 ✓ Great body language
 calm when answer questions.
 Roadmap (outline your evidence).
 "Yes, but..." admit, and also points
 - out suspicious ~~part~~ ^{part} ~~written~~ reasoning.
 x Use constitutive time more effectively.

LEAVING

2

Rhee, Start

~~Duehren, David~~

Room: 204
Start: 10:15 AM
Junior Varsity

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AFF			
Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
2	Josmary Peres	28	3
1	Sandra Quintinilla	27	4

NEG			
Spkr	EdwM. Lynch & Delhomme	POINTS (24 - 30)	RANK
2	Shania Lynch	28.5	2
1	Laurent Delhomme	29	1

Winner: EdwM. Lynch & Delhomme (EMK) debating on the Neg Side (Aff or Neg) Low point win? no

Signature: 

Comments & Reason for Decision:

The affirmative does not sufficiently extend their harms. ~~Affirmative~~ ^{Negative} is more effective in arguing that the plan will make things worse. Aff drops health impact & don't respond to Neg's housing claims, turn about racial backlash, or turn about integrated schools hurting minority kids.

High School - Junior Varsity

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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.

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

6:49

5:25

Neg Prep Time

8:00

4:00

1A Speaker: Sandra

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Laurent

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Josmary

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Shmia

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)

Affirmative Arguments

Negative Arguments

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

Schools segregated now

→ segregated now

Achievement gap → poverty gap

→ Minority schools solve best

causes health disparities

Dropped

PLAN

Solvency financial incentives

-within school seg
- housing discrimination
-TURN - white backlash
-TURN - integrated schools hurt minority students

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	Excel Davidson Guerrier	POINTS (24 - 30)	RANK
1A 2A	Davidson Guerrier	29	1

NEG			
Spkr	Westie Durand & Acquah	POINTS (24 - 30)	RANK
1N	Winda Durand	28	3
2N	Joseph Acquah	29	2

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

Signature: Kate

Comments & Reason for Decision:

Both sides presented very compelling and clearly articulated sides. I awarded the win to Excel because of the strength of the argument for the association between education discrepancies among minority dominant schools & segregation and adult minority communities having higher crime rates. This was a very evenly matched and exciting debate and all participants will become even more formidable opponents in the future!

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.

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: Davidson

1N Speaker: Winda

Speaker Points: 24 25 26 27 28 (29) 30
comment: Engaging & informed.
 Practice a rebuttal that more clearly emphasizes earlier evidence

Speaker Points: 24 25 26 27 (28) 29 30
comment: passionate and speaks w/ great emphasis. Practice points/purposes/goals of rebuttal

2A Speaker: N/A

2N Speaker: Joseph

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

Speaker Points: 24 25 26 27 28 (29) 30
comment: Excellent! Very strong cross examiner. slow down during opening statements

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.

Communities w/ low education & high crime

Housing and community segregation as the cause for education disparities

Leave

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 Abdifatah Abdi	POINTS (24 - 30)	RANK
1	Abdifatah Abdi	28.5	1

NEG			
Spkr	Westie Davila & LeBlanc	POINTS (24 - 30)	RANK
2	Adalberto Davila	28	3
1	Alex LeBlanc	28	2

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

Signature: Katja Berger

Other judges on panel: Nedcar Faugas, Lornex Rono. Please do not start until all judges are present.

Comments & Reason for Decision:

The Aff. side addressed the points of the neg. side and showed that the plan would be beneficial when implemented. The aff. side made a powerful argument about impacting and creating a better and more equal future for our country by creating integrated schools and improving the lives of all children in school by reducing racial discrimination. The Aff. side showed why the plan was necessary (past failed plans + changing momentum). The neg. sides' points revolved too much around the economic reality of the PLAN and not whether it should be implemented.

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.

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
7:36
6:52

Neg Prep Time

8:00
6:00
0

1A Speaker: Abdifatan Abdi

Speaker Points: 24 25 26 27 28 29 30

comment: good examples of financial incentives, good talking on your feet, response

1N Speaker: Alex LeBlanc

Speaker Points: 24 25 26 27 28 29 30

comment: nice flow, focus more on constructing own arguments

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Adalberto Davila

Speaker Points: 24 25 26 27 28 29 30

comment: good summaries + use of cards, knowledge of rules, stand, upright more

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.

Schools resegregating, minority schools disadvantaged, desegregation has positive effects **1AC**

minority schools - lower achievement + trouble retaining teachers
segregating = racial discrimination + unconstitutional

neg. effects on mental health + health PLAN - financial incentives

previous programs ineffective → need new PLAN will solve the problem **2AC**

gap exists → best way to address it is in children / education
Trumps administration w/ writing out policies

not true - Trump not supporting Obama's plan / programs → card showing it! **1AR**

students of color have unequal opportunities in education → not good college → good career → etc

"the youth are our future" → spend on future ex/of success in N.C. w/ \$

neighborhoods are separate prob. youth = future → live in nice neighborhood if get good education **2AR**

integration happening already - momentum **1NC**
policies already in place → Obama-era → grant competition + magnet schools
link between racial diversity and academic performance is inconsistent
deseg. has no effect on college / careers
separate social worlds

deseg. doesn't have measurable benefits studies are inconsistent **2NC**

plan costs \$ → where does it come from?
administration won't approve plan → bad for international economy
deseg. not good for POC - "acting white"
de facto seg. doesn't exist

→ would cost too much \$ → administration won't approve
→ would set back economy **1NR**

disregard bc not introduced in AC
can you trust govt. to desegregate schools if they caused neighborhood segregation? **2NR**

what if white teachers hate black students
→ anecdotal / rare situation → WEAK POINT

Room: 215
 Start: 10:15 AM
 Junior Varsity

2

Black, Janice

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	BosLat Faith Cole	POINTS (24 - 30)	RANK
	Faith Cole	27	2

NEG

Spkr	BosInt Felixon & Borgelin	POINTS (24 - 30)	RANK
	Dana Felixon	27	3
	Daphcar Borgelin	27	1

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

Signature: Janice Black

Comments & Reason for Decision:

Extremely difficult decision. Many strengths on both sides!
 B BosInt did not provide plan, but strong argument for diversity
 Win based on stronger rebuttal by BosInt and by firm grasp of debate process

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.

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.)

Faith
1A Speaker:

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

comment: *Strong, well organized, and well supported constructive*

Daphcar
1N Speaker:

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

comment: *Strong physical presence and I like the way you addressed the judge + organized*

Faith
2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Dana your response
2N Speaker:

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

comment: *Strong conclusions*

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.

*Social benefits cited - access to health ins, income
Noted shift toward seg. schools*

Educational benefits in achievement, quality teachers

Psycho benefits to student

Cost worth investment - Metro program, improved access - social/professional networks

States in better position to respond to local needs

States can provide laboratory to improve education

Historical precedent

International precedent responsibilities = primary responsibility

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

LEAST V) 2/6

Room: 216
Start: 10:15 AM
Junior Varsity

2

Simpson, Amari

Henderson Inclusion

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 Henry & Bryan	POINTS (24 - 30)	RANK
2A	Shemaiah Henry	29	1
1A	Shanice Bryan	29	2

NEG			
Spkr	JosQui Han & Phung	POINTS (24 - 30)	RANK
2N	Susan Han	26	3
1N	Steven Phung	26	4

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

Signature: [Signature]

Comments & Reason for Decision:

Claim: Incr. funding which would lead to integrated schools
 + Schools current bad for A.A students
 + desegregation happened but segr. still occurring → form of discri.
 + need to reduce gaps
 + financial investment in US's future
 + workforce integration prep.
 + Crx Q's

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.

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: Shanice

1N Speaker: Steven

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

patient, clear,

comment:

Spoke loud, targeted q's

2A Speaker: Shemika

2N Speaker: Susan

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

good summary summarize, stuck w/ facts + opinion, referred to q's

comment:

asked targeted q's - good @ evaluating argument, complete sentences

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.

(1A) Integration has worsened exp. Incr. educational isolation of Blacks/Browns. Blacks - Academic Whites - Social/Academic. 40% grad rate predominantly poor + minority. Segregating minor. is discrimination. Gap need to reduce racial, pov., academic performance gaps. Need to compete on global market → Integrate.

CX - segregation - everywhere. turnover rates - teachers leaving. discrimination? - placed in one category. HQ teacher stay - HQ schools, HQ ed., would stay. ✓ get rid of racism or discrimi - not good. Claim minority environment good. **IN** - ✓ King - B2M = incr. ✓ TOC urban diverse workforce goals - Teachers @ school doing well. ✓ Desegregated schools are segregated - Undermine teacher bias. ✓ Housing - Desegregation before schools. ✓ Backlash to integration. (V) - Whites not fond of Blacks (V).

CX Students make a choice w/ integration minority students ✓ receive LR ed. compared - Yes ✓ LR to HQ environ. get them further - Yes.

CX 2N how-incr. financial incent - Incr. w/out plan to implement. Incent more q's → commit - find holes. **2N** - All districts - inteq. over 20yrs no impact. ~ desegregation has no impact on students - does not reduce prejudice - Risk. ~ diversity + acad performance. ~ racial diversity - no relationship. ~ dept. won't reinforce plan; tracking would happen if integration.

2A Financial incentives - for int.; nat'l growth equip. people of color; TOCs doubled. Integration is successful. **Rebuttal** Sec. of Ed. won't enforce - NO! **CX** Dev. v. condesc. - Yes. **Rebuttal** Q - no answer, money, life, health, life, grants, moralistic, why choose neighborhoods over schools? **Rebuttal** Q's Referral Receive same college degree.

Rebuttal no harms, students aren't harmed, integration no changes. **CX** q's mispoke of team; neighborhoods of minorities. **Rebuttal** - Using money. **2N** - put money in minority - endorsement. - Not read. **1AC** during **2AC**. - Clarity.

Use all rebuttal time. Talking to partner. Each team has 8 minutes of total prep time.

Aff Prep Time

U 8:00 R
30s - 4:00
2m - 4:00

Neg Prep Time

U 8:00 R
30s - 7:30
3m - 4:30

Current Ed Bad
Add on

Can't read proposal
Financial Future

Can't read proposal
Financial Future

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

curriculum prepare for life; put in medic where ppl don't look like you; Backlash

Room: 208
Start: 10:15 AM
Junior Varsity

2

Wynnne, Raymon-

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	O'Brya Lewis & Ryan	POINTS (24-30)	RANK
1A	Myesha Lewis	28	2
2A	Lexxi Ryan	29	1

NEG			
Spkr	BosInt Brhane & Atenor	POINTS (24-30)	RANK
1N	Yorsalem Brhane	27	4
2N	Vanessa Atenor	28	3

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

Signature: Raymond Wynnne

Comments & Reason for Decision:

O'Bryan had very good control of pace, and had hard hitting questions.

BosInt was passionate, but fell under pressure to questions.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

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

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- CX (3 min.)
- 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~~ 7:30
~~7:00~~ 6:30
~~4:30~~

Neg Prep Time

8:00
~~7:00~~
~~5:00~~
~~3:00~~
 0

1A Speaker: Myesha Lewis

Speaker Points: 24 25 26 27 28 29 30

comment: speak a bit slower and will be perfect

1N Speaker: Yorshalem Brhume

Speaker Points: 24 25 26 27 28 29 30

comment: focus more on responding to questions, good control

2A Speaker: Lexxi Ryan

Speaker Points: 24 25 26 27 28 29 30

comment: very good control of pace, good eye contact

2N Speaker: Vannessa Atonon

Speaker Points: 24 25 26 27 28 29 30

comment: good pace, held eye contact 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)

Affirmative Arguments

Negative Arguments

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

segregation is harmful to the mental health of underprivileged, usually minority children. fed. gov. should intervene w/ education to make sure schools integrate

States are aren't doing anything right now to address plan, Fed. gov. would provide accountability and ass. stance

cooperative federalism is the best option, allows states the flexibility to implement plans, while having safety net if they fail.

States know best what is going on in their districts, we can allocate money best

"incentives" are a form of coercion, because you have to do what the gov wants for money.

solutions take time, and the fed. gov. should let them address those problems and not overstep their bounds.

Room: 112A
Start: 10:15 AM
Junior Varsity

2

Rono, Lornex


Brighton

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AFF			
Spkr	BosInt Abdifatah Abdi	POINTS (24 - 30)	RANK
	Abdifatah Abdi	27	2

NEG			
Spkr	Westie Davila & LeBlanc	POINTS (24 - 30)	RANK
2	Adalberto Davila	26	3
1	Alex LeBlanc	28	1

Winner: Aff - Abdifatah School/Team debating on the Aff Side (Aff or Neg) Low point win? No

Signature: 

Other judges on panel: Katja Berger, Nedcar Faugas. Please do not start until all judges are present.

Comments & Reason for Decision:

The Aff made great points on how segregation in schools have an impact in different issues such as mental health and college that a lot of black and latino communities face. The Neg failed to address most of the arguments and just focused on education and funding.

High School - Junior Varsity

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Areas of Focus for Speaker Points:

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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:

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:

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)

Affirmative Arguments

Negative Arguments

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

① Segregation has led to emotional and mental health issues that have prevented students of color from succeeding

- Plan would lead to higher economic achievement
- New government is planning to cut down federal funds
- Students of color face harder time than white students
- Not investing in public schools creates a cycle of failure for communities of color
- Students need a strong foundation in order to succeed in life.

- No inherency: schools are already being integrated
- No ~~harmony~~ solvency: no relation between race and academic performance.
- Segregated schools are not the cause
- no enough funding
- No benefits to the plan
- Programs haven't worked before e.g. b
- The government wouldn't go w/ the plan.
- students of color have often felt uncomfortable in integrated schools

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

Room: 212
Start: 10:15 AM
Junior Varsity

2

Brimage, Dorell

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Please return ballot within 15 minutes after round ends.

AFF

Spkr	JosQui Zhao & Vincent	POINTS (24 - 30)	RANK
2	Anna Zhao	28	1
1	Joshua Vincent	27.5	3

NEG

Spkr	TechBo Christian Canales	POINTS (24 - 30)	RANK
1	Christian Canales	27.5	2

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

Signature: _____

Comments & Reason for Decision:

neg did not answer all harm's and
additional add ons.

Neg Failed in proving to me the Plan
wint work.

I Agree with AFF Intergration In schools in
the USA should be included.

High School - Junior Varsity

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Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1A Speaker: Jishira Venitt

Speaker Points: 24 25 26 27 28 29 30

comment: very organized. Protected your very well. Put more time into organizing. Delivered 5 mins

1N Speaker: Christian Canales

Speaker Points: 24 25 26 27 28 29 30

comment: very organized. Reveal that you will even provide and manage good time use entire 5 mins

2A Speaker: Ana Zhao

Speaker Points: 24 25 26 27 28 29 30

comment: very organized, answered questions very well. Use prep time by using ex/notes

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)

Affirmative Arguments

Negative Arguments

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

- Racial Isolation increases white to black Ratio during his period Pop increasing diversity decreasing
- Unequal opportunities for Blacks out of minority schools 4/10 graduate minority are not graduating Outcomes
- Racial Isolation is another form of segregation
- mental health of students are being affected by deseg.
- Deseg cause depression
- low educated student are more likely to fail in life
- Lower minority Americans are more likely to go to jail than graduate
- deseg causes behavior issues

- Schools are being desegregated detoured efforts toward diversity are being made
- schools are becoming diverse now
- Teachers of color are being hired
- There will always be racial bias
- no solution of students are diverse
- no solution
- Housing segregation is the cause to school segregation
- no solution
- white Backlog
- no solution
- integrated schools

women education on life
 Please give all speaking, presentation, and debate-strategy related feedback verbally.
 Brown vs ad was once 45 min

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 Abdifatah Abdi	POINTS (24 - 30)	RANK
1AC 2AC	Abdifatah Abdi	27	1st 2nd

NEG			
Spkr	Westie Davila & LeBlanc	POINTS (24 - 30)	RANK
2 nd NC	Adalberto Davila	26.5	2 3 rd
1 st NC	Alex LeBlanc	27.5	1st 1 st

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

Signature: *Nedcar Faugas*

Other judges on panel: Katja Berger, Lornex Rono. Please do not start until all judges are present.

Comments & Reason for Decision:

I voted for the affirmative because he did a better job at making connections between the evidence from his case. In addition, he persuaded me more about the significance of the impact if the Judges don't vote for his plan. Both debate teams need to be more organized and flow. They did not do line-by-line arguments and answers to the opponents case. In addition, debaters need to look up more and protect their voice better and not lean over the table. Lastly, its imperative that both teams organize their arguments efficiently before the debate round starts.

Critiques - Money issue
 - Need to provide more evidence
 - Summarize cards better
 - Cards not prepared - arguments not structured
 - Flow

High School - Junior Varsity

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Areas of Focus for Speaker Points:

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- 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: Abdifatah Abdi
 Speaker Points: 24 25 26 27 28 29 30

comment: I like how you summarized your cards and made connections

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

comment: Good flow when speaking and projected voice

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

comment:

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

comment: Look up when speaking, good job summarizing though

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.

Contention 2

- Public Health for harm
 - minorities attend bad schools which leads to poor education
 - Segregation in school system
 - Minorities have ~~less~~ unequal access to resources.
- Sending minorities to segregated school is racial discrimination
 - Segregation is getting worse not better
- Discrimination affects students mental health
 - low self-esteem
- Unequal to education lead to lower life expectancy
- USFG should provide financial incentive to increase diversity in schools in the U.S.
 - Incentives work b/c southern states desegregated school when they receive gov. money
 - Segregation lead to gaps in a lot of aspects, Job, health, socio-economic class, etc.
 - Closing achievement gap

- Integration already happening
- U.S secretary of education have implemented a plan to increase diversity
- The department will invest 12 million in 20 districts
- No solvency.
 - The link between racial diversity and academic performance is weak
 - School integration doesn't lead to better performance
 - Integration leads to segregated groups in schools.
- The plan would cost so much or they would barely give money to the plan
- Trump doesn't want to go through with the plan because it affects our global competitiveness
- Integration causes minorities to feel strange

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
7:36
6:52
0

Neg Prep Time

8:00
7:00
6:00
0

Room: 209
Start: 10:15 AM
Junior Varsity

2

Andrade, Jamie

9

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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AFF

Spkr	BosLat Taub & Goober	POINTS (24 - 30)	RANK
2	Ezra Taub	28	1
1	Vicente Goober	27	4

NEG

Spkr	Bright Ogunsanwo & Cruz	POINTS (24 - 30)	RANK
1	Phebean Ogunsanwo	27	3
2	Thalia Cruz	27	2

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

Signature: JA

Other judges on panel: Ken Ma, Ruth Neuman. Please do not start until all judges are present.

Comments & Reason for Decision:

I thought your argument about school desegregation showed great analysis because of your use of concrete data points & speaking about specific policies by name. Using numbers, names & dates makes it very difficult for the opposing team to show how your ideas are ineffective. Your speech was clear, slow, & organized.

High School - Junior Varsity

1 min warning

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.

- ### Constructives
- ~~1AC (8 min.)~~
 - ~~CX (8 min.)~~
 - ~~1NC (8 min.)~~
 - ~~CX (8 min.)~~
 - ~~2AC (8 min.)~~
 - ~~CX (8 min.)~~
 - ~~2NC (8 min.)~~
 - ~~CX (8 min.)~~

Vicente Gobar
1A Speaker: ~~XXXXXXXXXX~~

1N Speaker: Phebean OgunSanwo

Speaker Points: 24 25 26 (27) 28 29 30
 comment: Develops follow up questions in cross-ex to press opposing team

Speaker Points: 24 25 26 (27) 28 29 30
 comment: Conviction is strong, used personal story to illustrate argument

Ezra Taub
2A Speaker: ~~XXXXXXXXXX~~

2N Speaker: Thalia Cruz

Speaker Points: 24 25 26 27 (28) 29 30
 comment: Articulate with recapping statements & describing impact of arguments

Speaker Points: 24 25 26 (27) 28 29 30
 comment: Speaks with clarity and asks firm & pointed questions in cross-ex

- ### Rebuttals
- ~~4NR (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)

Affirmative Arguments

Negative Arguments

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

Shorter time given?

- racial discrimination: isolation from white peers (Brown v Board)
- American great equalizer
- Re-seg getting worse / P.O.C. rates rise
- Neg impact mental health
- life exp / incarceration / healthcare neg impacted by lack of education

- Recruitment campaigns work to increase teacher diversity & student enrollment
- African American president did not impact increased diversity of teachers
- Students can be protected by racism by attending homogeneous schools & role models (teachers of their race)
- Students will continue to self-segregate

- Achievement gap: poor learning environment, ELL, underfunding/impacts immigrants
- PIAN: financial incentives to increase diversity / historical evidence show mandates & Status Quo fail
- 1960's deseg worked w/ \$\$\$ incentives
- 97% graduation rate & higher MCAS scores, Boston deseg
- Exp teachers & high quality early ed to equalize Ed. opportunity -> major tool
- Achievement gap leads to poverty (GAP)
- 50% of new jobs require college degree

- No data to support attitude changes & causes of higher achievement of black students in white schools (self-selecting)
- Students are likely to end up in segregated employment & HBCs / lifestyles
- internal conflicts of DOE would make ineffective / Policy cannot stop racism & attitudes of people
- in response to AC about racism: Deseg does not reduce racism & discrimination
- Neighborhood segregation in housing must happen before deseg in schools (defacto is mathematical)
- students choose to attend segregated college & work environment which shows preference
- Mixed schools can cause transportation & Neighborhood issues / people choose where they want to live

- 4/10 students grad on time & difficult to attract high quality teachers in minority schools / affects mental health
- financial incentives will help deseg
- southern states used \$ to do just this
- Plan will not solve everything but move in right direction

- Deseg = Students leaving home area & losing role models / dangerous & expensive
- Policy does not influence student motivation / self-seg
- step in the right direction covid backfire no guarantee
- AC did not clarify what they would spend \$, specific plan needed

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.

claims by neg are defeatist claims: choice/motivation

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	BosLat Taub & Goober	POINTS (24 - 30)	RANK
A1	Ezra Taub	27	2-3
A2	Vicente Goober	26	4

NEG

spkr	Bright Ogunsanwo & Cruz	POINTS (24 - 30)	RANK
N1	Phebean Ogunsanwo	27	2-3
N2	Thalia Cruz	28	1

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

Signature: [Handwritten Signature]

Other judges on panel: Jamie Andrade, Ruth Neuman. Please do not start until all judges are present.

Comments & Reason for Decision:

Both teams made good points, but, ultimately, AFF had ^{a bit} more details, and ^{good} solution(s).

- Need imp for both teams. Use all time!
- Specify and summarize for more details.
- Do more digging into the cards & packet.

Good job, both teams.

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Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

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

Neg Prep Time

- 8:00
- 7:00
- NR1 6:00
- 5:00
- 4:00 4:30
- 3:30
- NR2 2:00

1A Speaker:

Erza Vicente

Speaker Points: 24 25 26 27 28 29 30

comment: fast and concise
fix movements & posture

1N Speaker:

Phebean

Speaker Points: 24 25 26 27 28 29 30

comment: good points
eye contact

2A Speaker:

Vicente Erza

Speaker Points: 24 25 26 27 28 29 30

comment: great details
eye contact.
gives summary

2N Speaker:

Thalia

Speaker Points: 24 25 26 27 28 29 30

comment: nice explanations
Some eye contact

Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments

Negative Arguments

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

- AC1
- Whites & Blacks together
 - Minor. Schools hard to keep teachers
 - Segregation coming back
 - Health negatively impacted
 - Low self esteem
 - Unequal education

- NC1
- Alternative for students
 - Stay in own districts
 - With own comm. people; convenient
 - Better connections w/ one another
 - Teachers w/ own background
 - Provided healthcare

- AC2
- Achievement gap
 - + Increase school funding
 - + Federal fundings for schools (U.S.)
 - Works well to integrate
 - Graduation rate low
 - Inequality and struggles to be addressed and solved
 - Taking right steps to solve probs
 - With federal funds, must take notice of federal law
 - Minorities with more health probs
 - Racial gap correlates with wage gap, grad. gap, etc.
 - Help solve racial discrimination

- NC2
- Dept. edu. to make plan inefficient at best
 - Desegreg. does not help schools
 - Can't help from neighborhood prob.
 - Parents and children can't move to int.
 - Integrated edu. hard to happen
 - Desegregation doesn't prove help
 - Has been happening for a long time
 - housing issue

- NR1
- Keep schools segregated; keep kids safe
 - Connect with same race for better connection

- AR1
- Min. schools not work due to retention of teachers
 - Together all in one school → less racism
 - Plan is step in the right direct.
 - Dep, anxiety, and low self-esteem.

- NR2
- Success depends on students
 - What to do with money for plan
 - Can't solve segregation

- AR2
- Desegregation to help

- Without plan, things can be solved

Please give all speaking, presentation, and debate-strategy related feedback verbally.
 - "Cannot stop racism" as said by others