Room: 312
Start: 1:00 PM
Junior Varsity

3

DIBINGA

~~Moynihan, Marga-~~

Westie

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 Adrian Kwan	POINTS (24 - 30)	RANK
1	Adrian Kwan	27	1

NEG

Spkr	Charle Benson Nguyen	POINTS (24 - 30)	RANK
1	Benson Nguyen	26	2

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

Signature: _____

Other judges on panel: Emily Silas, Ravi Singh. Please do not start until all judges are present.

Comments & Reason for Decision:

Both teams dropped too many arguments and did not address the other sides' positions well enough. Aff attempted to address the DA, but way too late, and this should have cost them, but Neg also dropped Aff Competitiveness & Achievement Gap Solvency. It was really close to a draw, but Aff had two unanswered solvency scenarios, so I had to vote for doing something rather than nothing (NOT the same arg as saying Neg needs a plan, but Neg does need to show Aff plan won't work which they didn't) completely

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

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

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

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
See Flow online (emailed to Kane)	

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK
2	Jocelyn Carvalho	28	3
1	Rebecca Francios	29	1

NEG

Spkr	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
2	Deaglan Flaherty	28	2
1	Tadgh Murphy	28	4

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

Signature: _____

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

Comments & Reason for Decision:

Harms arguments outweighs states rights. (see 'flow' obverse)

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.)	☐

1A Speaker: Rebecca F.

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

comment: nice presentation of case (pace, volume, eye contact)

1N Speaker: Tadgh M.

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

comment: clear voice and good pacing; liked recaps of cards for 'states rights' argument

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

2A Speaker: Jocelyn C.

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

comment: nice, steady voice w/ recaps of certain cards

2N Speaker: Deaglan. F.

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

comment: Statistics emphasis a egg major asset in constructives → used throughout round ✓

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.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
7:00

Affirmative Arguments

1AC

- presented entirety of ihh - harms - plan - solvency; try not to "just skip over reading 'THE PLAN' for clarity
※ - Read taglines to properly document evidence and create a flow (both speakers)

2AC

- extensions of harms (long-term vs short term outweigh); integration ↑opps, ↑racial justice) and solv (fed incent work, economy benefits)

reb: 1AR
- harms extension (racial justice) for federal intervention/regulation of states (who may have individual wants); decisive element of case
2AR ; counter to states rights with evidence from constructives; ext of partner

Negative Arguments

1NC

- a 'states-rights' CP was introduced; w/ solvency arguments for boost (states more responsive, efficient, reform works)
- harms dropped; work on forming cohesive elements of a CP → road map/sign post ※

2NC

- harms arg. (↑diversity staff in schools; nice emphasize of statistics
- tackle both harms and solvency in each constructive speech

Reb: 1NR
- strengthened states rights with CP and DA (latter not introduced in constructives), impact arguments for magnitude (achiev. gap, ↓teacher div due to status quo)

[Learn to flow...both sides]

Neg Prep Time
8:00
7:30
6:30 ※
6:00
5:00

2NR
- extended states rights slv (FL case works, diversity concerns in staff)

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

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

AFF

Spkr	Bright Ogunsanwo & Cruz	POINTS (24-30)	RANK
1st	Phebean Ogunsanwo	28	1
2nd	Thalia Cruz	26.5	3

NEG

Spkr	MarMun Peres & Quintinilla	POINTS (24-30)	RANK
1st	Josmary Peres	26.5	4
2nd	Sandra Quintinilla	28	2

Winner: _MarMun_ debating on the _Side Neg_ Side (Aff or Neg) Low point win? _____

Signature: _Talia Belz_

Other judges on panel: NIKHEEL DHEKNE, Sydney Nolan. Please do not start until all judges are present.

Comments & Reason for Decision:

The Negative Team won this debate because they used their evidence to show that desegregating schools does not create a large change in academic achievement, which was the primary goal of Side aff's case. Additionally, side Neg showed that in the past w/ Brown vs Board of Ed and Boston Busing, Jovernment efforts have not worked

Side Affirmative made very strong arguments about how schools with primarily African American, and latino students have weaker education systems and the negative effects of a subpar education including depression, lack of opportunity in careers, and high incarceration rates. However, in my mind, Side Neg, showed that desegregating schools would not directly solve these issues, and segregation would still continue within the student body

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Phebean O.

Speaker Points: 24 25 26 27 28 29 30

comment:
- your cross ex answers clarified your plan effectively - helpful personal anecdote in refutation
- I appreciated your signposting & summary in your 1st speech, strong organization

1N Speaker: Ismary P.

Speaker Points: 24 25 26 27 28 29 30

comment: - strong point during cross ex is aff's plan doesn't ensure communication, stops races

2A Speaker: Thalia Cruz

Speaker Points: 24 25 26 27 28 29 30

comment:
- strong outline of refutations & showing clash of argues
- good look integrating you cross ex questions

2N Speaker: Sandra Q.

Speaker Points: 24 25 26 27 28 29 30

comment: - strong used Boston Busing example

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments

1) Segregation in schools is happening again → low academic achievement corresponds to race

plan: to have all races integrated in schools → give funding to schools if they desegregate to provide better teachers & textbooks & programs

2) Segregation in schools can effect mental health & lead to anxiety, + depression + low self esteem

3) low level of education leads to poor, to low level of health insurance job prospects and then a low life expectancy

4) Highschool dropouts & students who don't attend college are 2x more likely to be incarcerated Prison also leads to higher risk for disease & self harm

- Students will adapt to being in a diversified school
- Obama's plan not working

Negative Arguments

1) Aff's plan does not increase communication, btwn students

2) Research shows that there is not a large change in student achievement when schools are desegregated

3) Desegregation does not improve likelihood of college ed.

4) Racial diversity & achievement relationship is inconsistent

5) Boston Busing → example of integration not working

6) Integration should be based on socioeconomic class & housing instead

7) Students will still segregate themselves in desegregated schools

8) Ethnic minority students feel unwelcome in desegregated schools

9) Doesn't hold up for younger / Brown vs Board → oldest issue in history, won't work now

10) Desegregated schools doesn't provide aff's benefit → still unknown

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

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.
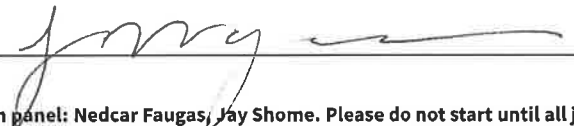Please return ballot within 15 minutes after round ends.

AFF

Spkr	JosQui Han & Phung	POINTS (24-30)	RANK
2	Susan Han	28	2
1	Steven Phung	28	3

NEG

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

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

Signature: _____

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

Comments & Reason for Decision:

Neg team identified that there is a problem, however ~~much~~ financial incentive should not be coming from the federal gov't instead the problem should be dealt with by the state b/c they know better than the federal gov't what the schools in their state needs. Overall, I feel that if schools are trying to integrate each state should indeed have the option to choose how to go about it.

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.)	☑

1A Speaker: Steven
Speaker Points: 24 25 26 27 (28) 29 30
comment: voice projection was great.

1N Speaker: Vorsalem
Speaker Points: 24 25 26 27 (28) 29 30
comment: take your time when reading cards

2A Speaker: Susan
Speaker Points: 24 25 26 27 (28) 29 30
comment:

2N Speaker: Vanessa
Speaker Points: 24 25 26 27 (28) 29 30
comment: great job on the rebuttal really express why your plan would work.

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)

Each team has 8 minutes of total prep time.

Affirmative Arguments	**Negative Arguments**

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

Affirmative Arguments
- Schools need to take the time to find better teachers.
- discrimination is the cause of students of color leaving school, not feeling comfortable enough to return.
- providing schools w/ money incentive to increase diversity
- a program created to provide diversity amongst school w/ financial incentive.
- federal knows ~~xxxxxx~~ your medical history? 8.8 information..
  ↳ how does this information relate to school Integration
- teachers of color will lose their job...?
-

Negative Arguments
~~xxxxxxxxxxxxxxxxxxx~~
- don't need/want federal gov't to have solve the problems, States should be held accountable for schools.
- States know their Schools a little better then the federal gov't
- Incentive means something needs to be done in order to get something in return.
  (↳ "what will schools do to get that incentive"
- How will the federal gov't know what each state needs?
- federal judges are not experienced in the education dept enough to make decisions for the state.
- each school has different needs

Aff Prep Time
8:00
~~8:14~~
5:15

Neg Prep Time
8:00
~~8:00~~
~~5:14~~
6:00
3:00
1:45

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

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

AFF

Spkr	O'Brya Mahamud & Dubon...	POINTS (24 - 30)	RANK
1 1 t	Mohamed Mahamud	28	3
2nd	Cristian Dubonsolis	28	2

NEG

Spkr	BosLat Taub & Goober	POINTS (24 - 30)	RANK
1 1 t	Ezra Taub	29	1
2nd	Vicente Goober	27	4

Winner: _Ezra Taub, Vicente Goober_ debating on the ___Neg___ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____Mac_____

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

Comments & Reason for Decision:

* Comments : - Both teams did very well on their speech, they share their felling, specific data, and their influency on speaking. Hence, they have a very good preparation

- Ezra has the most impact on me. Because his solid speaking give not just clarified information, but also he gave a brief summary at the end.

- Both of Mohamed, and Cristian have a lot of good researchs, and the way of their gesturing impress me

* Reasons : - BosLat is more persuasive because I have to agree with them about the State, and Federal Governments should not collaborate. Different States has different problems, and if the federal gives new program to them, some states will have a trouble with that.

- And BosLat has done good job on clarifying data than O'Brya

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Mohamed	**1N Speaker:** Enzo
Speaker Points: 24 25 26 27 (28) 29 30	**Speaker Points:** 24 25 26 (27) 28 29 30
comment:	comment:
2A Speaker: Christian	**2N Speaker:** Vicente
Speaker Points: 24 25 26 27 (28) 29 30	**Speaker Points:** 24 25 26 27 28 (29) 30
comment:	comment:

Constructives

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

Rebuttals

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

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments

Struggling how to interrogate

- Fluency control the speech
- give clearer detailed information
- State and federal should work together

More discrimination

- give good point of what out come of student being discriminated. Minorities has less opportunities
- Aid would help student study more effectively
- Get into interested school
  → more white - collar job
  → more ethnic frames

Negative Arguments

- State has been supporting poor failing school
- different state has different school problems
- Give many quote that have a good impact on the speech
- Florida has been proved that most state that has good effective impact on local school
- Federal rules have some problems to student, unlike local rules (new program / no interest) + state government would control school

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

0:30
7:30

Neg Prep Time
8:00

3:15
5:45

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

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

AFF

Spkr	JosQui Da Costa Pereira &...	POINTS (24-30)	RANK
2	Stephanie Da Costa Pereira	28	1
1	Jennifer Osayande	27.5	2

NEG

Spkr	BosLat Gillis & Okoli	POINTS (24-30)	RANK
2	Aidan Gillis	27	3
1	Nikki Okoli	25	4

Winner: _Jos Qui Da Costa_ debating on the _Aff_ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Aidan W Flye_

Other judges on panel: Mary Dibinga, Daniel Doharty. Please do not start until all judges are present.

Pronouns: Judge Dibinga pronouns: she/her

Comments & Reason for Decision:

The AFF created a strong argument for harms with 3 harms extensions. They also extended solvency with long-term benefits. They answered to the negs no inherency, and serve no solvency. The Neg focused on No solvency, claiming feds won't support plan, and that examples of integrated schools show that they can harm emotional health of students of color. Also, Trump's economy will not allow for the plan.

Overall, I have to give the victory to the AFF. All teams presented a good rebuttal, but without any off-case arguments the negative struggled to prove the plan wouldn't work. The 2AR did an excellent job of wrapping up loose ends and I think they won the debate here.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Jennifer

Speaker Points: 24 25 26 27 ⟨28⟩ 29 30
comment: Nice Read mapping! Solid reading voice, clear & confident, good summaries

2A Speaker: Stephanie

Speaker Points: 24 25 26 27 ⟨28⟩ 29 30
comment: Good speaking, and for a few minute really passionate, keep it up!

1N Speaker: Nikki

Speaker Points: 24 ⟨25⟩ ⟨26⟩ 27 28 29 30
comment: Nice, even flow. Try to add more passion/conviction. Summarize your cards

2N Speaker: Aidan

Speaker Points: 24 25 26 ⟨27⟩ 28 29 30
comment: Good pacing/pausing, but look up more. Great summaries

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.	

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00
-4:00
4
-4
0

Neg Prep Time

8:00
-30
7:30
-1:00
6:30
-3:30
3:00
0

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

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

AFF

Spkr	JosQui Adrian Kwan	POINTS (24 - 30)	RANK
	Adrian Kwan	26	1

NEG

Spkr	Charle Benson Nguyen	POINTS (24 - 30)	RANK
	Benson Nguyen	25	2

Winner: ~~~~ Charlestor
School/Team

debating on the ~~~~ NEG
Side (Aff or Neg)

Low point win? ~~~~ yes

Signature: ~~~~

Other judges on panel: Margaret Moynihan, Emily Silas. Please do not start until all judges are present.

Comments & Reason for Decision:

Comments for both teams
1. Be sure to practice reading your cards out loud as often as you can.
2. Use cross ex to acquire info and better understand your opponents arguments. Don't give arguments — ask questions
(for NEG only) Do not run new arguments in 2NC.
3. Give roadmap at start of your speeches
4. NEG does not need to have a plan to address inherency; the burden of proof is on AFF.

NEG had a good strategy w/ DA ~~~~ about African American traders losing jobs. This was very close.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

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

2A Speaker:	2N Speaker:
Speaker Points: 24 25 (26) 27 28 29 30	**Speaker Points:** 24 (25) 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments:

@ Teacher are fired because they are unqualified

Gov't know what its doing

Negative Arguments:

→ Interpretic will cause black teachers to get fired

← Aff doesn't explain how the plan would work

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	BosInt Felixon & Borgelin	POINTS (24 - 30)	RANK
2 A	Dana Felixon	29	1
1 A	Daphcar Borgelin	26	4

NEG

Spkr	EdwM. Carty & Seck	POINTS (24 - 30)	RANK
2 N	Jeremiah Carty	27.5	3
1 W	Mocktar Seck	28	2

Winner: _EdwM. Carty + Seck_ debating on the _Neg._ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Maryrose Robson_

Other judges on panel: Sarah Diaz, Laurie Katzman. Please do not start until all judges are present.

Comments & Reason for Decision:

Negative team won because they were tactfully able to steer the conversation to a debate on housing/importance of teachers of college while undermining the need for an additional funding plan.

Affirmative team made strong arguments about the long term effects/dangers of segregation. However, they did not adequately address the negative teams' concerns about the effect on children/their parents/black teachers.

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.

<table>
<tr><td colspan="2">Constructives</td></tr>
<tr><td>1AC (8 min.)</td><td>☑</td></tr>
<tr><td>CX (3 min.)</td><td>☑</td></tr>
<tr><td>1NC (8 min.)</td><td>☑</td></tr>
<tr><td>CX (3 min.)</td><td>☑</td></tr>
<tr><td>2AC (8 min.)</td><td>☑</td></tr>
<tr><td>CX (3 min.)</td><td>☑</td></tr>
<tr><td>2NC (8 min.)</td><td>☑</td></tr>
<tr><td>CX (3 min.)</td><td>☑</td></tr>
</table>

1A Speaker: Daphcar Borgelin

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

comment: Very good at outlining main points, less assured during cross

1N Speaker: Mocktar Seck

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

comment: Very good during cross / thinking on his feet, clear examples

2A Speaker: Dana Felixon

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

comment: Excellent rebuttal, clear, concise, prepared.

2N Speaker: Jeremiah Carby

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

comment: Able to summarize + explain top notch, less confident

<table>
<tr><td colspan="2">Rebuttals</td></tr>
<tr><td>1NR (5 min.)</td><td>☑</td></tr>
<tr><td>1AR (5 min.)</td><td>☑</td></tr>
<tr><td>2NR (5 min.)</td><td>☑</td></tr>
<tr><td>2AR (5 min.)</td><td>☑</td></tr>
</table>

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments | Negative Arguments

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

Affirmative Arguments

Desegregation happening now; Brown v. Board, meaning of diversity has shifted, people of color have lower ed. outcomes, segregation affects all areas of school (socioeconomic) high quality teachers maintenance, every student affected; MENTAL HEATH risks from discrimination (Georgia study), decrease access to health care, health, incarceration, literally making sick [STATS about poor life outcome] INCREASE FUNDING, color of teachers shouldn't matter

Will always be achievement gap, but it is primarily between color v. white, PROVIDE INCENTIVE

Ineffective teachers assigned more often to white students, visa versa, RACISM has psych + phys well being, incarceration connected to ed level, discrimination must be addressed by teachers, ed major tool to solving other problems MULTICULTURAL networks, information about the world / jobs / skills / college

DISCRIMINATION, healthcare issue, 25% US struck down because desegregation imprisonment, only 8% of teachers black (low income black boys), have plan to improve, better than status quo

EQUALITY, giving incentive through equip. to make lower functioning schools equal, less dropouts, 25% change in earnings, should isolate opportunities by race, school leaders capable of making safety choices, desegregated schools better.

Negative Arguments

Difficult for black students to work with white students, throwing money at schools won't solve segregation

secretary of Ed, magnet schools to integrate $12 million invested for socioeconomic diversity TEACHERS OF COLOR more important, diversity training not enough (much match demographics, culturally based instruction, HOUSING DISCRIMINATION, can't solve that with funding, determines where kids go to school, internal discrimination root of housing issue ISOLATION Social problems between people of color / white during integration process ⇒ bullying

Pessimistic research on desegregation outcomes ⇒ mixed outcomes, very small differences between school types, cause MORE prejudice, DIFFERENT social worlds will not actually spend that much time together; role models, 1/3 fewer, blacks suffer more effects of desegregation, teachers lose jobs, students must commute, NOT large effects, black/white achievement gap still large, ALREADY investing in problem, Don't want to go too fast.

CHAOS (would fight with each other; money without guidance ineffective, minority based schools doing alright

INCREASE isolation, doesn't account for student NEEDS, focus on housing, older black teachers with more experience

---

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

4 min
4 min
8 min

Neg Prep Time

8:00

5 min

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

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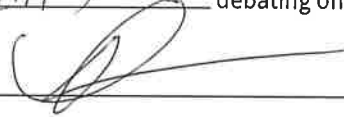Please return ballot within 15 minutes after round ends.

AFF

Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK
A2	Jocelyn Carvalho	29	4
A1	Rebecca Francios	29	3

NEG

Spkr	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
N2	Deaglan Flaherty	28 29	1
N1	Tadgh Murphy	28 29	2

Winner: _HenInc. (AFF)_ debating on the _O'Brya Flaherty & Murphy_ Low point win? _Y_
School/Team   Side (Aff or Neg)

Signature: _____

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

Comments & Reason for Decision:

Diversity is important. Had strong valid points. Great
assertion applied.

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.

	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: Rebecca

Speaker Points: 24 25 26 27 28 29 30

comment:
Affirmative speaker

1N Speaker: Tadgh

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Jocelyn

Speaker Points: 24 25 26 27 28 29 30

comment:
(signature)

2N Speaker: Deaglan

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.	

Affirmative Arguments

- ~~Multicultural is needed for ~~~~growth & development~~
- Rebecca & Jocelyn had strong points. great assertion was inserted in arguments about diversity and learning.
-

Negative Arguments

- Both Tadgh & Deaglan had good stage presence. knew the topic well, and spoke without paper. Arguments were valid and made sense.
- well dressed & presented

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.
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 Han & Phung	POINTS (24 - 30)	RANK
2	Susan Han	26	4
1	Steven Phung	29	2

NEG

Spkr	BosInt Brhane & Atenor	POINTS (24 - 30)	RANK
1	Yorsalem Brhane	29	1
2	Vanessa Atenor	28	3

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

Signature: _____

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

Comments & Reason for Decision:

Yorsalem & Vanessa were very convincing. They effectively debunked point by point that Susan & Steven's plan for federally "funding diversity" is ineffective and that this should be the responsibility of the states because the states have a more granular understanding of circumstances. ~~They~~ Neg found appropriate answers to questions and asked questions Aff couldn't answer.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker:	Steven Plunger
Speaker Points:	24 25 26 27 28 (29) 30

comment:
Has a commanding speaking voice

1N Speaker:	Yorsalem Bohane
Speaker Points:	24 25 26 27 28 (29) 30

comment:
Excellent at explaining things in her own words

2A Speaker:	Susan Han
Speaker Points:	24 25 (26) 27 28 29 30

comment:
Be a little less confrontational in cross examination

2N Speaker:	Vanessa Atenor
Speaker Points:	24 25 26 27 (28) 29 30

comment:
Great at explaining. Have a little more confident posture.

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments

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

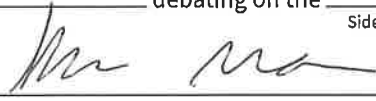| Affirmative Arguments	Negative Arguments
It is different difficult for minority students to find good schools. Inherently unequal schools. Students and teachers driven out. Need funding to increase diversity. State policy increases inequality. Federal government under Obama tried to fund diversity increases Each school has different problems. Example from real life: library, Fed has bigger fish to fry.	Federal funding is hard to administer. State funding is more effectively manageable. States are better at evaluating problems and finding solutions. Failure of policy would be limited to a state and not nationwide. Florida is a great example. This needs to be done in order to achieve equality.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	HenInc Carvalho & Francios	POINTS (24-30)	RANK
A 2	Jocelyn Carvalho	27	3-4
A 1	Rebecca Francios	29	1

NEG

Spkr	O'Brya Flaherty & Murphy	POINTS (24-30)	RANK
N2	Deaglan Flaherty	28	2
N1	Tadgh Murphy	27	3-4

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

Signature: _____

Other judges on panel: Peter Chan, Tammy Ly. Please do not start until all judges are present.

Comments & Reason for Decision: → Reasons, to go w/ state
→ find ways to prove why not states

AFF ⇒) Good w/ personal & historical opinions
and facts

NEG ⇒) Unique constructive argument(s) saying
the states should have some say
– good use of numbers & such

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Rebecca

Speaker Points: 24 25 26 27 28 29 30

comment: Some eye C.
loud & confident

1N Speaker: Tadgh

Speaker Points: 24 25 26 27 28 29 30

comment: ~~Some eye~~ Some eye c.
great points, good info

2A Speaker: Jocelyn

Speaker Points: 24 25 26 27 28 29 30

comment: good flow and summaries
substance in talk

2N Speaker: Deaglan

Speaker Points: 24 25 26 27 28 29 30

comment: concise & has some key emphasis
some eye c.   hi-lite

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.	

Each team has 8 minutes of total prep time.

Aff Prep Time
~~8:00~~
~~7:00~~
1:00

Neg Prep Time
~~8:00~~
~~7:30~~
~~6:30~~
~~6:15~~
~~5:15~~
4:45
2:30

Affirmative Arguments

AC1
- School Segregation reoccurring now
- "Respre of Color" in seg. Schools
- Lower grad rate, esp. in minor. School
- Socioeconomic seg. schools
- Fed. Gov. to sub. increase funding /diversity /for pub. Schools
- More ~~majority~~ as a major. minority
- Students need challenges and help to improve
- Low income family, those in pov. have lower wealth & high incar. rate
- Moral, economic imperative/respons.

AC2
- financial incent. to fund ~~and~~ and deseg. schools
- research shows long-term deseg. than short-term
- interracial connection & behavior
- Solutions needed for racial issues
- latino & black grads have lower empl. %.

AR1
- states cause more problems
- wants ≠ needs (for states)
- deseg. to shut down schools ⇒ [also] in NEG's 'plan'
- people/students have diff. needs
- minor. students/people has always

-states not know what is needed

been undermined in U.S.
- taxes change to improve / diversity

AR2 ⇒ - 'increase diversity in public school' as Plan

Negative Arguments

NA1
- School reform ⇒ worry about control
- gov not to be context of reform
- give funds to each states
- States know its own probs. & challen.
- state reform, edu. reform ~ ethnic achievement gap
- States have more incentive than fed. gov.
- reroute & put into certain places

N2
- minorities are majority but not many min. teachers
- high turnover rate for min. teachers
- low perf. schools ⇒ teachers to leave
- minor. students to roll back
- merge of schools ⇒ black & minority teachers fired/laid-off
- close achievement gap ⇒ $300 billion close
- teachers lose jobs, students not move forward w/o them

NR1
- AFF's plan will not work
- States know what & will fix
- more minor. teachers & diversity
- Cost gov. billions of dollars
- losing teachers & principals
- students need 'that role model' ⇒ improve edu.
- fed gov. causes more probs than handing funds to the states

NR2
- AFF's doesn't solve, only ~~~~ show
- gov. doesn't pass bills
- State is the Solution

- deseg. classroom lacking in NEG?

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

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

AFF

Spkr	O'Brya Hea & Mohamed	POINTS (24-30)	RANK
1	Hurryra Hea	28	1
2	Aziza Mohamed	29	2

NEG

Spkr	Excel Davidson Guerrier	POINTS (24-30)	RANK
1	Davidson Guerrier	27	3

Winner: O'BRYA HEA & MOHAMED debating on the ___AFF___ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _Dave O'Brien_

Comments & Reason for Decision:

WINNING TEAM HAS MORE CONCRETE REFERENCES to BASE THEIR ARGUMENT ON. They ARGUED BASED ON the evidence they BROUGHT.

THEIR OPPONENT seemed to BASE the ARGUMENT ON ANECDOTAL INFORMATION, AS OPPOSED TO LEGITIMATE STUDIES.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Hurrya Hea
Speaker Points: 24 25 26 27 (28) 29 30
comment:

1N Speaker: Davidson Guerrier
Speaker Points: 24 25 26 (27) 28 29 30
comment:

2A Speaker: Aziza Muhamed
Speaker Points: 24 25 26 (27) (28) 29 30
comment:

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

Constructives

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

Rebuttals

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

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
Brown vs BC Education 1954	Segregation has been lagging even with B vs. BC Educ decision.
Studies show segregated kids suffer depression from poor learning environments	· States/Communities have been proactive on their ~~own~~ own - no new law is needed
Charter Schools mostly made up of minorities	Segregation cannot be forced on people, they have to come to that conclusion on their own.

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
5:00
2:00

Neg Prep Time
8:00
6:00
3:00
0

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

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

AFF

Spkr	JosQui Adrian Kwan	POINTS (24-30)	RANK
1	Adrian Kwan	27	1

NEG

Spkr	Charle Benson Nguyen	POINTS (24-30)	RANK
2	Benson Nguyen	26	2

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

Signature: _____

Other judges on panel: Margaret Moynihan, Ravi Singh. Please do not start until all judges are present.

Comments & Reason for Decision:

The aff. was able to argue that there is nothing in place presently to solve racial segregation in public schools and that the aff. plan might work.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

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

1N Speaker: Charle Benson Nauer
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.	

Affirmative Arguments

- occurring now
- white pop. declining
- Neg. mental health outcomes
- School seg. needed for econ. competition
- Achievement gap most pressing issue
  ↳ addressing it will help U.S. and world

Negative Arguments

- Teachers of color needed
- Trump is bad for democracy
- Plan will lead to more teachers being fired, esp. teachers of color.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	O'Brya Mahamud & Dubon...	POINTS (24-30)	RANK
1	Mohamed Mahamud	28	2
2	Cristian Dubonsolis	28	4

NEG

Spkr	BosLat Taub & Goober	POINTS (24-30)	RANK
2	Ezra Taub	28	1
1	Vicente Goober	28	3

Winner: O'BRYA MAHAMED DUBONSOLIS ~~MAHAMAUD~~ debating on the ___AFF___ Low point win? _____
School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: Dat Le, Bao Mai. Please do not start until all judges are present.

Comments & Reason for Decision:

ALTHOUGH THE NEG. TEAM MADE SOME GREAT
ARGUMENTS, the TEAM LACKED ORGANIZATION ~~AND~~. THEY
MENTIONED HOW THE FEDERAL GOVERNMENT WOULD ONLY
BE A BURDEN IF THE AFFIRMATIVE TEAM RELIED ON THEM.
~~HOWEVER~~ BUT THE AFF. TEAM USED THAT STATEMENT
AGAINST THEM AND ~~STRONG~~ WEAKENED THE NEG.
TEAM'S ARGUMENT.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: MOHAMED	**1N Speaker:** VICENTE
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:
2A Speaker: CRISTIAN	**2N Speaker:** EZRA
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments

- NATION IS STILL STRUGGLING ON HOW TO INTEGRATE SCHOOLS
- HARM
- ★ STUDENTS OF COLOR ATTEND MINORITY SCHOOLS
- ★ BOTH MINORITIES & WHITES ARE AT A DISADVANTAGE
- SEGREGATED SCHOOLS ARE UNEQUAL
- SEGREGATION IS NOT GETTING BETTER
-   "   HAS BECOME THE FOREFRONT OF EDUCATION
- SEGREGATION LEADS TO MENTAL HEALTH
- ACHIEVEMENT GAP HAS A LONG-TERM EFFECT ON STUDENTS
- THE PUBLIC WILL HOLD THE FEDERAL GOVERNMENT ACCOUNTABLE
- BOTH BLACK & WHITE AMERICANS WILL BE MORE LIKELY TO LIVE IN INTEGRATED NEIGHBORHOODS

Negative Arguments

- SCHOOL DESEGREGATION IS AN IMPORTANT ISSUE
- STATES HAVE BEEN TRYING TO HELP FAILING SCHOOLS
- FEDERALISM IS A POWERFUL WEAPON
- LARGE SCALE EDUCATIONAL REFORM IS UNLIKELY
- FEDERAL GOVERNMENT SHOULD NOT BE IN CHARGE OF EDUCATIONAL REFORM
- STATE EDUCATION REFORMS LEAD TO MORE IMPROVEMENT.
- EDUCATORS LACK INTEREST
- NO NEED FOR THE FEDERAL GOV. NEEDS

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

Neg Prep Time

8:00
5:45
8'

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

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

AFF

Spkr	Westie Davila & LeBlanc	POINTS (24 - 30)	RANK
2	Adalberto Davila	28.5	1
1	Alex LeBlanc	28	2

NEG

Spkr	BosLat Faith Cole	POINTS (24 - 30)	RANK
	Faith Cole	27	3

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

Signature: _____

Other judges on panel: Giovanni Pina Damoura, Sam Texeira. Please do not start until all judges are present.

Comments & Reason for Decision:

AFF showed a greater understanding
of their evidence & story, did a
stronger job ~~connecting~~ linking their evidence
to the Neg's argument

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.

1A Speaker: Alex	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment: Tenth

2A Speaker: Adalberto	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments:

1AC: Strong reading & road mapping but make's sure you get through all your cards w/ your analysis
- never agree if you don't have to in CX!
- Take your win on Cxovlical! if your opp. doesn't know, mae! on

2AC: excellent roadmapping & explaining about evidence - Bring harm extensions back to your plan.

[crossed out words]

2AR: no evidence! Refer, don't read

Negative Arguments:

Roadmap!
- Explain the Constructives, explain how your evidence connects to the harms, plan, or solvency
- Read the tags!
- Run your DA in the 1NC in order... otherwise it won't link.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
−1:00
−3:00 2:00

Neg Prep Time
8:00
−2:00
−6:00

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.
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 Lara & Coleman	POINTS (24 - 30)	RANK
1	Randy Lara	27	4
2	Tyerohn Coleman	28	2

NEG

Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK
1	Anthony Van	27.5	3
2	David Gillis	28.5	1

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

Signature: _____Halimo Mohamed_____

Other judges on panel: Janice Black, Gary Gorny. Please do not start until all judges are present.

Comments & Reason for Decision:

The Affirmative team won this debate because they established that integration will solve many issues, such as health/mental/and Physical. The Plan will then create more opportunities.
· Good use of harms and extented the arguments and made strong arguments about how the Plan will solve issues accurring now.
The affirmative team were Prepared with good Questions!

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: _____

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.	

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

Affirmative Arguments:

Increase diversity within schools because ~~segregated~~ high schools limit students ~~Potential~~ ability to do better

-- students experience racial discrimination now!

Segregation ~~affects~~ affects students' healthcare
② Physical /mental health
③ Education will solve housing issue.
MECo → "Just one student"

Plan → Financial incentives should be given
- increase diversity
- have more educated students

Negative Arguments:

Minority schools are already treating diversity

Focus on other issues, such as increasing teacher diversity, and housing

The plan can't solve housing issue; ① designated ~~Neighbor~~ Neighborhoods must ~~happen~~ first

No solvency; desegregation is already happening
MECo: Example

- The plan will not prove
- can't take a risk.
- history shows that Federal did not help in the past students will still be segregated after integration

---

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

Room: 215
Start: 1:00 PM
Junior Varsity

3

DAY
~~Pina Damoura, Gi-~~

East Boston

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	Westie Davila & LeBlanc	POINTS (24-30)	RANK
2	Adalberto Davila	28	1
1	Alex LeBlanc	27	2

NEG

Spkr	BosLat Faith Cole	POINTS (24-30)	RANK	
1	Faith Cole	26	~~4~~	3

Winner: _Westie_
School/Team

debating on the _Aff_
Side (Aff or Neg)

Low point win? _____

Signature: _____

Other judges on panel: Chris Day, Sam Texeira. Please do not start until all judges are present.

Comments & Reason for Decision:

— Boston Latin dropped flow at beginning, and
did not respond effectively to the evidence Aff presented.

— Aff putting very good horns.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Alex LeBlanc	**1N Speaker:** Fredd Cole
Speaker Points: 24 25 26 (27) 28 29 30	**Speaker Points:** 24 25 (26) 27 28 29 30
comment: Good organization	comment: Work on better clarity.
2A Speaker: Adelberto Davila	**2N Speaker:**
Speaker Points: 24 25 26 27 (28) 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: Great Conviction	comment:

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments
- School re-segregation is changing now.
- Public health harm
- Plan = Increase equity by providing money to schools solving
- Has work in the South
- Divide in Education between whites and Black.
- Immigration gap
- Teacher not ready to teach students.
- Helps in the race issue and education
- Would you want teachers who relate to you or teach you

Negative Arguments
- Students will not solve Divide / students will sit with there groups. disaccess
- Metro does not work for our students
- Little evidence that schools bypass. mix
- Answer is dealing with a lot can not focus on Education
- Housing the main issue, can't change Plan does not
- Teachers in segregated schools teach poorer

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	Bright Ogunsanwo & Cruz	POINTS (24 - 30)	RANK
1	Phebean Ogunsanwo	27.5	2
2	Thalia Cruz	28	1

NEG

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

Winner: _____Brighton O:C_____ debating on the ___AFF___ Low point win? __No__

School/Team

Side (Aff or Neg)

Signature: _____

Other judges on panel: TALIA BELZ, Sydney Nolan. Please do not start until all judges are present.

Comments & Reason for Decision:

A very good debate. The Aff had 3 main points:

① Segregation is ↑

② Segregation is bad (mental health, life expectancy, incarceration)

③ financial incentives will help

The negative made some arguments on point 1, but these evidence was dated.

The negative did make significant inroads on the efficacy of the plan, with many reasons why it might not work. But in the end, I felt the aff won points 1 and 2 and even with a smaller chance of being effective, the plan seemed worth trying.

Advice for debaters:

① Provide signposts/roadmap to what you are presenting

② Connect your arguments to the opponents & why your argument is better

③ Carry arguments through to the end

④ At the end, provide a rationale for why you win, that takes into account your opponents argument and shows why you still win anyway.

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.

1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

Constructives

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

Rebuttals

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

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
① Schools segregating now Tried → 4 segr. Neg ev. is from Obama era initiatives fed funding down	Schools deseg.
② Impact of segr — Mental health — Life expectancy — Prison	
③ Plan 4 financial incentives improves desegr	Desegr does not work Link b/w diversity & achievement not clear Neighborhood segr drives school segr Kids self segr Brown v. Board not work, why now? Desegr bad for Kids

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

If you have any other questions about your round, please text a query to 617.863.BDLI (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 Mahamud & Dubon...	POINTS (24 - 30)	RANK
1	Mohamed Mahamud	27	4
2	Cristian Dubonsolis	28	3

NEG

Spkr	BosLat Taub & Goober	POINTS (24 - 30)	RANK
2	Ezra Taub	29	1
1	Vicente Goober	29	2

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

Signature: _____ Dat _____

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

Comments & Reason for Decision:

The affirmative should respond better on some arguments from Neg such as:

DA: - Problems of responsibility and accountability with the perm:

- Trump administration leave it to State

- Federalism and political dynamic:

Aff should prove better why the Fed do it better than state.

The Neg gives specific example of how State solve the problem: florida.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

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

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

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments

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

Affirmative Arguments:

Plan: US Fed gov substantially ↑ financial incentive to integrate school.

Solve: achievement gap: Integrated school ↑ academic.

- health problem.

- <u>Perm</u>: Do both, more Robust; more effective →

→ long term benefit of desegregation → neighborhood integration.

- State has no motivation? "Not clear"

Negative Arguments:

The state should be responsible.
Trump administrator leave it to the state.

Interven political dynamic: Federalism

Counter plan: 50 states in control.

State is more effective, work in florida. ability to make choices and experimental.

+ State constitution mandate right for educa while fed doesn't.

+ Perm is bad: blurry in responsibility and accountability.

+ Fed: hard to implement and overview.

+ Trump leaves it to state.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	JosQui Han & Phung	POINTS (24-30)	RANK
2AC	Susan Han	28.5	1st
1AC	Steven Phung	28	2nd

NEG

Spkr	BosInt Brhane & Atenor	POINTS (24-30)	RANK
1NC	Yorsalem Brhane	27	4th
2NC	Vanessa Atenor	27.5	3rd

Winner: _Boston International_ debating on the _Neg_ Low point win? ✓
        School/Team   Side (Aff or Neg)

Signature: _Nedcar_

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

Comments & Reason for Decision:

I voted for the negative side because their counter-plan was more convincing than the Affirmative plan. They made good arguments on how state can integrate schools better than the federal gov. The Aff. made mistakes throughout the round several times. For example, they stated that minority teachers lose their jobs to Caucassian teachers but never provided evidence or how that argument made sense. In addition, they had a hard time at answering the Neg. questions during cross-ex b/c they were not familiar with the case. If they familiarize theirselves with the case, they should be good to go.

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.)	☐

1A Speaker: Steven Phung

Speaker Points: 24 25 26 27 28 ⓐ29 30

comment: Good Job at protecting your voice

1N Speaker: Yorsalem Brh

Speaker Points: 24 25 26 27 28 29 30

comment: Practice reading your cards before round
didn't get to read all cards in 1nc, good Job at
making connections

Rebuttals

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

2A Speaker: Susan Han

Speaker Points: 24 25 26 27 28 29 30

comment: Good rebuttal and supporting

2N Speaker: Vanessa Atenor

Speaker Points: 24 25 26 27 28 29 30

comment: Good rebuttal and summarizing
at the end

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.		Each team has 8 minutes of total prep time.

Affirmative Arguments

inherently

contention 2

- School segregation occurring now
- Minorities who attend poor schools have bad education, low achievement
- Segregating minority children in school, is racial discrimination
- Discrimination affects students health
- Unequal access to education affects minorities life expectancy rate, and etc.
- USFG should provide national incentives to increase diversity
- State decisions are made by wealthy
- State fails to lack resource
- Federal integration & ↓
- extensing improving American achievement gap

Negative Arguments

- State counterplan - off case
  shell / all solvency
- Counterplan solves better than affirmative plan
- States should handle the problem, not the federal gov.
- States will know the need of the problems in school
- Solvency - state improve - state level reforms are efficient when it comes to improvement Florida

oncase
- People that work in the department of education don't know issues of each state
- Arkansas state has solve their own problem so that shows the counter plan works
- Fed. fails

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00
7:00

Neg Prep Time
8:00
7:00
6:00

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

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

AFF

Spkr	**Bright Richard Diggs**	POINTS (24-30)	RANK
1	Richard Diggs	28	2

NEG

Spkr	**Westie Acquah & Durand**	POINTS (24-30)	RANK
2	Joseph Acquah	27	3
1	Winda Durand	29	1

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

Signature: _____

Other judges on panel: Abhimanyu Bhakta, Fabrice Montissol. Please do not start until all judges are present.

Comments & Reason for Decision:

Voted for the Negative side because it proved that policies are already solving the problem now and that the Affirmative plan has not solved anything for more than 60 years. The Affirmative brought in a lot of evidence but Negative was more convincing in explaining that moving alone will not solve segregation + that the choice is up to the students.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Richard	1N Speaker: Winder
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment:	comment:
2A Speaker:	2N Speaker: Joseph
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments

- Plan: USFG shall provide financial incentive
- Integration has a positive effect
- Middle class is hurting from all this
- Congress has not passed legislation
- Achievement gap is high for immigrant

Negative Arguments

- Obama-era policies are solving now
- Have already given $12 million to 20 school districts
- Teachers of color is the best
- Desegregation neighborhoods must happen first
- Many cannot site everything

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

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	Charle Lara & Coleman	POINTS (24 - 30)	RANK
1	Randy Lara	27.5	4
2	Tyerohn Coleman	28.5	2

NEG

Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK
1	Anthony Van	28.5	3
2	David Gillis	29	1

Winner: _HenInc Van & Gillis_ debating on the _NEG_   Low point win? _Yes_
       School/Team   Side (Aff or Neg)

Signature: _Gary Gorny_

Other judges on panel: Janice Black, Halimo Mohamed. Please do not start until all judges are present.

Comments & Reason for Decision:

HenInc Van & Gillis:
I liked the pre-speech summary of what is to be discussed.
Nice paraphrasing of arguments. Better overall 8 min pitches
Anthony struggled a bit with responding to cross-examinations.
Could focus more on financial costs of segregation.

Charle Lara & Coleman

Nice cross-examinations, def won on that, especially by
Tyerohn.
Anthony struggled a bit with responding |
Nice cros
worse healthcare — should have linked to federal costs (rising premiums medicare etc
studies show diverse companies generate higher profits
'suseptable" — suspectable

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.)	☑

1A Speaker: Randy Lara

Speaker Points: 24 25 26 27 28 29 30
comment: Try to speak a little slower. Pause.

1N Speaker: Anthony Van

Speaker Points: 24 25 26 27 28 29 30
comment: More persuasion in responses to cross examining. Yes, "I don't know", more conviction
Nice presentation, with strong evidence.
Nice interpretation of readings.

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

2A Speaker: Tyerohn Coleman

Speaker Points: 24 25 26 27 28 29 30
comment: Nice cross-examinations.
Nice facts, good presentation. Consider
translating reading, like Anthony did, by paraphrasing.

2N Speaker: David Gillis

Speaker Points: 24 25 26 27 28 29 30
comment: Nice responses to cross-examination.
Nice conclusion.

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments	

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

Affirmative Arguments

- Desegregated schools have better teachers, more quality education.

- Segregated schools are barriers to education.

- Segregation increases life expectancy.
- Lower life expectancy for minorities.

- Govt should provide financial incentives for diversified schools.

Goal: to increase college grads

- Loss of jobs due to inferior teachers, not segregation.

- Racial discrimination in lack of black teachers.

Negative Arguments

- Proportionality of same culture of teachers to students

- Lack of African-American teachers

- White teacher treat black teachers "differently."

- Racial cliques within schools.

- Housing discrimination part of cause of segregation

- According to studies, desegregated vs segregated schools & college admission

- Segregated schools are segregated because the families of those students want to be separate.

- Schools still segregated 60 years after

Brown v Board

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

2:00

Neg Prep Time
8:00

3:00
2:00
3:00
8:00

- Lack of segregated schools

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

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

AFF

Spkr	**Bright Richard Diggs**	POINTS (24-30)	RANK
1	Richard Diggs	27.5	2

NEG

Spkr	**Westie Acquah & Durand**	POINTS (24-30)	RANK
2	Joseph Acquah	27	3
1	Winda Durand	28	1

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

Signature: _____

Other judges on panel: Abhimanyu Bhakta, Rene Reyes. Please do not start until all judges are present.

Comments & Reason for Decision:

The Neg made a stronger case, remained consistent in the argument, and extended then cards throughout the debate. The Aff dropped (or didn't not extend on Argument previously made

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.

1A Speaker: 27.5	**1N Speaker:**
Speaker Points: 24 25 26 (27) 28 29 30	**Speaker Points:** 24 25 26 27 (28) 29 30
comment:	comment:
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 (27) 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	**Negative Arguments**
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
Fed Gov need to increase funding for Diversity. Leads to better health because of more opportunities. Make U.S more competitive on the Global level	- This problem is being Solved - can't force Kids to integrate - Student will self segregate. Money won't solve the problem

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	**Bright Richard Diggs**	POINTS (24-30)	RANK
1	Richard Diggs	26	2

NEG

Spkr	**Westie Acquah & Durand**	POINTS (24-30)	RANK
2	Joseph Acquah	26	3
1	Winda Durand	265	1

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

Signature: _____Abhi. Bhakta_____

Other judges on panel: Fabrice Montissol, Rene Reyes. Please do not start until all judges are present.

Comments & Reason for Decision:

Aff: Don't rely solely on ~~cards~~ reading cards. You will put your judges to sleep if you only do that. You should be focusing on answering their arguments during the rebuttals instead of just reading yours -

Neg: Too much reading and not enough analysis on your own. Also, make sure to learn the terms in the evidence and some of the background history. It will help you explain things much more clearly

RFD: I vote neg because they provided more reasons for why desegregation policies are ~~not~~ ineffective. The aff didn't respond to a lot of them.

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.

1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	*comment:*
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	*comment:*

Areas of Focus for Deciding Win/Loss:

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

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

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	Bright Ogunsanwo & Cruz	POINTS (24 - 30)	RANK
1A	Phebean Ogunsanwo	27.5	1
2A	Thalia Cruz	26	3

NEG

Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
1N	Josmary Peres	25.5	4
2N	Sandra Quintinilla	26	2

Winner: ~~_____~~ BRIGHT Ogunsanwo + Cruz _____ debating on the __AFF__ Low point win? __NO__
School/Team   Side (Aff or Neg)

Signature: _____

Other judges on panel: TALIA BELZ, NIKHEEL DHEKNE. Please do not start until all judges are present.

Comments & Reason for Decision:

*Both sides presented good, solid evidence and did a good job talking through arguments + building to larger points. Ultimately voted aff because they were able to convincingly argue that benefits of the plan presented, while admittedly not solving for all challenges/effects of ~~our~~ segregated schools, is better than status quo. Some of neg args (especially evidence about housing, student behavior, etc.) was interesting, but needed to be applied more strongly + in direct contrast to points in the aff case.

*Both sides - more roadmapping/sign posting will also help judges know where to box + help weigh args throughout round. Direct us in your favor!

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.)	☒

1A Speaker: Phebearr O.

Speaker Points: 24 25 26 ⟨27⟩⟨28⟩ 29 30
27.5

comment: — good final cx (clear questions)
— good inflection, style, pace, rew startles

2A Speaker: Thalia C.

Speaker Points: 24 25 ⟨26⟩⟨27⟩ 28 29 30
26.5

comment:

1N Speaker:

Speaker Points: 24 ⟨25 26⟩ 27 28 29 30
25.5

comment:
—good CX   —more confidence! You know
—articulate   what you're doing — make me believe it!

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

2N Speaker:

Speaker Points: 24 25 ⟨26⟩ 27 28 29 30

comment:
— also more compelling / lilting tone

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	**Negative Arguments**

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

Affirmative Arguments

* 1A - clever roadmap @ start (might've said it, unclear)

* slightly unclear questions during 2nd cross ex to NC - less leading, more responsive to finding weaknesses

* lots of good evidence in 2AC - just make sure to connect it to what you read in 1AC!
  └ health care evidence from 1AC - why not go back to that? make orgs you are solving for other benefits, not just immediate deseg benefits

* Need to go beyond school impacts in 1AR - some compelling orgs on neg that, if they push hard, still feel unaddressed
  └ bring back prison, HC orgs - tell me why this matters over housing

* In general - did better job responding to orgs made by other side, also showing unique solvency / norms └ it's this that wins it - aff plan more compelling than status quo b/c of other benefits

Negative Arguments

* good use of first cross - ex - to the point questions re: plan, what plan does/dn solve for

* 1NC - also better roadmapping
  └ little unclear w/ first couple of cards what kind of case/point you're trying to build
  └ apply the evidence you're reading to orgs against the aff case - make links between what you read vs. what they read/argued crystal clear

* strong orgs - 2NC housing orgs = interesting ; just not directly applied/answer to all of 1AC/2AC orgs (health care, incarceration, etc.) - also not outweighing on impacts

Overall:
└ roadmapping thruout (both)

└ compare/contrast, build off past points in round

even if they're not solving everything

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

Constructives		

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

AFF

Spkr	Englis Gordon & O'Neil	POINTS (24 - 30)	RANK
1	Lena Gordon	25.5	4
2	Jimmie O'Neil	26	3

NEG

Spkr	BosInt Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
1	Juan Pablo Casilla	26	2
2	Mohammed Al Bidari Sattar	26.5	1

Winner: ___BINCA___   School/Team   debating on the ___Neg___   Side (Aff or Neg)   Low point win? __Never :)__

Signature: _J Campbell_

Other judges on panel: Chris Paddock, Alicia Thomas. Please do not start until all judges are present.

Comments & Reason for Decision:

RFD: Aff doesn't respond to the counterplan until the 2AR, which is too late. This allows Neg's claim that states solve better due to resources, accountability, and innovation to go uncontested. Thus, Neg wins by providing a better policy option to address school re-integration.

Aff: start referring to evidence by the author and date, not the page number. Your judges can't see the page numbers.

Good job in cross-x, everyone!

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.

1A Speaker: _____

Speaker Points: 24 25 26 27 28 29 30

comment: good CX questions

1N Speaker: _____

Speaker Points: 24 25 26 27 28 29 30

comment: nice strategic choice by not attacking case when running CP

2A Speaker: _____

Speaker Points: 24 25 26 27 28 29 30

comment: good job asking for specific examples of states' solvency

2N Speaker: _____

Speaker Points: 24 25 26 27 28 29 30

comment: good CX answers

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

1A: you have to read solvency in the 1AC, or you haven't presented a complete case.

2A: no need to read the econ advantage after Neg reads the counterplan. Instead, answer the 1NC's arguments. Also, make sure you read the <u>source</u> for your evidence

1N: only read the 1NC shell of the CP. No need to answer a perm that Aff hasn't read yet

2N: point out in 2NC that Aff dropped the CP. In 2NR, point out what Aff needed to do and why not doing that means you should win

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~~

7:40

4:10

Neg Prep Time

~~8:00~~

~~7:08~~

~~5:30~~

2:45

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

AFF Spkr	Englis Gordon & O'Neil	POINTS (24-30)	RANK
1AC	Lena Gordon	28	1
2AC	Jimmie O'Neil	26	4

NEG Spkr	BosInt Casilla & Al Bidari S...	POINTS (24-30)	RANK
1NC	Juan Pablo Casilla	26	3
2NC	Mohammed Al Bidari Sattar	27	2

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

Signature: _____

Other judges on panel: Jake Campbell, Alicia Thomas. Please do not start until all judges are present.

Comments & Reason for Decision:

Both teams: use all that time given to you. Respond directly to what opponents have claimed. Not just in Cross-Ex but in all speeches.

Brown v. Board!

Personal experiences.

Overall Neg proved that CP was better than plan by backing it up with more relevant provable evidence.

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment: Great lines of Question	comment: Good answers to hard questions.

2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment: Use this speech to respond to arguments	comment: Good job responded to "They say I say!" all

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.	
Fed gov + $ can solve seg.	Illustrated that USFG is slow, racist and is better. Control would be used better in hands of state.

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	Englis Gordon & O'Neil	POINTS (24 - 30)	RANK
1	Lena Gordon	27	4
2	Jimmie O'Neil	30	1

NEG

Spkr	BosInt Casilla & Al Bidari S...	POINTS (24 - 30)	RANK
1	Juan Pablo Casilla	29	2
2	Mohammed Al Bidari Sattar	28	3

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

Signature: _____

Other judges on panel: Jake Campbell, Chris Paddock. Please do not start until all judges are present.

Comments & Reason for Decision:

- Fill your time, use all the resources given to you.
- Be thorough & use common knowledge, don't forget you have lived within the exact system we are debating about reforming
- Have some knowledge of Brown v Board of Ed, successes + failures etc.
- Cross ex questions were strong on both sides

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Lena Gordon	**1N Speaker:** Juan Pablo Casilla
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment: one tone, be a bit more energetic	comment: nice pace + emphasis
2A Speaker: Jimmie O'Neil	**2N Speaker:** Mohammed Al Bidari Sattar
Speaker Points: 24 25 26 27 28 29 (30)	**Speaker Points:** 24 25 26 27 28 29 30
comment: nice pace + eye contact	comment: nice voice fluctuation

Areas of Focus for Deciding Win/Loss:

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

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

Affirmative Arguments

- schools are resegregating
- Harms:
  - pub. health
  - low quality teachers
  - ↓ grad rates
  - racial discrimination
  - discrimination = mental health harms
  - lower life expect.
  - suburban schools ↑
  - racial achievement gap
  - college readiness
  - career ready pop.

S - give fed $ to schools that integrate

Negative Arguments

Counter plan

No solvency - States solve
- States are more responsive
  ↳ they best know effective incentives
- different states might have/need different approaches
- State level reforms lead to more improvement
- Fed gov't fails, states solve
- Fed don't actually have tools to input plan
- Fed gov't is racist

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

GREAT JOB TO ALL !!

AFF			
Spkr	**Charle Henry & Bryan**	**POINTS** (24 - 30)	**RANK**
2A	Shemaiah Henry —	27.8	4
✓ 1A	Shanice Bryan —	28	2

NEG			
Spkr	**O'Brya Lewis & Ryan**	**POINTS** (24 - 30)	**RANK**
2N	Myesha Lewis - green	29	1
1N	Lexxi Ryan Brook	28.8	3

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

Signature: _____

- Strong emotional argument with minimal use of notes

Comments & Reason for Decision:

- Sheminah, strong arguments - inherently unequal. Being exposed to different ideas & people is essential

-Same bubble - learn to tolerate everyone. Builds up tolerance/love

-actually builds up self esteem not harms

- housing inequity is what causes segregation. Redrawing zoning lines proves this. Do physical safety? Racial tensions are at all time high

-Bullied, emotional well being at risk. There are no guarantees it will...

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker: Shanice Bryan

Speaker Points: 24 25 26 27✓ 28 29 30

comment:

1N Speaker: Lexi Ryan

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: Shemiah Henry

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Myesha Lewis

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.	

Shanice

Segregation - inherently unequal
Integration have Positive
- lower quality courses
- attract high quality teachers
- lower graduation rates
- racial discrimination - higher povrt)
- faces racism - Negatively affect Mental health

- How to learn to accept when exposed rather than ignorant
- Students of color become more aware
- make good use of social networks

- long term affects outweigh short term effects. Increase awareness forced in box

Prelim data - no data proving it works methodological. Integration still Results in Segregation. Equal Value - No one socializes.
- So Many black people
school a place where they are coddled

desegrated schools does not have large effect.
- Students desegregation does not improve jobs or grades
- desegregation & jobs no correlation
- mental & physical well being
- When they feel segregated they don't do well
- Mental Physical & social - feel like outcasts & not welcome in the community

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

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 Zhao & Vincent	POINTS (24 - 30)	RANK
	Anna Zhao		
	Joshua Vincent		

Deet show up

NEG

Spkr	BosInt Abdifatah Abdi	POINTS (24 - 30)	RANK
	Abdifatah Abdi		

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

Signature: _____

Other judges on panel: Cassandra Buchta, Maryanne Pasiewicz. Please do not start until all judges are present.

Comments & Reason for Decision:

Neg FORFEIT

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

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

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

Areas of Focus for Deciding Win/Loss:

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

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

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

AFF

Spkr	JosQui Zhao & Vincent	POINTS (24 - 30)	RANK
	Anna Zhao		
	Joshua Vincent		

NEG *Didn't show up*

Spkr	BosInt Abdifatah Abdi	POINTS (24 - 30)	RANK
	Abdifatah Abdi		

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

Signature: _____

Other judges on panel: saad alhamar, Cassandra Buchta. Please do not start until all judges are present.

Comments & Reason for Decision:

Neg FORFEIT

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

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

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

Areas of Focus for Deciding Win/Loss:

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

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

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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

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

Didn't show up

AFF

Spkr	JosQui Zhao & Vincent	POINTS (24 - 30)	RANK
	Anna Zhao		
	Joshua Vincent		

NEG

Spkr	BosInt Abdifatah Abdi	POINTS (24 - 30)	RANK
	Abdifatah Abdi		

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

Signature: _____

Other judges on panel: saad alhamar, Maryanne Pasiewicz. Please do not start until all judges are present.

Comments & Reason for Decision: _____opponent didn't show up_____

Neg FORFEIT

High School - Junior Varsity

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

Areas of Focus for Speaker Points:

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

1A Speaker:	**1N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:
2A Speaker:	**2N Speaker:**
Speaker Points: 24 25 26 27 28 29 30	**Speaker Points:** 24 25 26 27 28 29 30
comment:	comment:

Areas of Focus for Deciding Win/Loss:

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

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

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time
8:00

Neg Prep Time
8:00

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