

Room: 205  
Start: 3:00 PM  
Junior Varsity

4

Morgan, Jاليا

New Mission HS/BCLA

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

**AFF**

Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
	Josmary Peres		
	Sandra Quintinilla		

**NEG**

Spkr	Bright Richard Diggs	POINTS (24 - 30)	RANK
	Richard Diggs		

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

Signature: \_\_\_\_\_

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

Comments & Reason for Decision:

*Aff Perfect*

# 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.*

#### 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.*

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**AFF**

Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
	Josmary Peres		
	Sandra Quintinilla		

**NEG**

Spkr	Bright Richard Diggs	POINTS (24 - 30)	RANK
N1&2	Richard Diggs	<del>28</del>	1

Winner: Brighton School/Team debating on the NEG Side (Aff or Neg) Low point win? \_\_\_\_\_

Signature: [Signature]

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

Comments & Reason for Decision:

MARMUN => Forfeit  
BRIGHT wins.

# High School - Junior Varsity

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### Constructives

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### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

#### 1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

#### 1N Speaker:

Richard

Speaker Points: 24 25 26 27 28 29 30

comment:

#### 2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

#### 2N Speaker:

Richard

Speaker Points: 24 25 26 27 28 29 30

comment:

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#### Affirmative Arguments

#### Negative Arguments

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Room: 205  
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Brimage, Dorell

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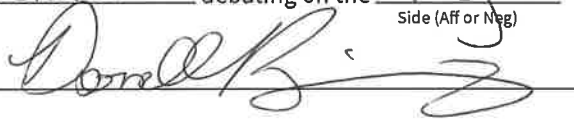
**AFF**

Spkr	MarMun Peres & Quintinilla	POINTS (24 - 30)	RANK
	Josmary Peres		
	Sandra Quintinilla		

**NEG**

Spkr	Bright Richard Diggs	POINTS (24 - 30)	RANK
	Richard Diggs		

Winner: Brighton Richard Diggs debating on the Neg Side (Aff or Neg) Low point win? 0  
School/Team

Signature: 

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

Comments & Reason for Decision:

Forfeited

# High School - Junior Varsity

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<p><b>1A Speaker:</b></p> <p><b>Speaker Points:</b> 24 25 26 27 28 29 30</p> <p><small>comment:</small></p>	<p><b>1N Speaker:</b></p> <p><b>Speaker Points:</b> 24 25 26 27 28 29 30</p> <p><small>comment:</small></p>
<p><b>2A Speaker:</b></p> <p><b>Speaker Points:</b> 24 25 26 27 28 29 30</p> <p><small>comment:</small></p>	<p><b>2N Speaker:</b></p> <p><b>Speaker Points:</b> 24 25 26 27 28 29 30</p> <p><small>comment:</small></p>

### Areas of Focus for Deciding Win/Loss:

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

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

### Constructives

- 1AC (8 min.)
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**AFF**

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

**NEG**

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

Winner: JOSQUI ADRIAN KWAN debating on the NEG Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team

Signature: 

Other judges on panel: David Duehren, Day Le. Please do not start until all judges are present.

Comments & Reason for Decision:

ALTHOUGH THE AFF. TEAM MADE A LOT OF GREAT ARGUMENTS, THEY FAILED TO TRULY EXPAND ON THEIR OPPONENT'S MOST CONVINCING POINTS, WHICH WERE DISCRIMINATION AND HOUSING. THE COUNTER ARGUMENT FOR THOSE TWO POINTS COULD HAVE BEEN A BIT STRONGER.

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<b>1A Speaker:</b>	<b>1N Speaker:</b>
Speaker Points: 24 25 26 27 28 29 30	Speaker Points: 24 25 26 27 28 29 30
comment:	comment:
<b>2A Speaker:</b>	<b>2N Speaker:</b>
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:

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Affirmative Arguments	Negative Arguments
<i>In this section, focus on the clash between Aff and Neg while weighing impacts presented.</i>	
<p>- THE CONCEPT OF DIVERSITY HAS SHIFTED.</p> <p>- INTEGRATION HAS POSITIVE EFFECTS</p> <p>- BLACK AND HISPANIC STUDENTS ARE BEING ISOLATED FROM THEIR WHITE PEERS</p> <p>- SEGREGATION IS NOT GETTING BETTER</p> <p>- SEGREGATION LEADS TO MENTAL HEALTH</p> <p>- 80% OF STUDENTS HAVE EXPERIENCED RACIAL DISCRIMINATION</p> <p>- COLORED PEOPLE ARE NOT GETTING ENOUGH HEALTH CARE</p>	<p>- NEW PLAN TO INCREASE DIVERSITY WITHIN SCHOOLS</p> <p>- INHABIT DIFFERENT SOCIAL WORLDS</p> <p>- HOUSING IS THE CORE ISSUE</p> <p>- <del>STUDENTS</del> <del>RE</del> PEOPLE PREFER DESEGREGATED SCHOOLS AND WORK</p> <p>- METCO → 10% PEOPLE OF COLOR; UNHAPPY STUDENTS</p> <p>- RACIAL STEREOTYPE WILL HAVE A BAD TOLL ON THE STUDENTS</p> <p>- DISCRIMINATION CAN HAPPEN BETWEEN TEACHERS &amp; STUDENTS</p>

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

- 8:00
- 7:00
- 4:00

### Neg Prep Time

- 8:00
- 7:00
- 6:30
- 6:00
- 5:00
- 4:30



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AFF

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

NEG

Spkr	JosQui Adrian Kwan	POINTS (24 - 30)	RANK
1	Adrian Kwan	28	3

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

Signature: Dub

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

Comments & Reason for Decision:

- Two teams should be responsive to each other. Please address argument directly one by one:

Even though the Neg have some good arguments, the Aff is able to respond to it while the Neg doesn't push hard enough. In the rebuttal, if the Neg push harder on housing and Economic impact, he should have won. But he didn't.

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### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

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

### Neg Prep Time

- 8:00 - 1
- 7:00 - 301
- 6:00 - 1
- 5:00 - 1
- 4:00.

1A Speaker: *Wanda*

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: *Andrian*

Speaker Points: 24 25 26 27 28 29 30

comment:

*make eye contact*

2A Speaker: *Joseph*

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

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

*segregation; inequality at school.*  
 harm: - public health (mental/physical).  
 - mental low academic - achievement gap  
 - Segregation get worse.  
 + Public health problem is systematic  
 + African American is more likely to be in prison. *(Where we live doesn't affect where we school)*  
 + Gov. = pay for health plan. Can pay for the plan help solving the problem  
 + inequality in school affect every aspect of life.

*No data*  
 NO interagency: Obama admin is solving the problem  
 - ~~data~~ No insurance provided.  
 - NO solvency: ethnic group gather with their own group, can't solve this.  
Housing discrimination lead to school discrimination. plan can't solve this.  
 Racial discrimination is inevitable  
 - Discrimination is  
 - Economic declined, ~~make~~?  
 - Because tax ↑.  
 - The plan is risky.

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**AFF**

Spkr	EdwM. Carty & Seck	POINTS (24 - 30)	RANK
1st	Jeremiah Carty	28	2
2nd	Mocktar Seck	27	4

**NEG**

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

Winner: Englis Gordon and O'Neil debating on the Neg Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team

Signature: Bao

Comments & Reason for Decision:

\* Comments: Both of teams have done very well. They both give clear examples, verifying data, and the way of they summarize the information made it more clear for me to understand.

- EdwM team has impressed me on how they being calm when debating with the other group. As the contest going longer, they get better.
- Englis team has impressed me on their strong speech, the way they express their feeling, give an effective evidences.
- However, EdwM team should be more confident, be more clear and Englis team should be more calm, less aggressive.

\* Reason: I consider Englis team is the winner, because they have more clear data, the way of their saying ~~give~~ ~~me~~ deflect their knowing about the topic. They analyze better than EdwM team.

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<b>1A Speaker:</b> <i>Michael</i> <b>Speaker Points:</b> 24 25 26 <u>27</u> <u>28</u> 29 30 <small>comment:</small>	<b>1N Speaker:</b> <i>Lena</i> <b>Speaker Points:</b> 24 25 26 27 28 <u>29</u> 30 <small>comment:</small>
<b>2A Speaker:</b> <i>Karen</i> <b>Speaker Points:</b> 24 25 26 <u>27</u> <u>28</u> 29 30 <small>comment:</small>	<b>2N Speaker:</b> <i>Jimmie</i> <b>Speaker Points:</b> 24 25 26 27 <u>28</u> 29 30 <small>comment:</small>

### Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments
<i>In this section, focus on the clash between Aff and Neg while weighing impacts presented.</i>	
<ul style="list-style-type: none"> <li>- Raising diversity</li> <li>- raising intergration</li> <li>- <u>Minorities school</u> → low opportunities, <u>lower achievement</u></li> <li>- <u>Raising discrimination</u></li> <li>- <u>isolate a public school</u></li> <li>- <u>better health care</u></li> <li>- <u>No diversity</u> → <u>I heard issue</u></li> <li>- <u>Widen the gap between students in each school</u></li> <li>- <u>Have a better resources</u></li> <li>- <u>live what the world</u></li> <li>- <u>World is moving</u></li> <li>- <u>Get good teacher, how about degree</u></li> </ul>	<ul style="list-style-type: none"> <li>- <u>increasing economic diversity in school</u></li> <li>- <u>increasing competition</u></li> <li>- <u>increasing pressure</u></li> <li>- <u>State can solve their problem own</u></li> <li>- <u>Focus on specific group</u></li> <li>- <u>Best of themselves</u></li> <li>- <u>Trump attack</u></li> <li>- <u>Student will <u>negotiation</u> although intergration</u></li> <li>- <u>The gap can <u>same group</u> will <u>intergrate themselves</u></u></li> <li>- <u>They can bring out who they check</u></li> <li>- <u>base on the decision</u></li> </ul>

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

*2:00*

### Neg Prep Time

8:00

*3:00*

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AFF

Spkr	O'Brya Flaherty & Murphy	POINTS (24 - 30)	RANK
2	Deaglan Flaherty	27	4
1	Tadgh Murphy	27.5	3

NEG

Spkr	Charle Lara & Coleman	POINTS (24 - 30)	RANK
1	Randy Lara	27.5	2
2	Tyerohn Coleman	28	1

Winner: Charle Lara + Coleman debating on the Neg Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team

Signature: 

Comments & Reason for Decision:

This was a close debate - good job to both teams! Keep up the good work! The negative team won, because they were able to significantly undercut the affirmative team's plan. NEG made a lot of compelling NO SOLVENCY arguments (housing, within-school segregation, Devos), which remained unaddressed (largely) by the AFF. The AFF team could have improved by extending/deepening arguments and heartily challenging NEG's arguments (in lieu of adding new arguments). Both teams would have greatly improved their position, if they would have ENGAGED MORE with the arguments of their opponents. What do you agree on? (Reality of racial discrimination in schools? Harms of discrimination?) What do you disagree with? (The plan? What else?) Keep up the good work! I appreciated the nuance + depth of your arguments, your clarity of presentation, and your spirit. Thank you for your brilliance! It has been a privilege to be part of your debate today.



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1A Speaker: <u>Murphy</u>	1N Speaker: <u>Lava</u>
Speaker Points: 24 25 26 27 28 29 30 comment: 27.5	Speaker Points: 24 25 26 27 28 29 30 comment: <del>27.5</del> 28
2A Speaker: <u>Flaherty</u>	2N Speaker: <u>Wolman</u>
Speaker Points: 24 25 26 27 28 29 30 comment: 27	Speaker Points: 24 25 26 27 28 29 30 comment: 28

## Areas of Focus for Deciding Win/Loss:

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Affirmative Arguments	Negative Arguments
<i>In this section, focus on the clash between Aff and Neg while weighing impacts presented.</i>	
<p>Inherency: school seg + discrimination are problems in society today; ↑ rate ↳ impacts public health ↳ unconstitutional ↳ mental health ↳ racial achievement gaps.</p> <p>PLAN: Fin incant to deseg schools - *could use more detail in plan* Elon comp add on</p> <p>1) Teacher efficacy - unclear where 2) Minority teacher #s are ↑ since 87 3) Problem = RETENTION 4) Deseg helps close achievement gap 5) Problem is discrimination. 6) Impact of deseg is long term. 7) Teacher burnout.</p>	<p>Real problem: 1. white teachers 2. Underfunded schools 3. Need black teachers - tied to achievement 4. Black educators 5. Short underachievement costs \$.</p> <p>NO SOLVENCY: DFE/DeNor &amp; implement Housing is real issue - deseg schools &amp; more</p> <p>agree/disagree between teams? 1. Need workforce shift to recruit TOC. NO SOLVENCY: Desegregation ≠ integration (within school seg) NS: Deseg doesn't reduce prejudice. NS: Evidence on deseg is mixed/flawed. 2. Tracking is bad. Seg leads to harms</p>
<p>The debate suffered from lack of <u>CLASH</u>. Teams spoke past each other and did not engage in each others' arguments.</p> <p>Good arguments, clear presentation, good effort.</p>	

VERY ENJOYABLE DEBATE! Thank you!  
Please give all speaking, presentation, and debate-strategy related feedback verbally.

## Constructives

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

## Rebuttals

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

Each team has 8 minutes of total prep time.

## Aff Prep Time

8:00  
~~6:00~~  
~~4:00~~  
2:00

## Neg Prep Time

8:00

No prep time used! Why?  
Take time to ORGANIZE.

Room: 209  
Start: 3:00 PM  
Junior Varsity

4

Lornex  
~~Black, Janice~~

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.  
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**AFF**

Spkr	BosInt Brhane & Atenor	POINTS (24-30)	RANK
2	Yorsalem Brhane	29	2
1	Vanessa Atenor	27.5	4

**NEG**

Spkr	O'Brya Mahamud & Dubon...	POINTS (24-30)	RANK
2	Mohamed Mahamud	30	1
1	Cristian Dubonsolis	28	3

Winner: Bost. International debating on the Aff Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team

Signature: 

Comments & Reason for Decision:

Both teams did well but the aff was able to show how the plan would solve. The negative failed to address a lot of arguments especially about the effect of segregation on health.

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- CX (3 min.)

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

~~5:00~~  
3:30

### Neg Prep Time

8:00

~~6:00~~

~~3:00~~

~~2:30~~

~~1:00~~

### 1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

### 1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

### 2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

### 2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

### Areas of Focus for Deciding Win/Loss:

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

### Affirmative Arguments

### Negative Arguments

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

- segregation leads to several public health problems.
- schools students in segregated schools are likely to be limited to many opportunities.
- Mental health problems will arise for students of color.
- Number of teachers have increased
- Blacks and Latinos with little or no education are more likely to go to jail
- segregation causes unequal opportunities for students of color

- lack on enough black/ latino educators
- The achievement gap ↑
- U.S ministry of education is funding diversity programs.
- students of color feel more comfortable with educators of their own race
- Housing segregation is the root cause of discrimination.
- Intergration ~~doesn't~~ helps widen the achievement gap



Room: 216  
Start: 3:00 PM  
Junior Varsity

4

BELZ, TALIA

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

AFF				NEG			
Spkr	HenInc Van & Gillis	POINTS (24 - 30)	RANK	Spkr	JosQui Han & Phung	POINTS (24 - 30)	RANK
2	Anthony Van	28.5	1	2	Susan Han	26	4
1	David Gillis	27.5	2	1	Steven Phung	27	3

Winner: Hen Inc School/Team debating on the Side Aff Side (Aff or Neg) Low point win? \_\_\_\_\_

Signature: Talia Bey

Comments & Reason for Decision:

The Affirmative Team won this debate because they showed the importance of integrating schools for generations to come, and used compelling evidence to prove the problems in our current education system. While Side Negative employed convincing creativity with their state court plan, Side Aff sealed their victory by explaining how the federal govt will need to be the one to oversee integration and by using recent evidence about Obama's plan being defunct. Great work on both sides!! 😊

① Additionally, side Aff used historical evidence of Brown vs Board of Ed to show how Side Neg's state solution will not 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.

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

3 min.

### Neg Prep Time

8:00

2 min.

**1A Speaker:** David G.

Speaker Points: 24 25 26 27 28 29 30

comment:  
- strong road mapping  
- Your neighborhood segregation rebuttal was an area of your Brown vs Board evidence

**1N Speaker:** Steven P.

Speaker Points: 24 25 26 27 28 29 30

comment:  
- Great job using cases ex questions to set up points in your case

**2A Speaker:** Anthony V.

Speaker Points: 24 25 26 27 28 29 30

comment:  
- Your rebuttal about Obama's plan and evidence on why the companies would not have been established

**2N Speaker:** Susan H.

Speaker Points: 24 25 26 27 28 29 30

comment:  
- Your evidence on how the Dept. of Ed would not support ACA's plan was helpful to your side

### 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) Inherency - even if Brown vs. Board, districts still struggle today, schools being resegregated
- 2) Research confirms that integration has had positive effects on all aspects of schools
- 3) Lower achievement + graduation rates in minority schools. Need to give equal opps.
- 4) Negative effects on mental health, symptoms of depression in unequal, segregated schools
- 5) Local level of ed. prevents access to job market, healthcare, high incarceration rates, low life expectancy -> systematic cycle for next generation -> seg. continues
- 6) Financial incentives will make schools diversity program
- 7) US gov has killed Obama's program
- 8) Diminishing housing seg. will take too long integrating neighborhoods not practical
- 9) State Court plan work worse - i.e. Brown vs Board, need federal oversight

- 1) Obama's current plan
- 2) Court plan: state's education more specific needs of education ex: Florida's achievement gap has gotten smaller, the fact you can not understand specific needs of all 50 states
- 3) Need to hire more teachers of color
- 4) we must desegregate neighborhoods first before schools
- 5) Department of Ed, will not enforce ACA's plan

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

Room: 208  
 Start: 3:00 PM  
 Junior Varsity

4


Ly, Tammy

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.  
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 Please return ballot within 15 minutes after round ends.

AFF			
Spkr	Excel Davidson Guerrier	POINTS (24 - 30)	RANK
A1	Davidson Guerrier	25	3

NEG			
Spkr	Charle Henry & Bryan	POINTS (24 - 30)	RANK
N1	Shemaiah Henry	27	1
N3	Shanice Bryan	26	2

Winner: Charle Henry & Bryan (NEG) debating on the Excel (AFF) Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team

Signature: 

Comments & Reason for Decision:

Shemaiah & Chanice spoke with heart <sup>on</sup> about their rebuttal & argument. A greater understanding of the topic. Not everyone wants to be removed from home & discomfort. Great supporting 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.

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

1A Speaker: Davidson

1N Speaker: Shemiah

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

comment:

2A Speaker:

2N Speaker: Shanice

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.

- Speech can be worked on.
- summarize rather than read out of print out
- needs to work on 3 min CX
- had some good questions
- "Broaden your horizons"

- Good speaking pace
- counter questions were good
- passion about topic showcased in argument
- Shemiah had a great rebuttal
- Both had heartfelt experiences on rebuttals

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

**AFF**

Spkr	BosLat Gillis & Okoli	POINTS (24-30)	RANK
2	Aidan Gillis	27.5	2
1	Nikki Okoli	28	1

**NEG**

Spkr	BosInt Felixon & Borgelin	POINTS (24-30)	RANK
1	Dana Felixon	27	4
2	Daphcar Borgelin	27	3

Winner: BosLat G & O debating on the AFF Side (Aff or Neg) Low point win? No

Signature: 

Comments & Reason for Decision:

This debate turned on the central question: are the states better to implement the program than the Federal govt. There<sup>re</sup> were arguments on both sides:

States

- Innovation
- Local needs
- Feds won't work, new comers

Feds

- More \$
- Efficient
- States won't work

In the end, I voted affirmative on the availability of federal funds and more uniform implementation leading to better outcomes.

Coaching Advice for All: there were contradictory arguments on both sides. You should help me as the judge evaluate which one is better, eg., is innovation better than uniformity, whose evidence on funding is more persuasive, etc.

And at the end, explain

↳ why your arguments should compel me to vote for you, even if your opponents arguments are true.

# High School - Junior Varsity

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

### Areas of Focus for Speaker Points:

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

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

#### 1A Speaker:

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.*

#### Aff Case

Segr Occurring Now

Segr Bad

- form of racial discrim
- Mental health
- lower life expectancy, health issues

Financial Incentives

Fed's have more \$

Fed layer makes states better

States fail

- no uniform implementation
- entrench power

#### States Counterplan

States more innov

local adaptation

Empirically proven - Florida

President may not support

4

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.  
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 Please return ballot within 15 minutes after round ends.

AFF			
Spkr	O'Brya Lewis & Ryan	POINTS (24 - 30)	RANK
1	Myesha Lewis	28	2
2	Lexxi Ryan	29.5	1

NEG			
Spkr	HenInc Carvalho & Francios	POINTS (24 - 30)	RANK
2	Jocelyn Carvalho	26.5	4
1	Rebecca Francios	27.5	3

Winner: Lewis + Ryan debating on the AFF Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team

Signature: [Signature]

Comments & Reason for Decision:

The affirmative team presented a clear ~~argument~~ argument + effectively rebutted many of their ~~own~~ opponents points w/ specific examples.  
 However, great job to both teams.  
 I felt the negative team did not provide enough evidence for me to feel ~~that~~ segregation is a better plan than integration.

# 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.)  6
- CX (3 min.)
- 2AC (8 min.)
- CX (3 min.)
- 2NC (8 min.)
- CX (3 min.)

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

1A Speaker:

Myesha

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Rebecca

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Lexxi

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Jocelyn

Speaker Points: 24 25 26 27 28 29 30

comment:

### Areas of Focus for Deciding Win/Loss:

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

### Affirmative Arguments

### Negative Arguments

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

Segregation leads to lower quality schools which perpetuates a cycle of inequality thru reduced opportunities and lack of healthcare for minorities.

chicken egg: integrated schools lead to integrated housing.

Teacher integration is being addressed through debate programs

If we don't integrate, where do we start to solve?

Housing is the cause, not segregated schools. ~~segregated schools don't~~ integrated schools don't solve racism, have low quality teachers.

The current programs are not creating teachers, integration.

ie: Integration leads to racism

IS money ~ motivation?

If Mary doesn't motivate, what does? Please give all speaking, presentation, and debate-strategy related feedback verbally.



Room: 112A  
Start: 3:00 PM  
Junior Varsity

4

O'Brien, Dave

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

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

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

Winner: JosQui Zhao & Vincent debating on the NEG Side (Aff or Neg) Low point win? \_\_\_\_\_  
School/Team  
Signature: Dave O'Brien

Comments & Reason for Decision:

The winning team stated their argument more succinctly than their opponents. They were better organized throughout each stage of the process.

# High School - Junior Varsity

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### Areas of Focus for Speaker Points:

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

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

1A Speaker:

*ERRA TAUB*

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

comment:

1N Speaker:

*JOSHUA VINCENT*

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

comment:

2A Speaker:

*VINCENTE GOODER*

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

comment:

2N Speaker:

*ANNA ZHAO*

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.

*BROWN VS. ED EDUCATION*  
~~10~~ 10 YRS DESEGREGATION INCREASED (AS A RESULT)  
 FEDERAL / STATE COOPERATION IS BEST WAY TO GO.  
 CROSS CLAIMED OTHER SIDE WANTS MONEY FROM FED GOV'T WITHOUT SPECIFYING HOW (WHICH PARTY) WOULD BE USED TO FIGHT SEGREGATION.  
 RTT REFORM LED TO PROGRESS  
 OTHER SIDE SAID IT COULD LEAD TO FEDERALISM.

*STATES SHOULD DECIDE NOT FEDERAL GOV'T.*  
 MORE FEDERAL POWER WOULD IMPLY LESS STATE INFLUENCE.  
 STATE OF FLORIDA HAS SHOWN DESEGREGATION CAN BE WITHOUT FEDERAL INTERFERENCE.  
 CROSS SAID  
 WHERE WOULD MONEY COME FROM?

Room: 215  
Start: 3:00 PM  
Junior Varsity

4

Shanice Wallace  
~~Walters, Kaia~~

P

Boston Latin

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.  
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**AFF**

Spkr	EdwM. Lynch & Delhomme	POINTS (24 - 30)	RANK
1	Shania Lynch	28	2
	Laurent Delhomme		

**NEG**

Spkr	Westie Davila & LeBlanc	POINTS (24 - 30)	RANK
2	Adalberto Davila	28	3
1	Alex LeBlanc	29	1

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

Signature: Shanice Wallace

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

Comments & Reason for Decision:

\* Brought in your own analysis!  
\* Really good roadmap and rebuttal questions

# High School - Junior Varsity

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### Areas of Focus for Speaker Points:

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

1N Speaker: Alex

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

comment:

2A Speaker: N/A

2N Speaker: Adalberto

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

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.*

**PLAN:** financial Incentives to diversity Schools

- There is segregation today that affects, health Institutional education, creates unfair opportunities that will have long term effects
- The Plan will address achievement gap and help the economy with economic competitiveness.

The Plan will not work

- Not realistic funding wise
- does not address racial tension/attitudes
- Historically it did not work.
- No large effect will occur.
- this plan will affect the mental health of students.

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

If you have any other questions about your round, please text a query to 617.863.BDL1 (617.863.2351). We will respond as quickly as possible.  
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Please return ballot within 15 minutes after round ends.

AFF			
Spkr		POINTS (24 - 30)	RANK
	Charle Benson Nguyen		
1/2 AF	Benson Nguyen	26	3 <sup>rd</sup>

NEG			
Spkr	JosQui Da Costa Pereira &...	POINTS (24 - 30)	RANK
2 NC	Stephanie Da Costa Pereira	28.0	2 <sup>nd</sup>
1 NC	Jennifer Osayande	28.5	1 <sup>st</sup>

Winner: JosQui Costa Pereira debating on the Neg Side (Aff or Neg) Low point win? \_\_\_\_\_  
 School/Team  
 Signature: Medcar

Comments & Reason for Decision:

I voted for the negative team because they were clearly the most prepared team and they made stronger arguments. The Aff. did not do a good job at attacking the Neg.'s counterplan and didn't run a card against it. In addition, the Neg. asked wonderful questions during cross-ex that the Aff. couldn't answer at all. The Aff. needs to be more familiar with the whole pack and need to incorporate impact analysis into their case. Lastly, the Aff. did not talk clearly and I had a hard time protecting his voice. He needs to work on posture

# High School - Junior Varsity

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### Areas of Focus for Speaker Points:

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

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

~~8:00~~

### Neg Prep Time

~~8:00~~

**1A Speaker:** Benson Nguyen

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

comment:

Need to look up and protect voice. Need stronger arguments

**1N Speaker:** Jennifer Osayande

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

comment:

Good speaker and giving short synopsis

**2A Speaker:** Benson Nguyen

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

comment:

**2N Speaker:** Stephanie Pereira

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

comment:

Good speaker and summarizer

### 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.*

- Interagency
  - Segregation in public schools is a problem, not changing
- public Harm health
  - lead to unequal opportunities
- Segregating minorities is a form of discrimination
- unequal education decreases access to health care and low-life expectancy.
- USFG should provide incentives to increase diversity in schools in the U.S.

- Offense-counterplan DA
- State gov. should have more power over education
- counterplan solves better than the plan
- State control responds to local needs better than the federal gov.
- education reform is under state regulation
- Balance of power will be ruin if the gov. control selection in states
- Federalism is important
- Federation DA
- off case
- Federalism balances the US system
- State led reform i.e - Florida shows that state led reform is working
- opponent didn't argue back about state counterplan

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 Casilla & Al Bidari S...	POINTS (24-30)	RANK
2A	Juan Pablo Casilla	27	4
1A	Mohammed Al Bidari Sattar	27.0	3

**NEG**

Spkr	O'Brya Hea & Mohamed	POINTS (24-30)	RANK
2N	Hurryra Hea	28	1
1A	Aziza Mohamed	27.5	2

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

Signature: \_\_\_\_\_

Comments & Reason for Decision: Good arguments, very poised and confident s/l/e

- Mohamed - good eye contact. ~~Not~~ like that you tried to appeal your argument to a person rather than read from notes. Would have liked you to be more familiar with notes
- Hurryra - ~~re~~ Good presence and fairly polished style. Made some solid arguments to the negative, & good questions for counter
- Aziza ~~also~~ also a good & polished presence. Nicely done
- How fast are money?

# High School - Junior Varsity

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

### Areas of Focus for Speaker Points:

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

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

<b>1A Speaker:</b> Mohamed Albadwan <b>Speaker Points:</b> 24 25 26 27 28 29 30 <small>comment:</small>	<b>1N Speaker:</b> Aziza <b>Speaker Points:</b> 24 25 26 27 28 29 30 <small>comment:</small>
<b>2A Speaker:</b> Juan Pablo <b>Speaker Points:</b> 24 25 26 27 28 29 30 <small>comment:</small>	<b>2N Speaker:</b> Hussein <b>Speaker Points:</b> 24 25 26 27 28 29 30 <small>comment:</small>

### Areas of Focus for Deciding Win/Loss:

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

#### Affirmative Arguments - *desaj*

#### Negative Arguments - *desaj*

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

- *Bisadunung*
- Health care disparity
- *@* Integration is not effective
- Juan* - Reflective of the community they serve
- Black teachers mostly hired in minority schools
- Segregation leads to depression & anxiety

- teachers should mirror community
- students aspire to be like their teachers
- closing gap necessarily first
- Housing needs to be looked at first cause that is what causes segregation
- teachers that more accurately reflect their community
- School integration dogmatic vs merit eliminations perceptions



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**AFF**

Spkr	EdwM. Lynch & Delhomme	POINTS (24-30)	RANK
	Shania Lynch	3	26.5
	Laurent Delhomme	—	—

**NEG**

Spkr	Westie Davila & LeBlanc	POINTS (24-30)	RANK
2N	Adalberto Davila	2	26.5
1N	Alex LeBlanc (1N?)	1	27

Winner: Westie Davila & LeBlanc debating on the NEG Side (Aff or Neg) Low point win? No

Signature: [Signature]

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

Comments & Reason for Decision:

Really great debate on both sides - good use/balance of evidence + independent analysis + explanation of what the part of each card was. Decision for me comes down to how each side applied + magnified evidence in latter speeches. I ended up voting neg since they were able to point to more concrete applications of cards from earlier in the round - states already doing this, cuts to other departments, mental health effects, etc. - just a bit more effectively than affirmative. Had Aff brought up some of their earlier points like health care/prison impacts, importance of US being competitive in global economy, etc. during 1A/2A, this easily could have swung the other way. Tough decision, and great round!

# High School - Junior Varsity

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

## Areas of Focus for Speaker Points:

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

## Constructives

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

## Rebuttals

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

Each team has 8 minutes of total prep time.

## Aff Prep Time

8:00

## Neg Prep Time

8:00

aff could combat this thru pointing to larger/magnified impacts - health, jail, etc. Not quite getting there yet

did this in 2AC nicely

overall

really good; organized, clear structure

better job connecting back/what you're going to contradict from other side

**1A Speaker:** Shanica L.  
**Speaker Points:** 24 25 26 27 28 29 30  
 comment: 26.5

**1N Speaker:** Alex L.  
**Speaker Points:** 24 25 26 27 28 29 30  
 comment: 27

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

**2N Speaker:** Adalberto O.  
**Speaker Points:** 24 25 26 27 28 29 30  
 comment: 26.5

## Areas of Focus for Deciding Win/Loss:

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

### Affirmative Arguments

### Negative Arguments

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

\*really good outline in 1AC - clear summary of points  
 ↳ appreciate personal summary/analysis after cards

\*Some clear strategy emerging by 2AC - economic impacts/orgs  
 ↳ awesome to see larger impact emerging - easy to follow/weight early in round

\*challenge neg cuts - why those departments!!??

\*literally sick mention @ end - build on that! You had more time! This could've swayed it!

\*Also good outlining / structure of opening arguments in 1NC

\*Don't concede in cross-ex! (dated card) → find something to say about it...

\*Awesome 2NC roadmap

\*After 1NR/1AR - both compelling cases, but 1NR applied evidence slightly more effectively

• because you tell dept to do it d/bness they will vs. hard facts from neg side - cuts to other depts, already happening, pred, inevitable

\*mental health org also compelling - not addressed unless she does in 2AR...

detrimental cost evidence outweighs (largely anecdotal) costs worth it  
 Please give all speaking, presentation, and debate-strategy related feedback verbally.

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

AFF			
Spkr	EdwM. Lynch & Delhomme	POINTS (24 - 30)	RANK
1	Shania Lynch	27	1
	<del>Laurent Delhomme</del>		

NEG			
Spkr	Westie Davila & LeBlanc	POINTS (24 - 30)	RANK
2	Adalberto Davila	26.5	2
1	Alex LeBlanc	26	3

Winner: Westie Davila & LeBlanc debating on the Neg Side (Aff or Neg) Low point win? X

Signature: [Handwritten Signature]

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

Comments & Reason for Decision:

Aff was a better speaker but had trouble proving how the plan would provide solvency. Neg pointed out that one, there was no belief that it would be enacted and two, if enacted, would harm the economy greatly. Additionally neg proved status quo was better ~~was~~ due to policies already in place. Aff talked about potential impacts of the plan but did not explain how these benefits would come about due to the plan so I could only pick Neg.

# High School - Junior Varsity

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

### Areas of Focus for Speaker Points:

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

### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

### Neg Prep Time

8:00

1A Speaker: Shania

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Alex

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: \_\_\_\_\_

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Adalberto

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.*

- Brown v Board failed because there was no plan
- ↓
- gov will do this when they see the problems
- schools can use funding on AP and teachers
- cost not a problem
- minority schools have less opportunity

- There are really high costs for the plan
- ↓
- the funding will mean stripping other programs of funding
- states already solving in SD do not need federal plan
- Integration is hard because students are discouraged by white classmates and teachers
- ↓
- safer and perform better in current environments

Leave

4

Chan, Peter

(P)

Brighton

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

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

NEG			
Spkr	JosQui Liu & Li	POINTS (24 - 30)	RANK
2	Gui Ying Liu	2	28
1	Xinmei Li	1	28

Winner: Jos Qui School/Team debating on the neg Side (Aff or Neg) Low point win? no

Signature: [Signature]

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

Comments & Reason for Decision:

The decision goes to negative due to the volume of dropped arguments in harms and solvency.

The aff did not provide <sup>enough</sup> definitive arguments to counter neg constructives and rebuttals (did not build up the case to warrant a decision for aff).

The aff adapted well from ZAC to strengthen and extend (Short vs long term net benefits).





# 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.

<b>1A Speaker:</b> Faith C.	<b>1N Speaker:</b> Xinmei Li
<b>Speaker Points:</b> 24 25 26 (27) 28 29 30 comment: clear voice when reading	<b>Speaker Points:</b> 24 25 26 27 (28) 29 30 comment: evidence read in loud, clear voice
<b>2A Speaker:</b>	<b>2N Speaker:</b> Gui Ying L.
<b>Speaker Points:</b> 24 25 26 27 28 29 30 comment:	<b>Speaker Points:</b> 24 25 26 27 (28) 29 30 comment: nice, steady reading voice

## Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments
<i>In this section, focus on the clash between Aff and Neg while weighing impacts presented.</i>	
<p><u>IAC</u></p> <ul style="list-style-type: none"> <li>- plan not introduced (redundant 2AC)</li> <li>- try to organize your case as inherently, harms, plan, solvency from the start</li> <li><u>2AC</u>: extended solv argu for net benefits of plan; harm (opport. of minorities &amp; effects of immigration in school performance)</li> <li><u>IAR</u>: 'land of opportunity' speech w/ explanations from 2AC (jobs, racial interaction)</li> <li><u>2AR</u>: consistent extension of IAR arguments</li> </ul>	<p><u>INR</u></p> <ul style="list-style-type: none"> <li>- evidence responded to IAC (inh., harms, solvency)</li> <li>- pointed out Aff lack of plan → always adapt to changing conditions for the entire round</li> <li><u>2NR</u>:             <ul style="list-style-type: none"> <li>- Solvency arguments include housing effects in academic performance, doubts in data</li> <li>- watch out for competing data in different evidence cards (contradictions)</li> </ul> </li> <li><u>INR</u>: plan does not explain solvency's benefits (economy, long-term vs. short-term) → dropped solvency arguments from constructives</li> <li><u>2NR</u>: 'plan not properly layed out' speech and extension of 2NC arguments</li> </ul>

## 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

Leave

4

Day, Richard

P

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

**AFF**

Spkr	BosLat Faith Cole	POINTS (24-30)	RANK
	Faith Cole	25	3

**NEG**

Spkr	JosQui Liu & Li	POINTS (24-30)	RANK
2	Gui Ying Liu	28	1
1	Xinmei Li	27.5	2

Winner: JosQui Liu + Liu School/Team debating on the Neg Side (Aff or Neg) Low point win? \_\_\_\_\_

Signature: 

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

Comments & Reason for Decision:

- IAC - Try to make sure to read the citations ~~(author, date)~~ author/date for your evidence. You do need to read a plan text in this speech. It should be in your IAC evidence.
- INC - Very good to point out the lack of a plan text.
- ZAC - Great to read the plan text. We still need to know authors + dates of your evidence.
- ZNC - For future reference, the 2N (Gui Ying) should question the ~~IA~~ IA, and the 1N (Xinmei) should ask questions after the ZAC. It's great to read a lot of evidence in the ZNC, but you can also refer to your INC evidence.
- INR - Good to explain lack of plan again. ~~Next~~ Glad you re-explained some of your INC arguments. You should also try to answer ~~the~~ ZAC arguments.
- IAR - Great summary of your ZAC arguments. Did a good job answering some of the negative arguments (distance). But now try to get better at covering all of them.
- ZNR - I like the summary of your arguments. In the future it would be good to make sure you have enough offense i.e. reasons the plan is actively bad.
- ZARZ - You're good at explaining your own arguments, but need to try to also answer the Neg arguments.

RFD: No plan text in IAC, aff drops  
 Case turns.

# High School - Junior Varsity

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### Areas of Focus for Speaker Points:

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

**Organization:** Providing a clear overview of each speech; indicating corresponding arguments in response.

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

#### 1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment: Make sure to read a plan text.  
Try to answer specific Neg args.

#### 1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment: Good to highlight best of plan.  
& Also need to get better at answering args.

#### 2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

#### 2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment: Summarize arguments well.  
You need to get better at answering arguments.

### Areas of Focus for Deciding Win/Loss:

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

#### 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.  
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Please return ballot within 15 minutes after round ends.

AFF			
Spkr	BosLat Faith Cole	POINTS (24 - 30)	RANK
	Faith Cole	27.5	2

NEG			
Spkr	JosQui Liu & Li	POINTS (24 - 30)	RANK
2	Gui Ying Liu	27.5	3
1	Xinmei Li	28	1

Winner: JosQui Liu and Li debating on the NEG Side (Aff or Neg) Low point win? No

Signature: 

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

Comments & Reason for Decision:

although I'm with diversity, but The negative show a lot of study ~~and evidence~~ and evidence, and how that can effect the school system, also they ~~bring~~ brought the goal of school diversity, also the distance for parents to drive their kids to diverse school - and because the Aff didnt have a plan so I decided to pick the NEG

# High School - Junior Varsity

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### Constructives

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

### Rebuttals

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

Each team has 8 minutes of total prep time.

### Aff Prep Time

8:00

2:41

### Neg Prep Time

8:00

1:13

1A Speaker: faith

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Xinmei Li

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: /

Speaker Points: 24 / 25 26 27 28 29 30

comment:

2N Speaker: Gui Xinyi

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.

*For Synthesis Focus these*

- \* The appropriateness of student
- \* point & time that you brought me evidence
- \* argument of day
- \* to day process.
- \* Achievement Job
- \* Black americans with less education most likely with end up in jail.
- \* Promote people set backs
- \* Social Justice.
- \* The future of american
- \* youth of education.
- \* There's no plan.
- \* Short and long term effect
- \* I highly recommend you

*Talk make and focus*

- \* Xinmei Li made
- \* good ~~that~~ argument
- \* to faith & the ~~destine~~ destince
- \* Obama policy
- \* I like that they spent money wisely
- \* bring innovation to the argument.
- \* The important and ~~the~~ the goals of school diversity.
- \* ~~the~~ distraining democracy
- \* distruction
- \* Gui made her ~~that~~ argument really clear

to take more note to argue

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