

Room: 117
Start: 6:00 PM
Varsity

Finals

Rono, Lornex

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.

BosLat Iqbal & Thompson (Iqbal & Thompson) vs NewMis Jean Francois & Dean (Jean Francois & Dean)

Debaters should flip for sides. Please mark entry designations by side on the lines below

New Mission Boston Latin
AFF NEG

Winner: New Mission debating on the Aff
School/Team Side (Aff or Neg)

Signature: [Signature]

Other judges on panel: Richard Davis, Jennifer Newman. Please do not start until all judges are present.

I based the debate round on the plan text especially "equality" ~~the~~ Equality refers to giving everyone access to the same things and aff was advocating for this. They made a good argument on the K but regardless of the way education is taught everyone will still have access to it according to the plan text.

High School - 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:

Cross-Ex: Strong debaters use CX to clarify, entrap, and illustrate deficiencies; reference CX in later speeches.

Organization: Following a clear roadmap; signposting effectively; managing time and evidence effectively.

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

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Finals

Newman, Jennifer

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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BosLat Iqbal & Thompson (Iqbal & Thompson) vs NewMis Jean Francois & Dean (Jean Francois & Dean)

Debaters should flip for sides. Please mark entry designations by side on the lines below

NewMis

BosLat

AFF

NEG

Winner: BosLat School/Team debating on the Neg Side (Aff or Neg)

Signature: Jennifer Newman

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

This was close for me - I end up voting on solvency 2-then. There are compelling impacts brought by the Aff - like human rights - but they're not explained well by you the solvency arg. The benefits outweighing the harms could have come out earlier (the IAR) & needed more explanation as defense from the K. Explain exactly how the aff exacerbates the harms/inhaling. Also the perm was right! That was strange - Roll of Ballot from Neg should have come out earlier & more often.

High School - Varsity

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Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
~~6:00~~
 3:00

Neg Prep Time

~~8:00~~
~~6:00~~
 5:45
 2:00

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:

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fiat
 =

Room: 117
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Finals

Davis, Richard

TechBoston

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NewMis Jean Francois & Dean (Jean Francois & Dean) vs BosLat Iqbal & Thompson (Iqbal & Thompson)

Debaters should flip for sides. Please mark entry designations by side on the lines below

new mis

AFF

BOSLAT

NEG

Winner: ~~new mis~~ BosLAT debating on the neg
School/Team Side (Aff or Neg)

Signature: [Signature]

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

I

voted Neg

On the fl. I'm assuming the
⑤ evidence thinks what is best
for students within a "white male superior"
frame work". I buy that euro centrism is bad
& teaches the euro pathway is best

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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:

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Affirmative Arguments

Negative Arguments

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

Aff
quick
fix
Ⓢ

Perm
Do
Both
exclusive
problem
↑ imperialism

euro about
= a few
Binary
Neg Before
Aff a perm

P = edo
African
American
history

All euro
history
= BAD
AIT
= more
Diverse

Same
PPI
a hip
2
pathways

Aff
Reject
Aff
Ⓢ
W out
Ⓢ Euro
criticism

makes
things
worse
to Ⓢ

Prag Debate
= material
Difference
method
debate
Ⓢ

= more
Diverse
Curriculum
AIT Ⓢ

Columbus
in history
3rd grad
Columbus
= the
paop

But Columbus
a tough
indig
violence
a in
Knowledge

Under
lying
Euro =
Root

Rights
etc
important

Reseg =
Ⓢ

states
fail
fed
Bettel

= fail

micro set
limits
How
we view
things
Aff a
Ⓢ

Who
Best
Knowledge
production

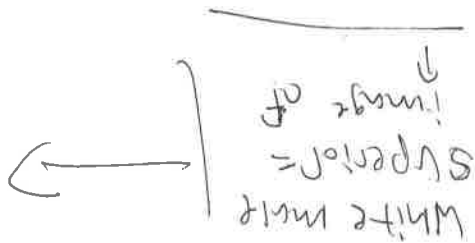
Express
Diversity

Archives
Ⓢ shifts
marginalises
PPI of color
white teachers

↓

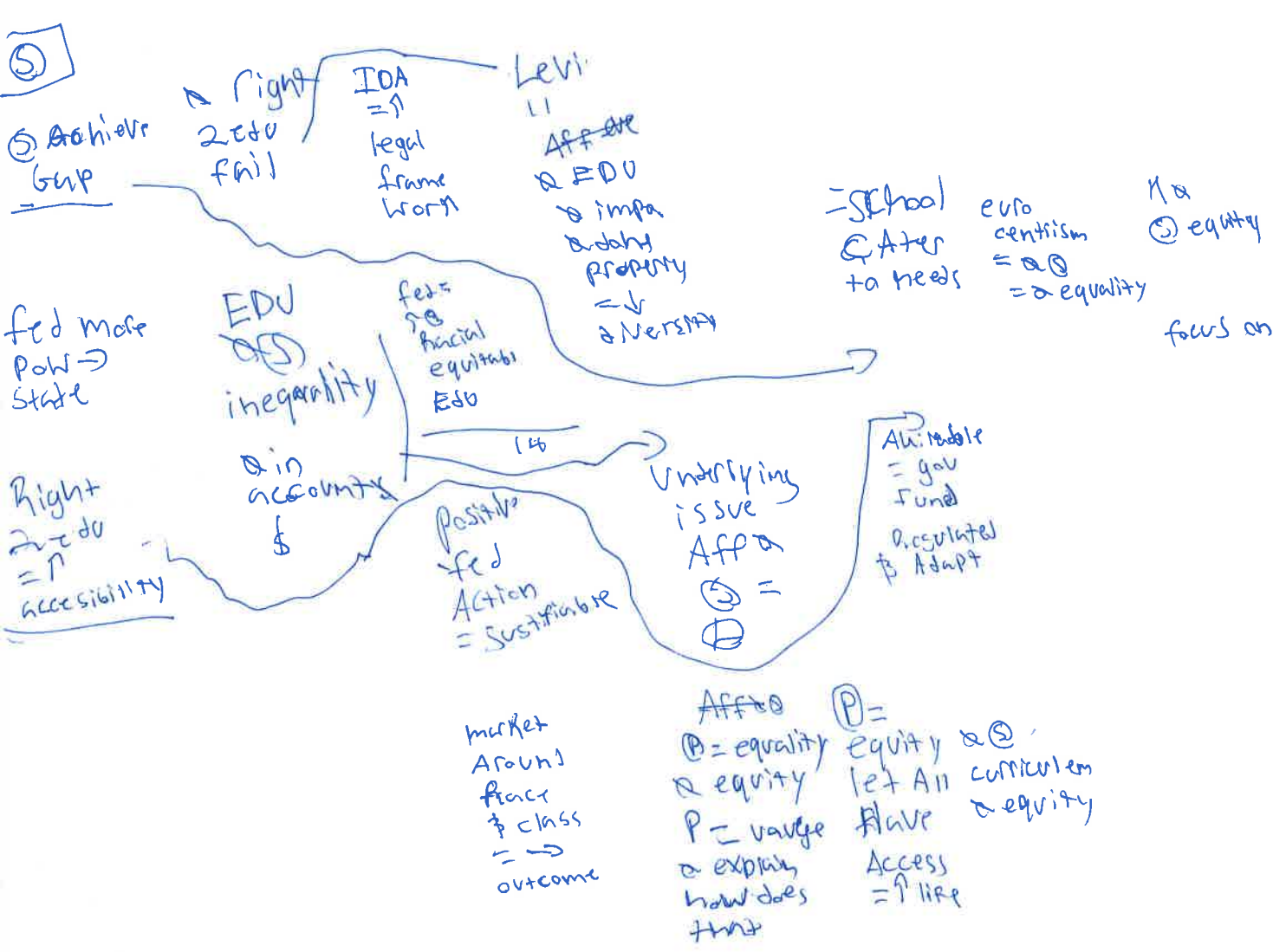
2/10 = Root
CLASS & BIPOLAR

All ways inferior
Root
to other cities



Students of color
 Action gap?
 math → science support
 Parz invest
 IAC = equal access

! = Psychological violence



DISABLED
= support
= team

↳ HR

on engaged
M/Proprietor

DISCERN
! in class
Room

Discern

EDU
= Whole
= Broken

EDU
1255 hours
1/1. prefer

Un Even
distribution

-ges +
Drop out
Rates

I 20%
Student
↓
EDU

Room: 108
Start: 6:00 PM
Junior Varsity

Finals

Duehren, David

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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O'Brya Lewis & Ryan (Lewis & Ryan) vs JosQui Zhao & Vincent (Zhao & Vincent)

Debaters should flip for sides. Please mark entry designations by side on the lines below

Lewis & Ryan

AFF

Zhao & Vincent

NEG

Winner: Lewis & Ryan debating on the Aff

School/Team

Side (Aff or Neg)

Signature: David Duehren

Other judges on panel: Dorell Brimage, Nathaniel Gundy, Nadia Lee, Kaia Walters. Please do not start until all judges are present.

Comments

- ① The Revolution is not a plan, why does using state partnership come out in C-X?
- ② If the Aff can assume Fed \$, ok for Neg CP to assume state \$.
- ③ Volume in C-X doesn't help should not talk over each other. Consider taking a deep breath of relaxation.
- ④ Rebuttals are the most important speeches.

RFD ① I think Aff wins on Federalism & sharing w/ states. Unresolved is how strict would Fed control be → issues like common core, revolution vs creationism etc -
adder for debate.

② The DA went to Aff. Not convinced Aff plan would crowd out other Fed spending → (there are many arguments to support this: How big is US military to rest of world) etc.

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: ANNA ^{ANNA} <u>Lewis</u> (1)	1N Speaker: <u>Vincent</u> (3)
Speaker Points: 24 25 26 27 <u>28</u> 29 30 <small>comment:</small>	Speaker Points: 24 25 26 <u>27</u> 28 29 30 <small>comment:</small>

2A Speaker: <u>RYAN</u> (1)	2N Speaker: <u>Zhao (ANNA)</u> (4)
Speaker Points: 24 25 26 27 28 <u>29</u> 30 <small>comment:</small> Really liked the way you summarized & explained.	Speaker Points: 24 25 <u>26</u> 27 28 29 30 <small>comment:</small> Relax when you're reading. You can talk fast in a relaxed way too.

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>Inherency</u></p> <p><u>Ain't Healthy</u></p> <p><u>Feed + States</u></p> <p>Feed can do many things at once.</p> <p>Feed insure quality</p> <p><u>See flow</u></p> <p>what I got</p> <p>what I missed →</p>	<p><u>Housing root cause - dropped</u></p> <p>No context</p> <p><u>States</u></p> <p><u>Dia Ad</u></p> <p>→ If it's important then think how you could have made it more valuable to me.</p>

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Neg Prep Time

8:00

1NC

I Inherency
Scheds ~~Policy~~

#. Public Health Harm.

- * Lack of opportunities
- * Lower program spend
- softer, access to teachers
- 4 of 10 grad

(2)* Form of visum

- Spiral of.
- * Seg. had returned
- 3) Form on model health
- 4) ↓ Access to healthcare

Plan: Revolution

Solvency:

Inventiva → delegary.

* Fed govt → # to states
How long to implement?
* ~~Other~~ Inventive are
most effective way to
enc. delegary

1NC

House in cost cause
of delegary.

Course Plan

- ① States Alone: more findings
where → local identifi
more accountability
- ② State betler than Fed.
- ③ State leadership want Hy to
- ④ Current Admin → want Hy to

Dir Ad

- ① Fed give way to states
- ② State Cost guaranteed
education
- ③ Global → seg. not top-
priority
- ④ TRAD 21
- ⑤ No clear conflict

(localities)

2AC

Permutation. We Fed.
Govt & State working
together -
Eg. Tent-tension,
overlapping jurisdiction
ambiguity of states w/
Fed. fund → delegation
+ innovation Fed.

Agree that States could.
localism in a problem -
Batter to incubate.

→ Not distraction Fed, States
will improve.

G-X

2NC

→ States should take
control

No Solvency

Fed govt can't improve
Fed don't provide
implementation
* Fed → overlapping of
responsibilities
* Fed → Fed progress
* Fed → expect policy
to fail to
* Fed can't try to
enforce
* State actions linked
* Common law better best
* control → local account.
* Federalism allows experiment

INR

Neg Counterplan
w/out states, no solution.

Fed gov. should work on bigger plans.

Howev if U.S. had enough terrorist attacks

IAR

Fed to give states \$ to incentivize

Federal States → Can't hike to terrorism
→ Fed govt can deal with multiple problems.

I. No limit to States due to Fed \$.

II. No overlap between Fed & State - Cooperation

III. States?

IV. States are not using their power.

~~III~~

ZAR

Agree w/ Seg Problems
Harms.

→ States would be best actors.

→ Brown not truly Nat'l

→ Counties planned worked in Florida.

→ \$ coming out of Fed. Budget →

→ Fed \$ for emergency

~~ZAR~~

1. Plan not 100%
no Plan U.

2. States can

improvement
best. Not taking

initiated

3. Solm Ineq.
now.

4. Control maybe
needed to meet
standards

5. Not fair to poor
States.

6. State level is
needed for quality education

7. Why do people go to
public schools →

8. Actual lives being
harmed now.

High School - Junior Varsity

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Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

Stop saying maybe

Neg Prep Time

8:00

use all INR time to continue extending and playing offense

You will use less prep time if one of you preps during X while the other one consistently asks questions (most) or all and vice versa

1A Speaker: Lewis

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker: Vincent

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker: O'Brya

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker: Zhao

Speaker Points: 24 25 26 27 28 29 30

comment:

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~~Your analysis~~ The 2A's analysis of evidence is concise and extremely persuasive, well done.

You both are ~~even~~ very passionate during X and display that you clearly know your case, but remember to look at the judges when you are answering you're trying to convince us not your opponents

stay calm during

The Aff needs to take on the CP early or else you risk dropping the argument!

work on signposting plz

AFF

needs work

The negative did not contest the aff's health harms in the INC

You need to review what a perm is. You had a chance to take them out.

Do not ask questions in cross X that do not serve to enhance your argument. cross X isn't just for making your opponents look bad

INC you need to get flustered you will be more persuasive if your opponents are freaking out and you're chill!

stay calm - yelling that won't help you if you get answers if you that you can use against your opponents

You make a great team but you need to sharp cross! go back and forth if need be, you're both very smart help each other

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JosQui Zhao & Vincent (Zhao & Vincent) vs O'Brya Lewis & Ryan (Lewis & Ryan)

Debaters should flip for sides. Please mark entry designations by side on the lines below.

(1) LEWIS + Ryan Zhao + Vincent

AFF

NEG

Winner: O'bryant (Lewis + Ryan) debating on the Aff

School/Team

Side (Aff or Neg)

Signature: *Nathaniel Gundy*

Other judges on panel: Dorell Brimage, David Duehren, Nadia Lee, Kaia Walters. Please do not start until all judges are present.

Excellent work - only 1/2 grade - please keep it up!

While Vincent had strong constructive and Zhao a very strong rebuttal, not enough was done (beyond florida example) to instill judge with confidence that states will act with their own. Pushing hazards of common core could have helped.

Check in w/ each other before making decisions

Lewis gave a very strong opening, listing health issue, dismissing exceptions to the rule, and Ryan's Constructive was an excellent use of the second position

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1A Speaker: Lewis Speaker Points: 24 25 26 27 28 29 30 comment: Great opening - could have reused those pts in rebut (past incentives work as exceptions defying odds)	1N Speaker: Vincent (G. agency vt res Sch) Speaker Points: 24 25 26 27 28 29 30 comment: Great opening - overemphasized terrorism → localism argument maybe stronger
2A Speaker: Ryan Speaker Points: 24 25 26 27 28 29 30 comment: Great constructive Good rebuttal, but could be better - rebut Florida argument?	2N Speaker: Zhao Speaker Points: 24 25 26 27 28 29 30 comment: Very good rebuttal, but could be stronger against accusation you have no plan

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LEWIS: Good logical map, summary
 Evidence - past incentives
 Even 5yo
 Exceptions - Defying the odds

Vincent's # TERRORISM
 Demanding fed attention
 STATES should look at themselves

LEX Ryan

Zhou: COURTS can't rule on this... are you arguing that B+B was wrong and that Education isn't a right?

Argues that states are being allowed to do the job
 "power of the purse"
 "You have no plan"
 as uneducated populist financial leadership

Anti Common Core Argument, against central control
 How and when will states respond? FEDS should focus on national + international states on education
 Zou: Florida 62-

Aff rebuttal: No increase in tax just shift \$ → States haven't used their power
 What is the criteria of federal power

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8:00

Neg Prep Time

8:00

WE should, what? abolish the E.D.D.?

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

Repeating yourself, already Didnt address florida

Room: 108
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Finals

Brimage, Dorell

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JosQui Zhao & Vincent (Zhao & Vincent) vs O'Brya Lewis & Ryan (Lewis & Ryan)

Debaters should flip for sides. Please mark entry designations by side on the lines below

Luis and Ryan Vincent and Zhao
AFF NEG

Winner: Neg debating on the Neg
School/Team Side (Aff or Neg)

Signature: Dorell Brimage

Other judges on panel: David Duehren, Nathaniel Gundy, Nadia Lee, Kaia Walters. Please do not start until all judges are present.

~~IRCAPPER~~

1 Don't Agree with AFF

Permutation.

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1A Speaker: Luis

1N Speaker: Vincent

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: ~~1st~~ Projected your voice well
 Articulated words well + Fear opp
 Good energy during 1st asking quest
suppression

comment: Projected voice very well
 spoke very clearly, well organized
 Good Question during cross ex If you stump
car opp during
cross ex keep ready

2A Speaker: Ryan

2N Speaker: Zhao

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: Projected your voices really well
 Articulated words nicely - Dont let opp
 good energy during cross-ex

comment: ~~1st~~ spoke very clearly, well
 Organize, good Question during
 Cross-ex stay on topic that your opp is
struggles

Rebuttals

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

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Negative Arguments

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

- After suproment end being
 Brain vs Ed- schools still are not integrated
 - schools need to be desegregated
 - Segregation in grades K-12 are increasing
 - Research proves desegregation / discrimination
 causes mental illness, behavior issues.
 African American are less likely to have
 good health insurance.

1st Aff
 - Having is segregated not school
 off case
 Do school's state should handle
 education issues

Impact scenarios

other issues are more important than segregation
 - There are still terrorist in Iraq
 - There are still terrorist in Iran
 - There are regional wars happening

- State involves one's ability to handle seg-C.P.
 C.P. so state should have their own enemies

- State was initially suppose to handle
 this issue / state were meant to have
 their own Gov.

No sovereignty

Perm is bad

Gov and state usually conflict with
 each other.

- Plain Facts-

- Federal gov are not educate & chooses on education
 states should be in charge of schools

Each team has 8
 minutes of total
 prep time.

Aff Prep Time

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Neg Prep Time

8:00

Room: 108
Start: 6:00 PM
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Finals

Lee, Nadia

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O'Brya Lewis & Ryan (Lewis & Ryan) vs JosQui Zhao & Vincent (Zhao & Vincent)

Debaters should flip for sides. Please mark entry designations by side on the lines below

Lewis + Ryan

AFF

Zhao and Vincent

NEG

Winner: Lewis + Ryan

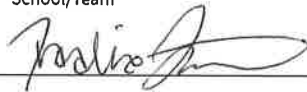
School/Team

debating on the

Aff

Side (Aff or Neg)

Signature:



Other judges on panel: Dorell Brimage, David Duehren, Nathaniel Gundy, Kaia Walters. Please do not start until all judges are present.

The affirmative team won the debate b/c they were able to prove that ~~the~~ funding the schools to incentivize re-integration will bridge the education gap in public schools. They argued that there is an education gap and the states were best equipped to solve education but they have not solved the problem, maybe b/c they lack resources. ~~and that~~ They made the point that the children were most important here and so since the states haven't done it, the federal gov't should

I did not vote for the negative team b/c while they argued that the federal ~~gov~~ and state gov't would have issues cooperating and should be tackling other national issues, they never proved that the federal gov't's plan would not work or that the states were best equipped to solve the issues themselves.

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: Lewis 29 Speaker Points: 24 25 26 27 28 <u>29</u> 30 <i>comment: conviction is your strongest asset and your ability to clash</i>	1N Speaker: Vincent 28.5 Speaker Points: 24 25 26 27 <u>28</u> 29 30 <i>comment: easily articulate your self and constructing follow up questions</i>
2A Speaker: O'Bryen 29.5 Speaker Points: 24 25 26 27 28 <u>29</u> 30 <i>comment: great at sign posting and fluency</i>	2N Speaker: Zhao 28.5 Speaker Points: 24 25 26 27 <u>28</u> 29 30 <i>comment: you have strong conviction and great at pointing out the Aff. argument</i>

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments	Negative Arguments
In this section, focus on the clash between Aff and Neg while weighing impacts presented.	
<ul style="list-style-type: none"> - The states are best to solve segregation problem but lack the resources - If control meant holding states accountable they maybe they should take control - Promoting federalistic values w state/federal cooperation - They will not be limiting state power, just helping them be more effective - The money will be an incentive to help states deal w their structural education problems - There's no guaranteed that state policies meet the needs of all their schools 	<ul style="list-style-type: none"> - The federal gov't budget is unbalanced and so they need to focus on broader national issues and let the states handle education - The fed + state won't be able to cooperate b/c diff opinions in Congress, sounds good in theory but won't work in practice. - The federal influence is just a slippery slope and a distraction from other national issues. - The states were better off before common core

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

8:00

8
7
6
5
3
2
1

Neg Prep Time

8:00

8
7
6
5
4
3
2
1

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Westie Davila & LeBlanc (Davila & LeBlanc) vs O'Brya Hea & Mohamed (Hea & Mohamed)

Debaters should flip for sides. Please mark entry designations by side on the lines below

Westie

AFF

O'Brya

NEG

Winner: O'Brya

School/Team

debating on the NEG

Side (Aff or Neg)

Signature:



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

I voted for the negative team, because they made compelling arguments about why the affirmative team's plan would not work. The neg's no sovereignty arguments were ~~not~~ left unaddressed by the affirmative team (especially housing and within-school discrimination). The IAR tried to address some of these issues, but it came too late (and lacked enough detail and argument).

The affirmative team built a good and detailed case. Some of their points (mental health) were dropped by neg. If they could have answered the no sovereignty claims, they would have been victorious.

Thank you for the wonderful debate! It was a privilege to judge this awesome round. You ^{ALL} should feel extremely proud of your performance!!



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.)

1A Speaker: Darla

1N Speaker: Mohamed

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

comment:

SP would be higher if 1NR was longer than 1:30!! what happened?!

2A Speaker: le Blanc

2N Speaker: Hea

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

comment:

You sometimes do a small gaggle (probably nerves?), and it often undermines your most important points!

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments

Negative Arguments

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

Segregation is problem in schools
 Harms: public health
 graduation rates
 worsening qual of racial ed
 → negatively affects mental health

PLAN: US to provide incentives to ↑ diversity
 Solvency: mandates alone don't work, needs fin aid to complete deseg plans. (pilot in south)

Minority students underserved, widens achievement gap
 Immigrants also underserved
 Integration leads to ↑ mutual understanding
 Teachers perpetuate racist ideology
 Education affects health insurance, incarceration, life expectancy

Minority teachers & qualified.
 Link has been determined.
 Mental health point stands
 Uphold solvency (not enough elaboration)

Great CX - poignant Qs, Aff unable to answer.

→ Not enough diversity in teaching force.
 Teacher retention rates
 ↳ Success of minority students lies in access to minority teachers (not deseg)
 → Proposed plan & close achievement gap.

Harms of achievement gap: ↓ life expectancy, incarceration
 No SOLVENCY - housing discrimination - neighborhood segregation
 Housing point during 3rd CX is SHARP! (Re: immigrants)

Teachers are better @ solving issue than fed gov. Need teach recruit.
 NS: Students in deseg schools & integrate
 NS: Deseg research is weak, no causation established.
 Research is muddy.
 Connection between racial diff & achievement not.

House dropped
 Achievement gap is real issue.

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
~~6:00~~
 4:00
 :52

Neg Prep Time

~~8:00~~
~~7:15~~
 4:00

could have focused on CLASH here!
 No solvency only mentioned in roadmap, not during speech - could've used "this is my plan, work + civil law statements."

HARMS AGREED - TEAMS NEED TO EXPLICITLY IDENTIFY CLASH

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.

O'Brya Hea & Mohamed (Hea & Mohamed) vs Westie Davila & LeBlanc (Davila & LeBlanc)

Debaters should flip for sides. Please mark entry designations by side on the lines below

Davila & LeBlanc Hea & Mohamed
AFF NEG

Winner: O'Bryont debating on the Neg.
School/Team Side (Aff or Neg)

Signature: 

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

I voted for the neg. because they made stronger connections in their debate round on why the plan doesn't ~~so~~ work. The neg. really convinced me that housing segregation is the leading cause of school segregation. The Aff. never really responded against this strong idea. Moreover, when it came to other ideas, both teams clashed on several arguments and dropped a few arguments. Both teams need to correlate their arguments back to the overall big picture of the case they're representing and to keep extending upon their arguments. Lastly, both teams need to stop using unidentified pronouns and be specific about what card they're running so the judges know on their flow.

no teaching license ← Degree in their field, doesn't mean you're not qualified

Impact analysis

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:

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- Organization:** Providing a clear overview of each speech; indicating corresponding arguments in response.
- Conviction:** How debaters convey their belief in their arguments through changes in language and tone.

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
6:00 - 1:00
52 sec

Neg Prep Time

8:00 - 1:30
7:00
turn 7:15 4:00

1A Speaker: Davila

1N Speaker: Mohamed

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment: *Could of spoken more during rebuttal. Good speaker*

comment: *Good speaker and great job summarizing cards - Could of reiterated points during rebuttal and arguments, you had 3:45 left*

2A Speaker: LeBlanc

2N Speaker: Heath

Speaker Points: 24 25 26 27 28 29 30

Speaker Points: 24 25 26 27 28 29 30

comment:

comment: *Good questions during cross-ex good speaker*

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.

- * School segregation occurring now
- * Public Health Harm 1
 - Minorities attend poor schools which lead to unequal opportunities & low achievement
- * Harm 2
 - Segregating minorities in school is a form of racial discrimination
- * Harm 3
 - Segregation affects behavioral and mental health of students
- Plan
 - BSFG should provide financial incentives to increase diversity in schools
 - Minority schools students who are assigned to low-efficient teachers do poorly on standardized test
 - Immigrant achievement gap increases b/c they go to minority schools, forced.
 - Students who go to integrated schools due better in math
 - Non-access

- * More than 80% are white
- * students don't share teachers who come from same background
- * General Link
 - Teachers in low performing school are leaving because they are not as accepted
- * Internal Link
 - Minority teachers influence students chances of going to college
- * Plan does not solve for achievement gap
 - Housing discrimination is the leading cause of segregation in schools
 - Minorities are schools are being integrated now
 - Teachers of color causes more integration
 - Integration still leads to segregation in schools
 - Integration doesn't lead to better test results
 - Racial diversity doesn't have real link to academic success

Room: 103
Start: 6:00 PM
Junior Varsity

Finals

Nolan, Sydney

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Please return ballot within 15 minutes after round ends.

^{IA} Westie Davila & LeBlanc (Davila & LeBlanc) vs ^{IN} O'Brya Hea & Mohamed (Hea & Mohamed)
.Debaters should flip for sides. Please mark entry designations by side on the lines below

Westie

AFF

O'Brya

NEG

Winner: O'Brya Hea/Mohamed debating on the NEG
School/Team Side (Aff or Neg)

Signature: [Signature]

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

Excellent finals round! Very impressive for early in the season, with both teams pulling strong evidence in the first few speeches & in cross-ex exchanges. Continue bringing these critiques into later speeches as well, especially rebuttals! Use evidence as the basis of a point, but then bring in your own critical eye to explain how, why, and where those points matter in either defending your case & when attacking your opponent's.

Ultimately this round came down to weighing impacts for & against the plan. While both sides clearly articulated impacts & reasons to vote in their favor, neg args & evidence re: housing and ~~teacher recruitment~~ teacher recruitment outweighed aff impacts related to mental health/wellbeing. Had aff made more clear, direct links esp. re: health care, decision could have gone other way.
Great job, and great tournament!

Room: 124
Start: 6:00 PM
Varsity

Finals

Rappaport, Joe

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.

BosLat Abdulkadir & Jackson (Abdulkadir & Jackson) vs TechBo Malik Irish (Malik Irish)

Debaters should flip for sides. Please mark entry designations by side on the lines below

BosLat A & J

AFF

TechBo M

NEG

Winner: TechBo M. debating on the Neg
School/Team Side (Aff or Neg)

Signature:



- harms shifting K-in or out? In

- what's more important: black disenfranchisement or sex.ed?

↳ framework is advocacy-to-action, who achieves black enfranchisement the best

W/o a rebuttal to the well-fleshed out K (including framework and RSP), I'm ~~left~~ left to only vote for the neg.

For the Neg.

High School - Varsity

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Areas of Focus for Speaker Points:

Cross-Ex: Strong debaters use CX to clarify, entrap, and illustrate deficiencies; reference CX in later speeches.

Organization: Following a clear roadmap; signposting effectively; managing time and evidence effectively.

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

Constructives

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

Rebuttals

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

Each team has 8 minutes of total prep time.

Aff Prep Time

~~8:00~~
7:00
~~3:30~~
8:00

Neg Prep Time

~~8:00~~
7
3:30

1A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

1N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2A Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

2N Speaker:

Speaker Points: 24 25 26 27 28 29 30

comment:

Areas of Focus for Deciding Win/Loss:

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

Affirmative Arguments

Negative Arguments

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

Feed fund distribution
 (ineffective)

Feed spending signals
 importance

Ask only treats
 guys evil

↑ % of size
 \$85m

don't teach skills
 nor LGBT
 individual mandated

Sexual violence
 teaches victim
 blaming

consent training

F 60% give
 verbal consent

MAP? get

adjust attitudes
 always're young
 effective on other
 genders

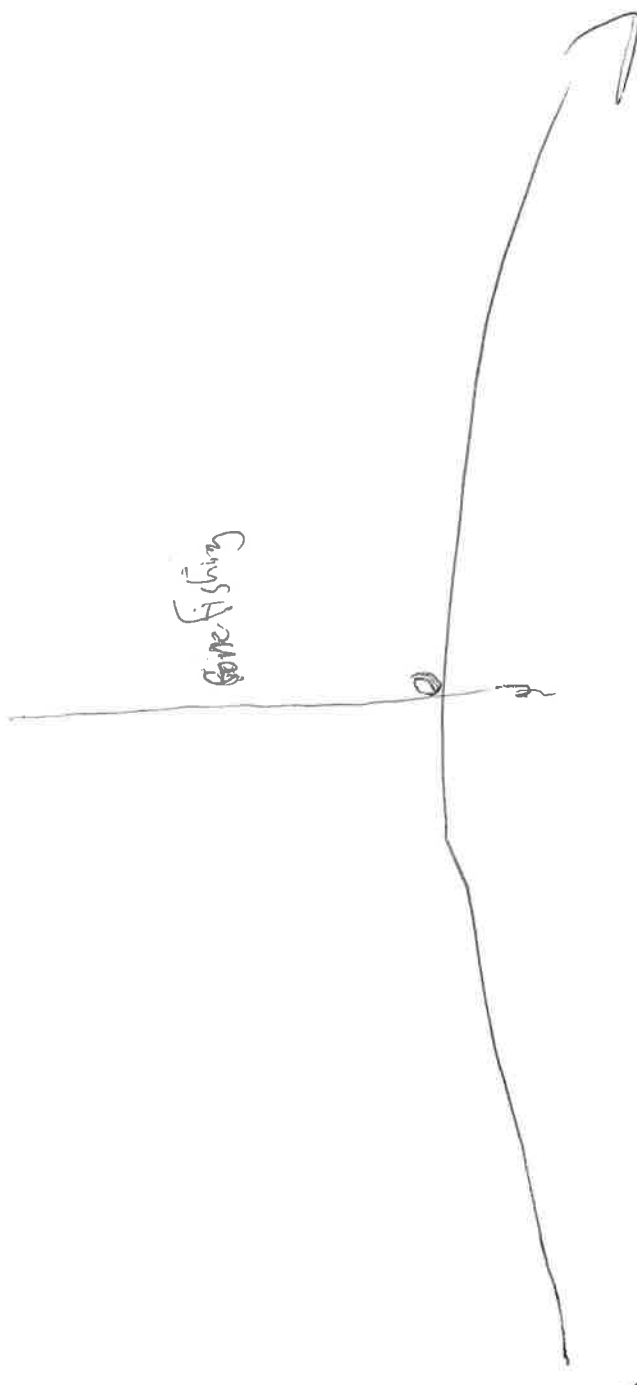
HS fail track

personal violence
 Tom 98 seminar
 may ↓ rape
 ↓ job loss

~~Plan~~ ~~fund~~ ~~sex~~ ~~ed~~ ~~st~~
 Plan - fund sex
 ed st

Game Fishing

LGBT? → already
 solve w/
 culture of
 pers. & sexual
 safety



current history
black death is good?
→ varies by yrs.

mass migration
Full & equal citizenship

legacy of slavery is due to
get

duty to protect is ↓
duty to reimburse is ↑

racial violence

middle class blacks

real income is black

disfranchisement

consolidating school system

critical complement

ends silence of
racism

major rope
slaves

framework
no counterproposal
vs aff. we meet
vote for who solves
black disenfranchisement

democracy - remember gov
disfranchises blacks

blackness not shared
w Obama

current debate is more implicit
than black disenfranchisement
artifacts or impacts

education has
real world effects

longer effect?
beginning of time?
J. Jackson

not just
black
↓
50% of female
13: black
↳ small %
because of murder

