

Division \_\_\_\_\_

Judge \_\_\_\_\_

Round \_\_\_\_\_

Room \_\_\_\_\_



# BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

AFF. TEAM \_\_\_\_\_ POINTS RANK NEG. TEAM \_\_\_\_\_ POINTS RANK

1<sup>ST</sup> AFF \_\_\_\_\_ 1<sup>ST</sup> NEG \_\_\_\_\_

2<sup>ND</sup> AFF \_\_\_\_\_ 2<sup>ND</sup> NEG \_\_\_\_\_

Reason for Decision:

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THE TEAM WINNING THIS DEBATE WAS \_\_\_\_\_ REPRESENTING THE **AFF** **NEG**

JUDGE SIGNATURE \_\_\_\_\_ SCHOOL/AFFILIATION \_\_\_\_\_

LOW POINT WIN **YES** **NO**

# Individual Feedback

1<sup>ST</sup> AFF \_\_\_\_\_

1<sup>ST</sup> NEG \_\_\_\_\_

2<sup>ND</sup> AFF \_\_\_\_\_

2<sup>ND</sup> NEG \_\_\_\_\_



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## Instructions for filling out a ballot

### Before the Debate

1. At the start of the round, make sure that each school has written their name at the top of the ballot next to Aff Team and Neg Team (ex. USA GH)
2. Make sure that each student has written her first and last name in the appropriate spot (1<sup>st</sup> Aff, 2<sup>nd</sup> Neg) on the front. Make sure to copy it to the back.

### During the Debate/ During prep time

3. Devote 100% of your time to students. Do not read, check email, listen to music, text...
4. On the back of the ballot, you should be writing comments to each individual debater:
  - Write one positive comment for each debater for each speech/ something they did well.
  - Do not write about anything they did poorly- instead write about what they should do next time to be more effective.
  - Constructive comments should focus on urging them to clash (# their arguments, refer to opponents arguments by numbers), flow, and debate the big picture.
  - You **MUST** have more positive comments than constructive criticisms.

### After the Debate

5. Pick a winner. The end of the round question- “Is the plan a good idea?” Which side did a better job proving their answer to that question? Try to divorce your own opinions/beliefs as much as possible. Vote for the team that won the argument as it was argued between the two teams, not the side you personally agree with.
6. On the bottom of the front of the ballot, write the name of the team that won (ex. BFA AT) and circle whether they were Affirmative or Negative.
7. Explain your Reason for Decision. Why did you vote for the team you voted for? Be as specific as possible- if students understand why they lost/ won, that will allow them to improve more quickly.

### Giving Speaker Points/ Ranks

8. Give each student a speaker point between 25 and 30 (you can give multiple debaters the same speaker points). You should give very few 25s and 30s. Only give below 25 if someone was exceptionally rude- this should be extremely rare (it happened two times all of last year) and if it happens please indicate it on the ballot.
9. When giving speaker points: how persuasive were they, how good a job did they do clashing (numbering their arguments/ referring to arguments by number) and debating the big picture- is the plan a good idea?
10. Circle whether or not it was a Low Point Win. A Low Point Win is defined as a win for the team that had the lower total of speaker points and ranks. (This is rare in debate, but can happen)
11. Rank the students in the round with 1 being the top debater and 4 being the bottom debater. Please note: No speaker can receive the same rank as another speaker in the round.
12. Sign the ballot and write your school affiliation.
13. Talk to the students for a few minutes about the debate round. Tell each student what you thought they did well. Be careful not to say who won or lost.

Division JV

Judge Hoffman

Round 1

Room 245



# BOSTON DEBATE LEAGUE

Transforming School Culture Through Debate

AFF. TEAM T.J.H.S. POINTS RANK NEG. TEAM P.J.H.S. POINTS RANK

1<sup>ST</sup> AFF John Smith 27.5 3 1<sup>ST</sup> NEG Peter Kim 28.5 1

2<sup>ND</sup> AFF Jane Johnson 28 2 2<sup>ND</sup> NEG Lucy Jacobs 27 4

Reason for Decision:

The affirmative team proved that the plan was a good idea in the following ways:

- They identified a concrete problem in the status quo
- They explained and extended their arguments about how poverty hurts the economy and causes racism and discrimination
- They demonstrated that providing block grants would solve this problem through the provision of important social services that raise individuals out of poverty

The negative team:

- Provided several reasons why the plan would be a bad idea, but did not explain the impacts to those arguments
- Needed to more fully develop why the plan would not be a solution to this problem, and why it might be worse to attempt to do the plan

THE TEAM WINNING THIS DEBATE WAS T.J.H.S. REPRESENTING THE **AFF** **NEG**

JUDGE SIGNATURE \_\_\_\_\_ SCHOOL/AFFILIATION \_\_\_\_\_

LOW POINT WIN **YES** **NO**

## Individual Feedback

1<sup>ST</sup> AFF John Smith

- Very persuasive reading of the 1AC
- You had great answers in the cross-examination about your affirmative
- You did a good job extending and explaining the 2AC arguments in your 1AR
- Try to pace yourself in the 1AR because there will always be a lot to answer in a short amount of time

1<sup>ST</sup> NEG Peter  
Kim

- Great analytical arguments in the 1NC
- You had some really interesting questions in the cross-examination of the 2AC
- Nice explanations of your arguments and extensions in the 1NR
- Try to fully explain the impacts to your arguments in order to answer the question “why is the plan a bad idea?”

2<sup>ND</sup> AFF Jane  
Johnson

- Your answers in the 2AC were well-organized and numbered
- Your cross-examination of the 1NC did a great job of clarifying some difficult points
- Great explanation of why the plan is a good idea in the 2AC
- Try to fully explain the impacts to your arguments in order to answer the question “why is the plan a good idea?” in the 2AR

2<sup>ND</sup> NEG Lucy  
Jacobs

- Great explanation of the disad and how the impacts weigh against doing the plan
- You had some really interesting questions in the cross-examination of the 1AC
- Good extension of arguments in the 2NR
- Try to fully explain the impacts to your arguments in order to answer the question “why is the plan a bad idea?” in the 2NR – this helps the judge make a final decision and weigh the arguments



# BOSTON DEBATE LEAGUE

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## IS THE PLAN A GOOD IDEA?

**Or...if you remember nothing else.**

1. The debaters are the center of your next 90 minutes. Give your entire attention to them. No cellphones, texting, reading, ipods, etc... Even during prep.
2. Affirm. Affirm. Affirm.
3. Our goals for the beginning of the year are to focus on basic skills in all divisions..
  - **Flowing**
  - **Clashing**
  - **Debating the big picture- how do the arguments answer the question...  
Is the Plan a Good Idea?**

### Some Specific suggestions....

For JV	For Varsity
<ul style="list-style-type: none"><li>• The 1AC should be flowed on 3 sheets of paper</li><li>• The 1NC should make 4 arguments against each part of the aff (the two problems and the solution)- total of 12 arguments</li><li>• Two of those arguments should be analytical and two should be evidenced</li><li>• The rest of the debate should be based off of those 1NC numbers- students should clash and refer to arguments by number</li><li>• The end question students should be answering at the end of the debate is...</li></ul> <p>“Is the plan a good idea?”</p>	<p>Same as JV except...</p> <ul style="list-style-type: none"><li>• 1AC should be flowed on 4 sheets of paper</li><li>• The 1NC should have 16 arguments- still 2 analytical and two evidenced arguments against each part of the aff</li><li>• The 1NC should also read one disadvantage</li><li>• Please discourage talking too fast</li></ul>