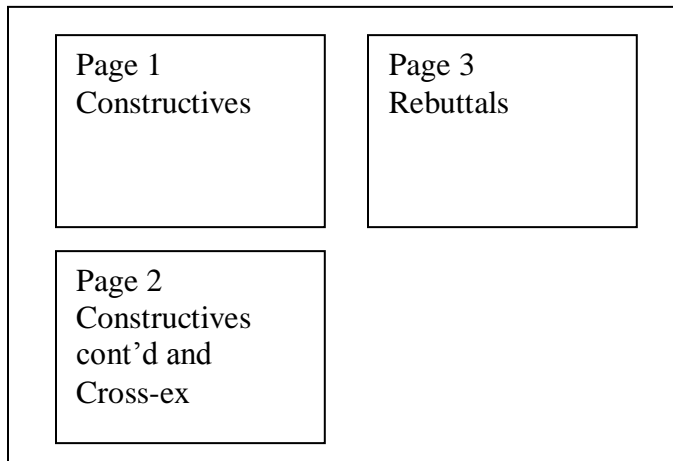# Flow Chart[1] of the Final Round: Connecticut Debate Association, Farmington High School, October 12, 2013

Resolved: All schools in the United States should be required to teach to a common academic standard.

The Final Round was between the Hamden team of Henry Hansen and Colette Kroop on the Affirmative and the Simsbury team of Kevin Gyurco and Matthew Shaw on the Negative. The debate was won by the Negative team from Simsbury.

Format Key
It's hard to reproduce notes taken on an 11" by 14" artist pad on printed paper. The three pages below are an attempt to do so. The first page covers the constructive speeches, the second page covers the cross-ex, and the third page covers the rebuttal. The pages are intended to be arranged as follows, which is how my actual flow chart is arranged:

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┌─────────────────────────────────────────────────┐
│  ┌──────────────────┐   ┌──────────────────┐     │
│  │ Page 1           │   │ Page 3           │     │
│  │ Constructives    │   │ Rebuttals        │     │
│  │                  │   │                  │     │
│  │                  │   │                  │     │
│  └──────────────────┘   └──────────────────┘     │
│  ┌──────────────────┐                            │
│  │ Page 2           │                            │
│  │ Constructives    │                            │
│  │ cont'd and       │                            │
│  │ Cross-ex         │                            │
│  └──────────────────┘                            │
└─────────────────────────────────────────────────┘
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Note that the first page containing the constructive speeches always has arguments related to the Affirmative contentions at the top, and those relating to the Negative contentions at the bottom. This is not how the speeches may have been presented, in that often a speaker will deal with Negative arguments prior to the Affirmative. The "transcript" version of my notes presents the arguments in each speech as presented.

The chart uses "A1," "N2," etc. to refer to the Affirmative first contention, the Negative second contention and so forth. It also uses the following abbreviations:
"CAS"   common academic standards
"NCAS": national common academic standards
"CC": Common Core
"NCLB": No Child Left Behind

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First Affirmative Constructive	First Negative Constructive	Second Affirmative Constructive	Second Negative Constructive

1) Introduction
2) Statement of the Resolution
3) Definitions
  a) Public schools, K-12
  b) Incentive to adopt standards at risk of loss of funding
  c) Teach to the grade level
  d) Teacher evaluations depend on educational results
  e) Covering math, reading and standard writing skills, measured by a test
4) A1[2]: Status quo fails to prepare students for life after high school
  a) Mississippi has great test scores by state measures
    i) But SATs and ACTs near the bottom nationally
    ii) MS low state standards harm its students who lose the opportunity to learn
  b) We need to encourage schools to teach to a minimum standard
5) A2: Status quo ignores underachievers
  a) Aff remedies address needs of underachievers
    i) Can individualize instruction
    ii) Test all students at year end
    iii) Hold back those who don't bass
  b) Require all learn the basics to advance
    i) Those who fail get extra attention
6) A3: Implementation would help close the socio-economic gap
  a) Funding provides an incentive to comply
  b) Schools can apply for additional funds based on need
  c) Additional funds can be allocated within schools
	1) Intro
	2) Resolution
	3) I'll present the Neg case then reply to the Aff
		1) Intro
		2) Resolution
		3) Aff then Neg
		4) First, in cross-ex we asked about standards and innovation
		  a) There are standards now, on a state by state basis
		  b) Under the Aff, those standards would be set by educators, not politicians
		  c) They would be national, so MS and MA would follow the same ones
		  d) It's unprofessional of the US not to have common standards
		  e) It's important to end social promotion
		5) A1: Fewer than 50% of high school grads go to college
		  a) 25% of those take remedial courses
		  b) We have an education problem that is fixed by the resolution
		6) A2: Aff targets students who lack skills
		  a) Ending social promotion encourages proficiency not shame
		    i) E.g., we had a debate team member who couldn't read well
		7) A3: Neg agrees this is an issue
		  a) Aff makes resources available: school breakfast, after school help
			1) Intro
			2) Resolution
			3) The key issue here is that the Aff plan doesn't improve education
			4) A1: We agree there are problems in US education
			  a) Aff doesn't address real problems, which are not due to standards
			  b) Schools across the country all teach about the same thing
			  c) Consider MS? Is it teaching, tests or really poverty. N3 say poverty
			  d) In cross-ex we asked why less than 50% graduate from college
			    i) It's most often due to costs
			    ii) And if they aren't prepared, it isn't due to lack of standards
			5) A2: "hold back" places a gun to a students head
			  a) Poor students have no incentive to return
			  b) Graduation rates and attendance will fall
			  c) Neg says focus on real innovations
			  d) Students held back will increase class sizes and costs
			6) A3: N3 explains why Aff will not close the socio-economic gap
			  a) CAS distracts from real problems: urban decay, home life
			  b) Breakfast is a serious school problem
			  c) We have plenty of standards now

	1) N1: National common academic standards ("NCAS" or "CAS") will inhibit innovation
	  a) There is a pattern to the US educational crisis
	    i) From 1920-1970 education improved steadily
	    ii) In the 1970's it plateaued, and we are still searching for a solution
	    iii) Nothing tried has worked
	    iv) The Aff plan is more of the same with no proof it will work
	  b) Federal involvement will freeze education when we need innovation
	    i) Teachers will teach to the test
		1) N1: Innovation can occur in arts, not the core
		  a) Aff isn't targeting electives
		  b) Electives are the classes where students try the hardest
		2) N2: The Aff targets underachievers
		  a) We provide extra funding and hold back those who fail
		3) N3: This is just untrue
		  a) My father was poor, slept in a doorway, often didn't have breakfast, got a good education
			1) N1: Teachers won't experiment under Aff plan
			  a) Standards are confining, and national standards will be worse
			  b) Aff plan is a re-hash of NCLB
			2) N2: Tests used by Aff have biases
			  a) Non-English speakers especially harmed
			3) N3: I've already commented how this relates to A1 and A3

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[2] "A1" indicates the Affirmative first contention, "N2" the Negative second contention and so forth.

ii) Students will be held back
iii) Teachers will be fired
iv) Like No Child Left Behind ("NCLB") it will encourage cheating

2) N2: NCAS fail to meet student needs
   a) SATs/ACTs don't test higher order thinking skills
   b) We are in a post-industrial economy, finance not autos
   c) Standardized tests measure lower skills

3) N3: NCAS distract from the underlying issues
   a) Real issues behind poor educational performance are social and economic
      i) MS is poor
      ii) In CT, the worst schools are in poor areas
   b) Money to the schools isn't the answer
      i) Kids need breakfast, internet access at home
   c) Aff holding students back won't fix this

Cross-ex of First Affirmative	Cross-ex of First Negative	Cross-ex of Second Affirmative	Cross-ex of Second Negative
1) Won't holding students back lower the graduation rate and increase the dropout rate? Graduation will just be delayed until they learn	1) Are there testing standards today? Yes, NCLB	1) You said that less than 50% of those who graduate from high school go to college? Yes	1) Isn't social promotion a problem? It doesn't inflate graduation rates
2) Won't it discourage them and increase truancy? We want to teach to the grade and provide incentives so teachers will want students to pass	2) So there are standards? Yes, standardized tests	2) Isn't that due to the cost? No. They fail out or don't matriculate	2) What should we do about it? You need teacher/student interaction to identify real needs
3) Don't schools get funding grants now? They don't have sufficient resources	3) Do you think students can't read because they don't have breakfast? Yes, and keeping them back in first grade won't help	3) If you hold a student back, they repeat the class? Yes	3) So you would never hold anyone back? Not based on an arbitrary test
4) What about other problems students have, like not getting breakfast, bad home situation, lack of internet access at home? That would be a different resolution	4) Isn't there a social promotion problem now? They get advanced help now	4) So class size will rise? That depends	4) Doesn't the status quo hold students back? Yes
5) Don't these factors have a negative impact on education? If a child can't read it isn't because they are poor	5) Targeted help? Yes	5) Won't larger classes reduce the resources available to each individual? No	5) Has it increased the class size? You are advocating holding a lot more students back
6) What determines whether a school does poorly or well? School performance is an indicator of teacher performance	6) Why are the underachievers? Various social and economic reasons: single parent household, high crime rates. It's not the students, it's the social system.	6) How? Do some of the students get lost? No. There is no direct relation between class size and quality	6) Shouldn't students be held to standards? Yes, but not by your approach
7) What do we do if the teachers don't perform? They could be fired, or we can apply for training grants.	7) Are you saying the poor can't succeed? The odds are stacked against them. CAS won't solve that.	7) Won't costs rise? That's your conjecture, not a fact.	7) Doesn't having standards mean some will fail? They may only fail some classes. The point is Aff holds back based on a test
	8) Is there room for innovation in addition and subtraction? We've tried lots of things since the 1980's, moved away from rote memory	8) How can crowding not increase costs? Not that many will be held back. Right now in CT you have to pass CAPT	8) Why shouldn't failure to meet the standard be enforced? Because it doesn't address the real problem
	9) If you add 5+5 and get 11 is that innovative or just wrong? It's a mistake	9) Don't most pass in MS too? That's due to low standards	9) Why aren't more resources a remedy to a lack of resources? They aren't focused on the problem. And you assume everyone who asks will get them and the standards are the heart of the decision.
	10) Are we restricting teaching methods? There are no resources	10) How will the teacher be judged under the standards? That isn't our problem	10) Aren't there mentally disabled students in some classes? [time]
		11) But teachers will be let go? That depends on the school system	
		12) But students will be held back if they fail a grade? That depends on the school system.	

First Negative Rebuttal	First Affirmative Rebuttal	Second Negative Rebuttal	Second Affirmative Rebuttal
1) Intro	1) Intro	1) Intro	1) Intro
2) Aff offers problems and solutions that don't match up	2) I never eat breakfast!	2) Aff must show net benefits to children to win the debate	2) Resolution
a) There is a solvency gap	a) I take 3 AP courses	3) Aff says plan doesn't have to be perfect	3) Student Needs
3) Underperforming schools	3) The Aff prerogative	a) That's true, but plan doesn't improve education	a) We need standardized tests to assess skills
a) Aff would test and hold back	a) Plan need not be the best or be perfect	b) A2 holds underachievers back	b) Students who fail need to be held back
b) Neg believes in individualized attention	b) Class sizes may rise some	i) Pressure to teach to test	c) CAS don't impose on teaching technique
c) Aff would hold back many more students than are held back now	4) Consider what happens under the Negative	ii) Large class sizes and costs	d) Aff asks simple questions
d) You can't individualized and one-size at the same time	a) Poor readers as Seniors in high school	iii) Emotional impact	i) Is the student proficient?
4) Money won't solve the problem	b) It's the fault of the educational system, not social/economic status	c) Therefore teaches will teach to test and be unwilling to move beyond	ii) Did the teacher teach?
a) Individual problems track with poverty and home life	c) Education must provide basic skills or students can't function in society	d) Pass or fail is a false choice	e) There is nothing wrong with teaching to the test
b) Aff money goes to schools, not families, text books not better homes	d) Passing them on like diarrhea serves no purpose	i) Focus should be on teaching , not on tests	4) Benefits
5) Disadvantages	e) A3 closes the gap discussed in N3	e) Aff repeats NCLB flaw	a) Aff holds students responsible
a) Aff plan would lower innovation	5) Reading, writing and arithmetic are the basic need	f) Teachers feel regime is imposed from outside	b) End social promotion if they don't have the skill
i) Everyone would focus on high stakes test		4) Socioeconomic issues are the real problem	c) Even the best teachers may not be able to teach some students
ii) Encourages rote repetition, minimum skills		a) Violence in the home, domestic abuse	d) We aren't changing the fact that standards exist
6) Status quo is not perect		b) Aff makes fun of these problems	i) We are changing who creates them
a) CAS won't fix it		i) 1st Aff not eating breakfast a choice	ii) We are changing who they apply to and how
		ii) For many it's a real problem	5) Socioeconomic Gap
			a) Aff wants to create an educated society
			b) Aff prerogative shows plan is better than status quo
			c) Aff fixes the social promotion problem
			d) Aff fixes problem of low standards
			e) We don't have to fix every problem