

讲评片段复盘：那节课上学生说「不写美德老师会给低分」

这次讲评课真正让我睡不着的不是病文里的五句口号，而是一个男生的一句话。事情发生在「删口号」环节。我把《我学会了诚实》投影出来，指着结尾「诚信是金，我们要做诚实的孩子」说：这句我建议删。全班安静了两秒，后排一个男生举手：老师，不写「美德」，你是不是会给低分？

我当时愣住，反问：为什么觉得不写美德分低？他说：三、四年级您批改都画波浪线，还写「点题不够」。后来我们发现了，结尾加一句「诚信是美德」，您就画五角星。全班哄笑，他补了一句：大家都发现了。

那节课后面的流程我记不全了，这句话我记全了。晚上翻出两个月的作文本核对，他说的是事实：我确实给带点题句的本子画过星，评语里写过三次「结尾可再点题」。我以为的「点拨」，被学生翻译成了操作手册：结尾贴一句美德，换一颗星。口号不是他们自己长的，是我一手喂大的。

第二周我做了三件事。第一，在班里公开道歉，把那句「点题不够」的旧评语念给学生听，告诉他们旧规矩作废。第二，改评分口径：动作描写、身体反应、真实细节进加分项，口号句单独一栏叫「待商榷」，不扣分但也不给星。第三，请学生当「口号侦探」，每篇作文先找口号，找到一处圈一处，找到的圈数记在分数旁边，找得准的同样表扬——把学生摸捷径的聪明劲调头，用来拆捷径。

一个月后再写诚信作文，全班口号数量从人均四点三处降到人均零点九处，还有七个孩子在结尾写「我不知道这算不算诚实，但那天我一直睡不着」。这种不确定的句子，比一百句「诚信是金」都诚实。讲评课反思到最后，先反思的是评分的那支红笔。

Review Clip Revisited: In That Lesson a Student Said 'Without Writing Virtue the Teacher Marks Me Down'

What kept me awake after that review lesson was not the five slogans in the weak draft but one sentence from a boy. It happened during the delete-the-slogan segment. I projected 'I Learned to Be Honest' and pointed at the closing line 'honesty is gold; we must be honest children' and said: I suggest deleting this. Two seconds of silence. A boy in the back row raised his hand: Teacher, if I don't write 'virtue', will you mark me down?

I froze and asked why he thought that. He said: in grades three and four you waved a wavy line under those sentences and wrote 'theme not stated enough'. Then we figured it out — add 'honesty is a virtue' at the end, and you draw a star. The class roared; he added: everyone figured it out.

I cannot recall the rest of that lesson clearly; I recall that sentence in full. That evening I checked two months of composition books: he was right. I had starred

books containing theme sentences and written 'the ending could restate the theme' three times. What I called coaching, students had translated into an operation manual: stick one virtue sentence at the end, earn one star. The slogans did not grow on their own; I raised them.

In the second week I did three things. First, I apologized in class, read my old comment 'theme not stated enough' aloud, and announced the old rule void. Second, I changed the grading rubric: action description, body reaction, and true detail moved into the bonus column; slogan sentences got their own column called 'to be discussed' — no deduction, but no star either. Third, I made students 'slogan detectives': in every composition they first hunt slogans, circling each one, with the count noted beside the score; good hunters get praised too — turning the same cleverness that found the shortcut against it.

A month later, on a new integrity composition, class slogan counts fell from an average of 4.3 to 0.9, and seven children ended with lines like 'I don't know if that counts as honesty, but I kept awake that night'. Such uncertain sentences are more honest than a hundred 'honesty is gold's. Reflecting on the review lesson leads, in the end, to reflecting on the red pen that did the grading.