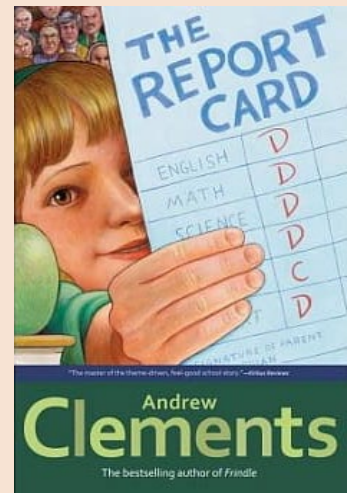


The Report Card 導讀

這是一本被列為青少年小說的讀物。或許，有些同學會覺得怎麼看起來和平常的小說不一樣，而且我們同學又不是青少年。但如同英文中我們常說的 Don't judge a book by its cover (不要以貌取人)，青少年小說也可以很精彩。利用很久以前一句大家耳熟能詳的水餃廣告詞「皮薄餡



多肉大塊」來說明這次推薦的原因；這次介紹的小說，「皮薄」是長度短，「餡多」是內容精彩，「肉大塊」則是議題重要，能引人深思。

我們身為學生如何看待成績、教育，身為家長的人如何為兒女選擇「最好」的教育方式、孩子如何看待自己的教育以及參與自己的人生、孩子與家長在看待一件事情時不同的觀點、孩子表達的方式以及家長與學校的溝通方式等等，這些這麼多年教育界都無法解決的問題，一一呈現在這本短短的小說中，因此這不只是一本青少年小說，是一本也很適合成人與教育相關者閱讀的有趣讀物。如同前陣子得獎作品「你的孩子 不是你的孩子」中所提及的各項現行教育體制在社會面所引發的問題，都應該被重視對待。

作者 Andrew Clements 利用簡單易懂的語言，讓讀者能夠同時學習文化、語言之外，又能沉浸在故事有趣緊湊的情節之中，我自己在第一次閱讀這本書時，就忍不住也看了其他一系統的小說。這次只能推薦一本，但我也推薦系列中的其他幾本例如 Frindle, No Talking 等，相信同學一定會享受閱讀這系列的小說，有孩子的同學，也可以和家人一起分享討論書中的內容，是一本親子可以共賞的作品。

The Report Card 佳句八則

1. Our fourth-grade teacher was Mrs. Rosen and she was great. She said the test scores didn't mean anything. She called them a snapshot, just a chance to look and see where we needed to improve. She said not to worry if the scores seemed low because there was plenty of time to improve. I understood her. And all of that was true. (p.26)
2. ... All the kids started keeping track of test scores and homework grades. School was suddenly all about the competition, and grades were how you could tell the winners from the losers. Every assignment and quiz became a contest. I even saw a couple of kids cheating on a spelling test. (p.26-27)
3. Most kids think that if they get bad grades, it's their problem. But that's not true. The fact is, when a kid gets a bad grade, it's like the teacher is getting a bad grade too. And the principal. And the whole school and the whole town and the whole state. And don't forget the parents. A bad grade for a kid is a bad grade for everybody. (p.47)
4. Most kids never talk about it, but a lot of the time bad grades make them feel dumb, and almost all the time it's not true. And good grades can make other kids think that they're better, and that's not true either. And then all the kids start competing and comparing. The smart kids feel smarter and better and get all stuck-up, and the regular kids feel stupid and like there's no way to ever catch up. And the people who are supposed to help kids, the parents and the teachers, they don't. They just add more pressure and keep

making up more and more tests. (p.72-73)

5. How are these scores different from grades? Or the Mastery Testing Scores? How come they don't hide all the grades and scores from kids? Teachers need to know the grades so they can figure out how to help kids do better and learn more, but why do kids need to know them? (p.81-82)
6. Because expectations can be powerful. (p.110)
7. I got this idea that if I got some zeros on tests, and then if I talked some of the other kids into getting some zeros, we could get people to notice how everybody is so crazy about grades and test scores all the time, and how that's kind of a problem. (p.147)
8. Do you think that trying to be normal after what's happened this last week won't be a new challenge for me? And that stuff about working up to my full potential – who gets to say what my full potential is? An IQ test? Shouldn't I have something to say about what I want to accomplish? What if what I really want is to be normal? What if being normal is my big goal in life? Is there anything wrong with that? ... Would that be so terrible? I know that I'm different, and I hope I'll always be smart. But I don't want to get pushed ahead so that I'm always trying to do what someone else thinks a person with my intelligence ought to be doing. I want to use my intelligence the way I want to use it. And right now I want to be a normal kid. (p.169)