

Classroom Management Practice Test 10

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Differentiation in Mixed-Ability Classes

Q1. A teacher plans a lesson on fractions for a class with wide differences in prior knowledge. The most manageable way to pitch the lesson is to:

- (A) Teach only the hardest fraction problems to the whole class
- (B) Teach only the easiest fraction problems to the whole class
- (C) Start from a shared concrete example, then branch into tasks at different levels of challenge
- (D) Split the class permanently into a high group and a low group for the year

Q2. Differentiation by outcome is seen when pupils complete the same open task but:

- (A) Produce work of different depth and quality according to their current level
- (B) Receive different marks for the same quality of work
- (C) Are given different topics with no connection to each other
- (D) Are excused from showing any evidence of learning

Q3. A teacher uses peer tutoring in a mixed-ability class. To make it effective, the teacher should:

- (A) Pairing stronger pupils with weaker pupils for each task
- (B) Giving pairs a worksheet to complete together
- (C) Checking pairs' work at the end of the activity
- (D) Train tutors briefly, give a clear task, and monitor pairs during the activity

Q4. When a lesson moves too fast for some pupils, the most helpful in-lesson adjustment is to:

- (A) Finish the lesson quickly and move on to the next topic
- (B) Pause, re-explain the key step with an example, and check understanding before proceeding
- (C) Ask the faster pupils to explain everything while the teacher sits down
- (D) Repeat the whole lesson at double speed

Q5. A pupil with strong verbal skills but weak written expression is best supported in a written task by:

- (A) Removing all writing from the pupil's education
- (B) Marking the pupil down for poor handwriting alone
- (C) Giving the pupil no structure, so ideas flow freely
- (D) Providing sentence starters, a planning frame, and a chance to talk through ideas first

Q6. In a large class, the teacher wants to check understanding during the lesson without singling out individuals. The best tool is:

- (A) Asking only the top pupil in each row
- (B) Waiting until the end-of-term examination
- (C) Using quick whole-class checks, such as show-me boards or a brief thumbs-up and thumbs-down routine
- (D) Assuming silence means everyone understands

Q7. A gender-sensitive classroom routine would most clearly include:

- (A) Equal access to materials, leadership roles and speaking time for boys and girls
- (B) Separate and unequal tasks for boys and girls
- (C) Leadership roles reserved for one gender
- (D) Different behaviour rules for boys and girls

Q8. A teacher notices boys dominate practical equipment during science lessons. The fair management response is to:

- (A) Remove practical work from the syllabus
- (B) Rotate equipment roles explicitly so every pupil practises handling the apparatus
- (C) Let the pattern continue, since it saves time
- (D) Give girls only written work during practical lessons

Q9. Which statement best explains why the same lesson plan may need different pacing for different classes?

- (A) Classes differ only in their classroom size
- (B) All classes learn at exactly the same speed
- (C) Prior knowledge, language background and confidence vary between classes, so the same pace will not suit all
- (D) Pacing depends only on the teacher's mood on the day

Q10. A pupil from a rural background is unfamiliar with some urban examples used in lessons. The inclusive teacher should:

- (A) Use examples from varied backgrounds, including rural life, and explain unfamiliar contexts briefly
- (B) Avoid all examples so no pupil is confused
- (C) Tell the pupil to learn urban examples at home alone
- (D) Use only urban examples, since examinations use them

Q11. When setting a mixed-ability class test, a fair approach to differentiation is to:

- (A) Set only very easy questions so everyone scores highly
- (B) Include a range of question demands so all pupils can show some learning and stronger pupils are stretched
- (C) Set only very hard questions to identify the best pupil
- (D) Give different pupils different total marks for the same paper

Q12. A fast learner becomes restless when work is too easy. The teacher's best long-term response is to:

- (A) Give the pupil more of the same easy work
- (B) Ask the pupil to teach the whole class every day
- (C) Punish restlessness without changing the work
- (D) Plan regular challenge tasks that require reasoning, not just extra volume

Inclusive Classrooms and Learners with Special Needs

Q13. A pupil on the autism spectrum becomes distressed by sudden changes to the timetable. The most supportive management step is to:

- (A) Keep routines predictable and warn the pupil in advance about any change
- (B) Change the timetable without warning to build tolerance quickly
- (C) Remove the pupil from class whenever the timetable changes
- (D) Keep the timetable secret from the pupil

Q14. For a pupil who finds noisy group work overwhelming, a reasonable adjustment is to:

- (A) Exclude the pupil from all group work permanently
- (B) Make group work louder so the pupil gets used to it
- (C) Offer a quieter group, a defined role, and short breaks from noise
- (D) Move the pupil to a different school

Q15. A pupil with a speech difficulty is reluctant to answer orally. The teacher can best include the pupil by:

- (A) Asking the pupil only questions with one-word answers
- (B) Allowing written or short oral answers, giving thinking time, and never finishing the pupil's sentences impatiently
- (C) Letting the pupil answer in writing after the lesson
- (D) Seating the pupil near a confident speaker who can help

Q16. Which classroom arrangement most supports a pupil who uses a wheelchair?

- (A) Narrow aisles with desks pushed tightly together
- (B) A seat that can only be reached by climbing steps
- (C) Materials placed only on high shelves
- (D) Wide aisles, an accessible seat, and group work arranged so the pupil can join easily

Q17. A teacher is planning a lesson for a pupil with limited fine motor control. The most useful adjustment to written work is to:

- (A) Require longer handwritten essays from the pupil
- (B) Offer shorter written responses, a word bank, or a typed option where available
- (C) Excuse the pupil from learning the content
- (D) Ask a classmate to write everything for the pupil without the pupil's input

Q18. When classmates ask why a pupil receives extra time in tests, the teacher should:

- (A) Explain that fairness means giving each pupil what they need to show their learning, without disclosing private details
- (B) Share the pupil's full medical history with the class
- (C) Say the extra time is a special favour
- (D) Remove the extra time to avoid questions

Q19. A gifted pupil in an inclusive class is best served by:

- (A) Leaving the pupil to work alone with no guidance
- (B) Giving the pupil only the same work as everyone else, with no extension
- (C) Providing enrichment tasks, open problems and chances to explain ideas to others
- (D) Moving the pupil to a higher class without any support

Q20. A pupil with epilepsy has a seizure in class. After ensuring safety and calling for help, the teacher should:

- (A) Discuss the seizure in detail with the whole class immediately
- (B) Film the incident for the record
- (C) Restrain the pupil forcefully
- (D) Keep the pupil's dignity, clear space calmly, follow the school medical plan, and reassure classmates briefly

Q21. Which of the following is NOT a valid reason to involve a pupil with special needs in setting their own learning targets?

- (A) It removes the teacher's responsibility for planning
- (B) It lets the pupil avoid difficult work
- (C) It guarantees the pupil will pass every examination
- (D) It builds ownership, motivation and a realistic understanding of next steps

Q22. A teacher adapts a worksheet by adding pictures beside key words for a pupil with reading difficulties. This is an example of:

- (A) Lowering the curriculum for the whole class
- (B) Scaffolding access to the same content through visual support
- (C) Giving the pupil an unfair advantage over classmates
- (D) Replacing teaching with pictures alone

Q23. When a pupil with special needs makes good progress, the teacher should share that progress with parents by:

- (A) Waiting until the end of the school year
- (B) Telling other parents first
- (C) Giving specific, honest feedback about what has improved and what comes next
- (D) Exaggerating progress so parents feel happy

Q24. A school's inclusive practice is weakest when:

- (A) Teachers share strategies for supporting diverse learners
- (B) Adjustments are reviewed regularly with parents
- (C) Pupils with special needs are welcomed in school events
- (D) Support depends entirely on one teacher, with no whole-school plan or record

Teacher-Student Relationships and Classroom Climate

Q25. A teacher's high expectations affect classroom climate most when they are:

- (A) Announced once and never followed up
- (B) Applied only to pupils who already achieve highly
- (C) Communicated to all pupils through encouragement, challenging work and belief that improvement is possible
- (D) Shown by comparing pupils with each other publicly

Q26. Which habit most helps a teacher remember that pupils are individuals, not just a class list?

- (A) Noting each pupil's interests, strengths and needs, and referring to them in lessons where appropriate
- (B) Calling every pupil by roll number only
- (C) Treating all pupils as identical in every interaction
- (D) Speaking only to the class as a whole, never to individuals

Q27. A pupil tells the teacher about a personal worry in confidence. The teacher should:

- (A) Listening carefully and keeping the conversation private from other pupils
- (B) Asking the pupil to write the worry down for the teacher to read later
- (C) Reassuring the pupil that the worry will pass on its own
- (D) Listen respectfully, explain the limits of confidentiality, and follow the school's support route if needed

Q28. A classroom where pupils feel safe to ask questions is most likely to have:

- (A) Pupils who never ask anything
- (B) A teacher who welcomes questions, answers without ridicule, and returns to unanswered questions later
- (C) A rule that questions may only be asked after school
- (D) Public punishment for questions the teacher finds simple

Q29. When a teacher makes a mistake in a lesson, the response that best strengthens trust is to:

- (A) Pretend the mistake did not happen
- (B) Acknowledge it openly, correct it, and continue calmly
- (C) Blame the textbook or the pupils
- (D) Cancel the rest of the lesson

Q30. A pupil from a minority background feels classmates' jokes about the pupil's culture are hurtful. The teacher should:

- (A) Tell the pupil that jokes are harmless
- (B) Join in the jokes to build rapport with the class
- (C) Move the pupil to another class without addressing the jokes
- (D) Address the jokes firmly, teach respect for cultural differences, and check the pupil feels safe afterwards

Q31. The most reliable sign that a teacher-student relationship is healthy is that pupils:

- (A) Are willing to seek help, accept feedback, and take part even when work is hard
- (B) Never disagree with the teacher about anything
- (C) Remain silent throughout every lesson
- (D) Depend on the teacher for every decision

Q32. A teacher wants to build belonging among pupils from different backgrounds. The best classroom step is to:

- (A) Ignore all differences so pupils appear identical
- (B) Highlight only one group's festivals and customs
- (C) Create shared projects where different backgrounds contribute, and set a clear norm of mutual respect
- (D) Seat pupils strictly by background

Q33. A pupil who is often praised only for being clever may avoid hard tasks because:

- (A) Hard tasks are always unfair
- (B) The pupil has no ability for hard tasks
- (C) Teachers should never praise pupils at all
- (D) The pupil fears that struggling will prove the praise wrong

Q34. Which teacher action most supports a pupil returning to school after a long absence?

- (A) Welcoming the pupil back, catching up work in small steps, and pairing the pupil with a buddy
- (B) Testing the pupil on all missed work on the first day
- (C) Ignoring the absence so the pupil is not embarrassed
- (D) Giving the pupil all missed work at once with a short deadline

Q35. A teacher who greets pupils at the door each morning is most likely to:

- (A) Waste valuable teaching time every day
- (B) Notice pupils' moods early, build rapport, and set a calm tone for the lesson
- (C) Make pupils depend on greetings to behave
- (D) Reduce pupils' independence

Q36. Fairness in classroom management is most threatened when:

- (A) Rules are explained clearly to all pupils
- (B) Pupils help to set the classroom rules
- (C) Consequences depend on the teacher's mood rather than on the agreed rule
- (D) Extra help is given to pupils who need it most

Handling Disruption, Aggression, Bullying and Special Situations

Q37. Low-level disruption, such as persistent whispering, is best reduced by:

- (A) Clear routines, proximity, brief reminders, and engaging tasks that leave little idle time
- (B) Ignoring it completely until it becomes serious
- (C) Stopping the lesson for a long punishment every time
- (D) Removing all group work from the timetable

Q38. Smooth transitions between activities depend most on:

- (A) Letting pupils wander until they settle on their own
- (B) Giving no instructions and hoping pupils guess the next task
- (C) Starting the next activity while pupils are still finishing the last one
- (D) Clear signals, brief instructions, materials ready in advance, and a set routine for moving

Q39. A pupil damages another pupil's notebook deliberately. A restorative response would include:

- (A) Only punishing the pupil without any discussion
- (B) Asking the whole class to replace the notebook
- (C) Helping the pupil understand the harm, apologise sincerely, and make amends, for example by replacing or repairing it
- (D) Ignoring the damage so the victim learns to cope

Q40. When a pupil repeatedly arrives late and disrupts the start of lessons, the teacher should first:

- (A) Lock the door and refuse entry every day
- (B) Speak privately with the pupil to find the cause, agree an entry routine, and inform parents if the pattern continues
- (C) Punish the whole class for the late arrival
- (D) Start the lesson later every day to wait for the pupil

Q41. A pupil spreads a rumour about a classmate online. The school's response should:

- (A) Asking the pupil who spread the rumour to apologise to the victim
- (B) Removing the rumour from the platform and warning the pupil
- (C) Holding a class discussion about online kindness
- (D) Support the victim, record the incident, follow the school's bullying and safeguarding procedures, and involve parents as appropriate

Q42. A teacher sees a pupil being pushed in the playground. The immediate action is to:

- (A) Wait and see if the pushing stops on its own
- (B) Intervene safely, separate the pupils, check for injury, and report the incident
- (C) Ask other pupils to sort out the problem
- (D) Punish both pupils without checking what happened

Q43. Which strategy best helps a pupil who disrupts because work feels too hard?

- (A) Adjust the work to a manageable level, add support, and praise genuine effort and progress
- (B) Give the pupil even harder work as a deterrent
- (C) Remove the pupil from the subject entirely
- (D) Tell the pupil that disruption proves lack of ability

Q44. A pupil who is usually calm suddenly shouts at a classmate. The teacher's best first interpretation is that:

- (A) The pupil has become permanently badly behaved
- (B) The classmate must be punished instead
- (C) Something may have changed for the pupil, so a calm private conversation is needed to find out what happened
- (D) The incident should be ignored because it is out of character

Q45. When should a teacher refer a behaviour concern to senior staff or a school counsellor?

- (A) Only after the pupil has been excluded
- (B) Only if parents demand a referral
- (C) Never, because classroom teachers should handle everything alone
- (D) When behaviour is persistent, serious, or beyond what classroom strategies and parental discussion have resolved

Q46. A pupil refuses to follow a reasonable instruction in front of the class. To avoid escalation, the teacher should:

- (A) Offer a brief private word, a clear choice, and time to comply, rather than a public confrontation
- (B) Demand immediate public obedience or else
- (C) Give up on the instruction in front of everyone
- (D) Ask the class to pressure the pupil into obeying

Q47. During a fire drill, a pupil panics and refuses to move. The teacher should:

- (A) Leave the pupil behind and evacuate the rest of the class
- (B) Stay calm, guide the pupil firmly and reassuringly, and follow the school's evacuation plan
- (C) Shout at the pupil until panic stops
- (D) Cancel the drill for the whole school

Q48. A teacher overhears pupils planning to exclude a classmate from a group project. The best preventive step is to:

- (A) Let the exclusion happen so pupils learn social skills alone
- (B) Punish the planners before any exclusion occurs
- (C) Intervene early, set up fair group formation, and teach inclusive group norms
- (D) Move the classmate to work alone permanently

Parent-Teacher Coordination and Reflective Practice

Q49. The most effective first contact with parents at the start of term is usually:

- (A) A message listing the school's punishments
- (B) A positive introduction, classroom expectations, and a simple way for parents to contact the teacher
- (C) No contact until a problem arises
- (D) A request for parents to supervise all homework every night

Q50. When parents and teachers disagree about a behaviour plan, the best way forward is to:

- (A) Impose the school's plan without further discussion
- (B) Accept the parents' plan even if it conflicts with school policy
- (C) Stop communicating until the disagreement fades
- (D) Listen to the parents' view, explain the school's reasoning, and negotiate a compromise within policy

Q51. A behaviour report sent home should:

- (A) Describe specific behaviour, what was tried, and the agreed next step
- (B) Use vague labels such as naughty or hopeless
- (C) Include other pupils' behaviour for comparison
- (D) Be written only to blame the family

Q52. Parents tell the teacher that a strategy works well at home. The teacher should:

- (A) Dismiss it, since home and school are completely different
- (B) Use it only if parents insist in writing
- (C) Try an adapted version at school, observe the result, and share the outcome with parents
- (D) Tell other parents to use the same strategy

Q53. Confidentiality in parent-teacher communication means that:

- (A) A pupil's behaviour information is shared only with those who need it for support, not discussed casually with others
- (B) Parents are never told about their own child's behaviour
- (C) Teachers share pupil information freely in the staffroom
- (D) Behaviour records are left where anyone can read them

Q54. A parent meeting about behaviour goes best when the teacher:

- (A) Does all the talking and allows no parent input
- (B) Prepares specific examples, listens to the parent, and ends with agreed actions and a review date
- (C) Arrives without any examples or records
- (D) Discusses the pupil's behaviour with other parents present

Q55. A teacher reflects on a term and finds that one seating plan repeatedly led to talking. The reflective action is to:

- (A) Asking pupils which seating plan they prefer
- (B) Observing which pairs talk most during lessons
- (C) Keeping a note of talking incidents for the rest of term
- (D) Change the seating arrangement, observe the effect, and note what worked

Q56. Peer observation helps classroom management mainly because a colleague can:

- (A) Take over the teacher's class permanently
- (B) Report the teacher for every minor error
- (C) Notice patterns the teacher misses, such as unequal questioning or unclear transitions, and discuss them supportively
- (D) Prove that one teacher is better than another

Q57. A teacher's management improves most when self-evaluation focuses on:

- (A) How many pupils were punished in a week
- (B) How quiet the class was, regardless of learning
- (C) How impressive the lesson looked to visitors
- (D) Evidence of pupil engagement, learning and behaviour over time, and what the teacher will adjust

Q58. After a difficult parent meeting, the teacher's professional next step is to:

- (A) Record what was agreed, follow up the actions, and reflect on what to handle differently next time
- (B) Avoid that parent for the rest of the year
- (C) Tell colleagues the parent's private details
- (D) Change the agreed actions without telling the parent

Q59. A teacher realises that instructions are often misunderstood because they are given while pupils are still settling. The management fix is to:

- (A) Give instructions even faster so settling time is shorter
- (B) Wait for attention, give instructions in short steps, and check understanding before pupils begin
- (C) Write instructions only on the board without speaking
- (D) Punish pupils who misunderstand the instructions

Q60. The overall aim of reflective classroom management is to:

- (A) Create a classroom where pupils are afraid to speak
- (B) Prove that the teacher never makes mistakes
- (C) Build a classroom where pupils feel safe, respected and able to learn, through practice that keeps improving
- (D) Reduce teaching to a set of fixed rules that never change

Answer Key

Q1: C	Q11: B	Q21: A	Q31: A	Q41: D	Q51: A
Q2: A	Q12: D	Q22: B	Q32: C	Q42: B	Q52: C
Q3: D	Q13: A	Q23: C	Q33: D	Q43: A	Q53: A

Q4: B	Q14: C	Q24: D	Q34: A	Q44: C	Q54: B
Q5: D	Q15: B	Q25: C	Q35: B	Q45: D	Q55: D
Q6: C	Q16: D	Q26: A	Q36: C	Q46: A	Q56: C
Q7: A	Q17: B	Q27: D	Q37: A	Q47: B	Q57: D
Q8: B	Q18: A	Q28: B	Q38: D	Q48: C	Q58: A
Q9: C	Q19: C	Q29: B	Q39: C	Q49: B	Q59: B
Q10: A	Q20: D	Q30: D	Q40: B	Q50: D	Q60: C

Worked explanations for all 60 questions:

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