

Classroom Management Practice Test 7

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

Time Management, Pacing and Momentum

Q1. A teacher allocates 40 minutes for classwork, but late starts and interruptions leave students actually working for only 26 minutes. What does this gap best illustrate?

- (A) The difference between a lesson plan and a scheme of work
- (B) The difference between allocated time and engaged time
- (C) The difference between homework and classwork
- (D) The difference between formative and summative assessment

Q2. A teacher spends the first eight minutes of every lesson taking attendance aloud, handing out books one by one, and searching for a marker. What is the main classroom-management cost of this routine?

- (A) It increases the total allocated time for the lesson
- (B) It changes the seating plan for the class
- (C) It introduces a new homework policy
- (D) It creates dead time that reduces engaged learning time

Q3. A lesson moves so slowly that most students finish early, look around, and start chatting. What is the most likely cause of the off-task behaviour?

- (A) Pacing that is too slow for the students
- (B) A seating plan that groups friends together
- (C) Homework that pupils find boring
- (D) A token economy that rewards only finished work

Q4. A teacher races through a new topic so quickly that students copy notes without understanding them. What has the fast pace mainly sacrificed?

- (A) The number of students in the class
- (B) The order of topics in the syllabus
- (C) Depth of understanding for surface coverage
- (D) The length of the school day

Q5. During a lesson, the teacher keeps activities moving steadily, avoids unnecessary stops, and does not let the lesson stall. Which quality is being shown?

- (A) Satiation
- (B) Withitness
- (C) Momentum
- (D) Group alerting

Q6. A teacher finishes a discussion and moves pupils into pair work with a clear signal, materials already in place, and no confused pause in between. Which quality is being shown?

- (A) Smoothness of transition
- (B) A token economy
- (C) A behaviour contract
- (D) A homework routine

Q7. Which transition routine is most likely to save lesson time?

- (A) Waiting until the new activity starts before looking for materials
- (B) Letting each group decide when it is ready to move on
- (C) Repeating the full instructions three times after the move
- (D) Giving a clear signal and having materials ready before the activity ends

Q8. A teacher pre-places worksheets on desks before pupils arrive instead of distributing them during the lesson. What is the main benefit?

- (A) It increases the number of worksheets needed
- (B) It avoids dead time during the lesson itself
- (C) It replaces the need for a lesson objective
- (D) It guarantees that every pupil finishes early

Q9. A lesson regularly overruns into break time because the teacher keeps adding extra examples. What does this pattern most directly indicate?

- (A) Low ability among the students
- (B) A shortage of textbooks in the class
- (C) A poorly designed seating plan
- (D) Weak planning of time allocation within the lesson

Q10. A teacher rushes through instructions so that pupils start the task confused, then has to stop and re-explain it to the whole class. What lesson about time is illustrated here?

- (A) Instructions should always be written on the board
- (B) Group work always takes longer than individual work
- (C) Saving a minute on instructions can cost several minutes later
- (D) Pupils should never ask questions during a task

Q11. When entry routines are automatic, pupils know where to sit, what to take out, and how the lesson begins. What is the main effect on time?

- (A) The allocated time for the lesson is formally extended
- (B) The lesson starts promptly and engaged time increases
- (C) Homework marking becomes unnecessary
- (D) The teacher no longer needs a lesson plan

Q12. A teacher notices that the last ten minutes of every lesson are lost because pupils pack up early and drift towards the door. What is the best management response?

- (A) Plan a closing activity that runs up to the end of the lesson
- (B) End the lesson ten minutes early every day
- (C) Assign extra homework to fill the last ten minutes
- (D) Move the lesson to a larger classroom

Behaviour Management Systems

Q13. A pupil who is praised warmly for completing work on time begins to complete work on time more often. Which principle is illustrated?

- (A) Positive reinforcement strengthening a behaviour
- (B) Punishment suppressing a behaviour
- (C) Extinction of a behaviour
- (D) A token economy in operation

Q14. In a token economy, pupils earn points for target behaviours. What must those points be linked to for the system to work?

- (A) A longer school day for the whole class
- (B) A seating plan drawn up by the teacher
- (C) Valued privileges or rewards that pupils can exchange them for
- (D) A homework diary signed by parents

Q15. A token economy is most effective when tokens are given under which condition?

- (A) At the start of each lesson, before any behaviour occurs
- (B) Consistently, promptly, and only for the agreed target behaviours
- (C) When pupils remind the teacher that a token is due
- (D) In a weekly total, without linking tokens to specific behaviours

Q16. A behaviour contract is best described as what kind of agreement?

- (A) A verbal warning given after misbehaviour
- (B) A timetable showing when each subject is taught
- (C) A letter informing parents of examination dates
- (D) A written agreement stating the behaviour expected, how success is judged, and what follows

Q17. Which praise is most likely to strengthen good behaviour?

- (A) General praise given to the whole class at the end of the week
- (B) Praise given only in front of parents
- (C) Specific, sincere praise given promptly for the behaviour itself
- (D) Praise that compares one pupil favourably with another

Q18. A teacher praises every trivial action with the same enthusiastic words, and pupils soon stop responding to the praise. What has gone wrong?

- (A) The praise was given too promptly
- (B) Inflated, indiscriminate praise has lost its value
- (C) The pupils have become too able
- (D) The classroom rules were too clear

Q19. A pupil disrupts the lesson and the teacher immediately offers a sweet to make the pupil stop. What is the main risk of this response?

- (A) The pupil learns to dislike sweets
- (B) The rest of the class learns to behave better
- (C) The lesson objective becomes clearer
- (D) The pupil learns that disruption is a way to obtain a reward

Q20. A teacher uses tangible rewards for every piece of work, even for tasks pupils already enjoy. What risk should the teacher keep in mind?

- (A) Overuse of extrinsic rewards can undermine existing intrinsic interest
- (B) Rewards always increase the difficulty of the task
- (C) Pupils will refuse all future rewards
- (D) The teacher will run out of lesson time

Q21. A teacher stops an extra drill task as soon as pupils settle promptly, and prompt settling becomes more frequent. This is an example of which process?

- (A) Punishment
- (B) Negative reinforcement
- (C) Extinction
- (D) Satiation

Q22. An attention-seeking behaviour steadily declines after the teacher consistently stops giving it attention. Which process is illustrated?

- (A) Extinction through withdrawal of reinforcement
- (B) Positive reinforcement
- (C) A behaviour contract
- (D) Group alerting

Q23. A rule is applied one way on Monday, ignored on Tuesday, and applied differently to different pupils on Wednesday. What will pupils most likely learn from this inconsistency?

- (A) That the rule no longer exists at all
- (B) That homework is optional
- (C) That boundaries can be tested because the rule may not hold
- (D) That the seating plan has changed

Q24. A whole class earns a reward only if every pupil meets the agreed behaviour target. What kind of arrangement is this?

- (A) An individual token economy
- (B) A behaviour contract for one pupil
- (C) A homework routine
- (D) An interdependent group contingency

Monitoring, Overlapping and Group Alerting

Q25. While helping one group, a teacher notices side talk at the back, gives a brief signal to stop it, and continues helping the group without breaking the lesson flow. Which skill is being shown?

- (A) Satiation
- (B) Momentum alone
- (C) A token economy
- (D) Overlapping

Q26. Pupils believe their teacher notices everything happening in the room, even when the teacher is busy elsewhere. Which concept does this describe?

- (A) Withitness
- (B) Smoothness
- (C) A behaviour contract
- (D) Academic learning time

Q27. A teacher poses a question to the whole class, pauses, and then names a pupil to answer, rather than always taking the first raised hand. What technique is this?

- (A) Overlapping
- (B) A token economy
- (C) Group alerting
- (D) A seating plan

Q28. During independent work, a teacher circulates around the room instead of remaining seated at the desk. What is the main monitoring benefit?

- (A) Pupils finish their work more quickly by copying
- (B) The teacher can see progress and problems across the whole class
- (C) The teacher can mark homework at the same time
- (D) The lesson becomes shorter

Q29. A teacher continues explaining to the class while quietly signalling one pupil to stop tapping a pen. This is best described as an example of what?

- (A) Overlapping
- (B) Extinction
- (C) A group contingency
- (D) A homework routine

Q30. A teacher moves to stand near a pupil who has gone off task, and the pupil returns to work without any public correction. What explains this response?

- (A) The pupil has earned a token
- (B) The seating plan has been changed
- (C) The homework has been cancelled
- (D) Proximity often restores focus without escalation

Q31. While pupils work independently, a teacher checks work early rather than waiting until the end of the lesson. Why does early checking matter?

- (A) It reduces the amount of homework needed
- (B) It catches errors before pupils practise them repeatedly
- (C) It makes the lesson plan shorter
- (D) It removes the need for praise

Q32. When a teacher corrects one pupil firmly but fairly, other pupils who were off task often return to work. This is best explained by:

- (A) Overlapping
- (B) Withitness
- (C) The ripple effect
- (D) Momentum

Q33. A teacher spends the entire lesson helping one group while the rest of the class drifts into chatting. What monitoring failure is illustrated?

- (A) A failure of the token economy
- (B) A failure of homework policy
- (C) A failure of overlapping and whole-class monitoring
- (D) A failure of the school timetable

Q34. Pupils say their teacher seems to have eyes in the back of her head. What has the teacher most likely established?

- (A) A token economy for good behaviour
- (B) A new seating plan for the term
- (C) A homework club after school
- (D) A reputation for withitness that deters off-task behaviour

Q35. A teacher stops a disruption with a brief, calm, clear direction aimed at the behaviour, then returns immediately to teaching. Why is this desist effective?

- (A) It is brief and clear and preserves the pupil's dignity
- (B) It is lengthy and public so others learn a lesson
- (C) It involves the whole class in the correction
- (D) It is delayed until the end of the lesson

Q36. A teacher gives instructions while a pupil monitor distributes materials, so teaching and distribution happen together. What does this illustrate?

- (A) A behaviour contract
- (B) Overlapping in routine classroom management
- (C) A token economy
- (D) A homework routine

Seating and Grouping for Behaviour

Q37. A pupil who is easily distracted is seated near the teacher and away from the window and door. What is the main purpose of this placement?

- (A) To punish the pupil publicly
- (B) To support focus through proximity and fewer distractions
- (C) To reduce the number of pupils in the class
- (D) To make homework easier

Q38. Which basis for a seating plan is most defensible for behaviour management?

- (A) Friendship choices alone
- (B) Alphabetical order alone
- (C) Learning needs, behaviour needs, and the demands of the task
- (D) Pupil height alone

Q39. In mixed-ability groups, behaviour is most likely to stay on task when groups also have what?

- (A) Clear roles and individual accountability for each member
- (B) No instructions, so pupils organise themselves
- (C) The largest possible group size
- (D) Identical tasks for every group regardless of need

Q40. Smaller working groups are often easier to manage for behaviour because they do what?

- (A) Reduce the amount of work each pupil must do
- (B) Remove the need for teacher monitoring
- (C) Guarantee higher test scores
- (D) Increase each pupil's participation and accountability

Q41. For a class discussion, a teacher arranges seats in a horseshoe so pupils can see each other and the teacher. What is the main behavioural advantage?

- (A) Pupils can work in pairs without moving their chairs
- (B) The teacher can write on the board while facing the class
- (C) Pupils at the back can see the board more clearly
- (D) Pupils can be seen and heard by each other, which supports participation

Q42. A disruptive pupil is moved alone to the back corner, far from the teacher's view. Why is this seating choice usually unhelpful?

- (A) It improves the pupil's eyesight
- (B) It reduces monitoring and can increase feelings of exclusion
- (C) It makes the class quieter permanently
- (D) It increases the pupil's homework load

Q43. A teacher pairs a frequently disruptive pupil with a calm, responsible pupil for paired work. What is the intended benefit?

- (A) The calm pupil completes the disruptive pupil's work
- (B) The teacher no longer needs to monitor the pair
- (C) The calm pupil provides a positive behavioural model
- (D) The disruptive pupil is punished by the pairing

Q44. A classroom has clear aisles so the teacher can reach every group quickly. How does this layout support behaviour?

- (A) It allows the teacher to circulate and monitor all areas
- (B) It reduces the number of desks needed
- (C) It makes the room look larger
- (D) It shortens the lesson

Q45. Groups formed only on friendship often drift into chatting. What grouping principle does this illustrate?

- (A) Grouping should consider task and behaviour, not friendship alone
- (B) Friendship groups should never be used
- (C) Groups should always be of the same ability
- (D) Grouping has no effect on behaviour

Q46. Seating a pupil at the front of the class should be presented as what, rather than as a punishment?

- (A) A reward for the best pupils only
- (B) Support and closer monitoring to help the pupil succeed
- (C) A permanent label for difficult pupils
- (D) A way to remove the pupil from friends

Q47. Flexible grouping, in which group membership changes with the task, is preferable to fixed grouping mainly because it does what?

- (A) Keeps friends together permanently
- (B) Reduces the teacher's planning
- (C) Makes the seating plan permanent
- (D) Matches support to the purpose of each task

Q48. When pupils sit in groups, materials are placed where each group can reach them without crossing the room. What behaviour problem does this prevent?

- (A) Pupils finishing work too early
- (B) Pupils asking too many questions
- (C) Crowding, jostling, and wasted movement during group work
- (D) The teacher losing the lesson plan

Homework and Assignment Management

Q49. Homework instructions are vague, and many pupils fail to complete the work. What is the most likely first cause to address?

- (A) Lack of textbooks at home
- (B) The seating plan in class
- (C) Lack of clarity about what is required
- (D) The length of the school day

Q50. Homework that is far longer than pupils can reasonably manage in an evening is most likely to produce what behaviour?

- (A) Copying, rushing, or avoidance
- (B) Deeper understanding of the topic
- (C) Greater enthusiasm for homework
- (D) Better classroom behaviour the next day

Q51. A teacher collects homework in the same place, at the same time, every day. What does this routine mainly reduce?

- (A) The difficulty of the homework itself
- (B) Lost work, excuses, and time spent chasing homework
- (C) The need to teach the topic in class
- (D) The number of pupils in the class

Q52. Homework is set regularly but never collected or commented on. What message do pupils most likely take from this?

- (A) That the homework is too difficult
- (B) That the teacher trusts them completely
- (C) That the next lesson will be cancelled
- (D) That the homework does not really matter

Q53. Several pupils copy homework from one another. Which response addresses the cause rather than only punishing the copying?

- (A) Banning homework for the whole class
- (B) Varying tasks and checking understanding in class alongside the homework
- (C) Doubling the homework for everyone
- (D) Ignoring the copying completely

Q54. A teacher assigns extra written work as a punishment for misbehaviour. What attitude towards learning is this most likely to create?

- (A) That written work is a privilege
- (B) That misbehaviour is rewarded
- (C) That homework is optional
- (D) That written work is a penalty to be resented

Q55. Homework set well above pupils' current level is most likely to lead to what?

- (A) Pupils spending longer on homework each evening
- (B) Pupils asking parents for more help at home
- (C) Frustration and avoidance
- (D) Pupils remembering the topic better because it was challenging

Q56. Homework should normally be designed so that pupils can complete it with what level of adult help?

- (A) Independently, without needing a parent to teach the content
- (B) Only with a parent teaching the whole topic
- (C) Only with a private tutor present
- (D) Only if an older sibling does the writing

Q57. A late-homework policy is applied fairly to all pupils, with a clear chance to catch up. What does this consistency mainly support?

- (A) Pupils completing homework before it is set
- (B) The teacher marking less homework
- (C) Parents doing the homework
- (D) Pupils accepting the policy as fair rather than resenting it

Q58. A long assignment is broken into weekly checkpoints with brief feedback at each stage. What behaviour problem does this mainly prevent?

- (A) Pupils asking questions in class
- (B) Pupils finishing too early
- (C) Last-minute rushing and procrastination
- (D) The teacher running out of marking time

Q59. A teacher writes the homework task on the board and checks that pupils have recorded it before dismissal. What does this routine mainly prevent?

- (A) The excuse that pupils did not know what was set
- (B) Pupils forgetting the lesson content
- (C) Pupils losing their textbooks
- (D) The teacher forgetting the next lesson

Q60. Homework is most likely to be completed when pupils can see that it will be used in the next lesson. What principle does this illustrate?

- (A) Homework should always be marked the same day
- (B) Purposeful homework that connects to class learning motivates completion
- (C) Homework should always be done in pairs
- (D) Homework should replace class teaching

Answer Key

Q1: B	Q11: B	Q21: B	Q31: B	Q41: D	Q51: B
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Q2: D	Q12: A	Q22: A	Q32: C	Q42: B	Q52: D
Q3: A	Q13: A	Q23: C	Q33: C	Q43: C	Q53: B
Q4: C	Q14: C	Q24: D	Q34: D	Q44: A	Q54: D
Q5: C	Q15: B	Q25: D	Q35: A	Q45: A	Q55: C
Q6: A	Q16: D	Q26: A	Q36: B	Q46: B	Q56: A
Q7: D	Q17: C	Q27: C	Q37: B	Q47: D	Q57: D
Q8: B	Q18: B	Q28: B	Q38: C	Q48: C	Q58: C
Q9: D	Q19: D	Q29: A	Q39: A	Q49: C	Q59: A
Q10: C	Q20: A	Q30: D	Q40: D	Q50: A	Q60: B

Worked explanations for all 60 questions:

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