

Classroom Management Practice Test 8

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

Using Lesson Time Well

Q1. Engaged time spent on work that is far too easy or far too hard produces little learning. What term describes engaged time at the right level of difficulty, with successful completion?

- (A) Allocated time
- (B) Academic learning time
- (C) Transition time
- (D) Dead time

Q2. A lesson alternates brief explanation, short practice, and quick discussion instead of one long lecture. What time-management benefit does this variety mainly provide?

- (A) It increases the total length of the school day
- (B) It removes the need for a lesson objective
- (C) It guarantees silence in the classroom
- (D) It sustains attention by matching segments to pupils' concentration

Q3. A teacher plans long, unbroken activities for young pupils and is surprised when attention collapses halfway through. What planning error is most likely?

- (A) Lesson segments longer than pupils' attention span for their age
- (B) A seating plan that changes too often
- (C) Homework that pupils cannot finish in one sitting
- (D) A token economy with too few rewards

Q4. A teacher talks for 35 minutes of a 40-minute lesson, leaving almost no time for pupils to practise. What is the main time imbalance?

- (A) Too much group work in the lesson
- (B) Too little homework set
- (C) Teacher talk crowding out pupil practice time
- (D) Too many pupils in the class

Q5. A teacher uses the same countdown and visual cue every time an activity is about to change. Why does a consistent transition signal save time?

- (A) It makes the lesson longer
- (B) It replaces the need for materials
- (C) Pupils recognise it at once and prepare to move without further explanation
- (D) It punishes slow pupils

Q6. In the middle of a lesson, a teacher stops teaching to search for a misplaced resource, and the class loses its thread. What has poor preparation mainly damaged?

- (A) Momentum and lesson flow
- (B) The seating plan
- (C) The homework routine
- (D) The school timetable

Q7. A teacher gives vague, changing instructions, so pupils hesitate and keep asking what they are supposed to do. Which flaw in lesson movement is this?

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

Q8. A teacher plans the final five minutes for a summary and checking of understanding instead of letting the lesson dissolve into packing up. What is protected by this ending?

- (A) The length of break time
- (B) A purposeful close to the lesson
- (C) The homework routine for the next day
- (D) The seating plan for the next lesson

Q9. As pupils enter, a short starter task is already on the board and they begin it at once. What settling problem does this routine solve?

- (A) The shortage of textbooks
- (B) The difficulty of the homework
- (C) The need for a seating plan
- (D) The slow, chatty start while pupils wait for instructions

Q10. A visitor arrives mid-lesson with a message. The teacher deals with it briefly, keeps the class task running, and returns to teaching without restarting the lesson. What is preserved here?

- (A) The seating plan
- (B) The homework policy
- (C) Lesson momentum despite an interruption
- (D) The token economy

Q11. During a lesson, the teacher checks understanding and slows down when checks show confusion, but moves briskly when pupils show mastery. What kind of pacing is this?

- (A) Fixed pacing based on the clock alone
- (B) Responsive pacing based on evidence of learning
- (C) Pacing based on the fastest pupil
- (D) Pacing based on the textbook page numbers

Q12. Groups finish a task at different times, and early finishers sit idle and disturb others. Which provision best prevents this dead time?

- (A) A worthwhile extension task ready for early finishers
- (B) A longer task for the slowest group only
- (C) Extra homework for early finishers as a penalty
- (D) Asking early finishers to wait silently

Reinforcement, Rewards and Behaviour Contracts

Q13. A teacher reinforces a calm, on-task alternative instead of only punishing the unwanted behaviour it replaces. What approach is this?

- (A) Reinforcing a desired alternative behaviour
- (B) Extinction of all behaviour
- (C) A group contingency
- (D) A homework routine

Q14. In a token economy, tokens given only at the end of term are far less effective than tokens given promptly. Why does delay weaken the system?

- (A) Pupils forget the classroom rules entirely
- (B) Tokens become more valuable over time
- (C) The link between the behaviour and the token becomes unclear
- (D) Parents object to delayed tokens

Q15. A behaviour contract that never has a review date is likely to fail because it does what?

- (A) It fixes the reward at the level set on day one
- (B) Treats a changing situation as if it were fixed forever
- (C) It asks the pupil to meet targets that grow harder each week
- (D) It relies on the pupil to remember the contract terms alone

Q16. A teacher praises a pupil by saying that the pupil worked carefully through each step, rather than saying the pupil is clever. Why is this praise often better?

- (A) Process praise is always given publicly
- (B) Ability praise is always dishonest
- (C) Process praise replaces the need for rewards
- (D) Process praise encourages persistence, while ability praise can make pupils avoid challenge

Q17. A teacher praises an older pupil loudly in front of the whole class, and the pupil looks embarrassed and withdraws. What lesson about praise follows?

- (A) Older pupils should never be praised
- (B) Praise should always be given in writing
- (C) Praise should suit the pupil, and private praise is sometimes more appropriate
- (D) Praise should only follow perfect work

Q18. A teacher begins with small tangible rewards, then gradually replaces them with social praise and pupil self-monitoring. What is this gradual withdrawal called?

- (A) Extinction of rewards
- (B) Fading of rewards
- (C) A group contingency
- (D) Satiation with rewards

Q19. Punishment alone, without teaching an alternative behaviour, is limited mainly because it does what?

- (A) Always increases the unwanted behaviour
- (B) Makes the classroom rules unnecessary
- (C) Removes the need for monitoring
- (D) Suppresses behaviour temporarily without teaching what to do instead

Q20. A reward is given to every pupil at the end of the week whether or not the target behaviour occurred. Why does this weaken the system?

- (A) The reward is not contingent on the behaviour
- (B) The reward is too generous
- (C) The reward is given too promptly
- (D) The reward is given publicly

Q21. A pupil uses a simple checklist to record whether he stayed on task during each part of the lesson. What is he learning to do?

- (A) Mark his own homework
- (B) Monitor his own behaviour
- (C) Set the classroom rules
- (D) Choose his own seating

Q22. When a new behaviour is being established, a teacher reinforces it every time it occurs, then later reinforces it less often. Why is this schedule sensible?

- (A) Continuous reinforcement builds a new behaviour; intermittent reinforcement maintains it
- (B) Intermittent reinforcement is always stronger than continuous reinforcement
- (C) Continuous reinforcement should never be used
- (D) Rewards should stop as soon as behaviour appears once

Q23. Classroom rules and a reinforcement system are posted on the wall but never explained or practised. What is the most likely result?

- (A) Pupils will invent better rules themselves
- (B) The system will enforce itself
- (C) Pupils will not reliably know what the system expects of them
- (D) Parents will enforce the system at home

Q24. A teacher chooses a reward that she values, but the pupils do not care about it at all. Why will the system fail?

- (A) Rewards must always be tangible objects
- (B) Pupils should choose their own classroom rules
- (C) The teacher should offer larger rewards
- (D) A reinforcer must be valued by the pupils it is meant to motivate

Monitoring the Whole Class in Action

Q25. During seatwork, a teacher scans the room every few minutes instead of focusing only on the nearest pupils. What does regular scanning mainly provide?

- (A) Faster marking of completed work
- (B) A shorter lesson
- (C) Less need for a seating plan
- (D) Early awareness of problems anywhere in the room

- Q26. During seatwork, a teacher kneels beside one pupil to explain a step, while regularly looking up to scan the room, check progress and notice raised hands. What is the main management point of this way of helping?**
- (A) Helping one pupil while still monitoring the whole class's seatwork
 - (B) Giving the pupil a worked example to copy
 - (C) Asking the pupil to wait until the teacher has finished with the class
 - (D) Moving around the room without stopping beside any pupil
- Q27. A teacher uses name sticks drawn at random to choose who answers, rather than only calling on volunteers. What does this mainly support?**
- (A) A token economy
 - (B) A seating plan
 - (C) Group alerting, because any pupil may be chosen
 - (D) Homework completion
- Q28. A teacher checks the work of pupils in all parts of the room, not only the front row and the pupils who volunteer answers. What kind of accountability is this?**
- (A) Individual punishment
 - (B) Whole-class accountability for learning
 - (C) A group contingency
 - (D) A homework routine
- Q29. A teacher says, by name, exactly what a pupil at the back is doing, although she is helping a group at the front. What does this signal to the class?**
- (A) Withitness, because the teacher shows awareness of events elsewhere in the room
 - (B) A token economy in operation
 - (C) A change in the seating plan
 - (D) A new homework policy
- Q30. Before speaking to a pupil, a teacher first tries eye contact and a quiet gesture. Where does this fit in managing a disruption?**
- (A) As a punishment
 - (B) As a token economy
 - (C) As a homework routine
 - (D) As a least-intrusive, non-verbal step before a verbal correction
- Q31. A teacher turns her back to the board for a long period while writing, and misbehaviour grows behind her unseen. What monitoring weakness is shown?**
- (A) A failure of the token economy
 - (B) Loss of withitness when the teacher cannot see the class
 - (C) A failure of homework policy
 - (D) A failure of the seating plan
- Q32. While working with one pupil, a teacher keeps the rest of the class focused by giving them a clear task and checking their attention. Which concept is this?**
- (A) Satiation
 - (B) Extinction
 - (C) Group focus
 - (D) A behaviour contract

Q33. During a transition, a teacher stands where the whole class is visible instead of turning away to organise materials. Why does position matter here?

- (A) Standing still makes the lesson longer
- (B) Materials organise themselves
- (C) Transitions are high-risk moments, and a visible teacher can monitor the whole class
- (D) Pupils behave better when the teacher is seated

Q34. A teacher corrects one pupil calmly and fairly, and the rest of the class settles as well. What effect is illustrated?

- (A) The satiation effect
- (B) A group contingency
- (C) A token economy
- (D) The ripple effect of a well-handled correction

Q35. A teacher varies her circulation route and visits all areas of the room, rather than always stopping at the same groups. Why does an unpredictable route help?

- (A) Pupils cannot predict where the teacher will be, so all areas stay alert
- (B) It shortens the lesson
- (C) It reduces the need for lesson planning
- (D) It increases homework completion

Q36. Pupils grow restless after a long stretch of the same activity, and the teacher notices and changes the activity. What has monitoring enabled here?

- (A) A token economy
- (B) A timely change before restlessness becomes disruption
- (C) A new seating plan
- (D) A homework routine

Seating Plans and Grouping Decisions

Q37. A teacher chooses rows for a test, clusters for group work, and a circle for discussion. What principle guides these different arrangements?

- (A) The arrangement should never change
- (B) The seating arrangement should fit the task being done
- (C) The arrangement should suit the teacher's desk
- (D) The arrangement should follow pupil height

Q38. A teacher's desk is placed so that the teacher can see every pupil, with no group hidden behind a cupboard. What does this position mainly support?

- (A) Faster homework collection
- (B) Quieter group work
- (C) Whole-class monitoring from the teacher's usual position
- (D) Longer lessons

Q39. For pair work, pupils sit side by side so they can talk quietly without turning around. What behaviour advantage does this give?

- (A) Easy, low-disruption communication between partners
- (B) Less work for each partner
- (C) No need for teacher monitoring
- (D) Guaranteed correct answers

- Q40. In group work, one pupil leads, one records, one keeps time, and one reports back. Why do assigned roles help behaviour?**
- (A) Roles make the task easier
 - (B) Roles remove the need for instructions
 - (C) Roles guarantee equal ability in the group
 - (D) Each pupil has a visible job, which reduces drifting and dominating
- Q41. A teacher is setting up the room for group work. She wants every group to be reachable, materials close at hand, and pupils able to move without blocking walkways. Which arrangement best meets all three aims?**
- (A) Rows of single desks facing the board, with the teacher at the front
 - (B) Group tables pushed against the walls, leaving the centre empty
 - (C) One long table for the whole class, with materials at one end
 - (D) Spaced group tables with clear walkways and materials within reach
- Q42. A mixed group includes steady, on-task pupils alongside a pupil who often drifts. What is the intended behavioural benefit of this mix?**
- (A) The steady pupils complete the work for the group
 - (B) On-task models support the drifting pupil's behaviour
 - (C) The teacher can ignore the group
 - (D) The drifting pupil is punished by the group
- Q43. For younger or easily distracted pupils, a teacher prefers pairs or triads over large groups for a task. Why is the smaller group easier to manage?**
- (A) Smaller groups need less work
 - (B) Smaller groups need no monitoring
 - (C) Each pupil's participation is more visible and harder to avoid
 - (D) Smaller groups always score higher
- Q44. A teacher rotates seating periodically instead of letting the same groups sit together all term. What behaviour problem does rotation help to prevent?**
- (A) Fixed cliques and stale group dynamics
 - (B) Pupils learning each other's names
 - (C) The need for a lesson plan
 - (D) Pupils finishing work early
- Q45. No pupil is left seated with his back to the teacher and board for a whole lesson. What monitoring principle does this follow?**
- (A) Every pupil should remain visible to the teacher
 - (B) Pupils should never work in groups
 - (C) The teacher should never move around the room
 - (D) Homework should be set every lesson
- Q46. Ability grouping is used for a short, targeted task and then dissolved. Why is this flexible use preferable to permanent ability sets?**
- (A) It reduces the teacher's workload
 - (B) It provides targeted support without fixing pupils into permanent labels
 - (C) It guarantees higher scores for all pupils
 - (D) It removes the need for seating plans

Q47. A materials station is placed where pupils can collect items without crowding a single narrow gap. What disruption does this prevent?

- (A) Pupils asking questions
- (B) Pupils finishing early
- (C) The teacher losing the lesson plan
- (D) Bottlenecks, pushing, and wasted time at the station

Q48. A seating plan is displayed where a supply teacher can see it. How does this support behaviour when the usual teacher is absent?

- (A) The supply teacher can change the plan freely
- (B) Pupils can choose new seats
- (C) The supply teacher can maintain the same expectations and placements
- (D) Homework becomes optional

Homework Routines and Assignment Follow-Up

Q49. A teacher explains the purpose of each homework task, whether it is practice, preparation, or extension. Why does stating the purpose matter?

- (A) Pupils complete homework more quickly
- (B) Parents mark the homework
- (C) Pupils are more willing to complete work whose purpose they understand
- (D) The teacher marks less homework

Q50. A teacher cannot mark every homework book every day, so she spot-checks a sample and discusses common errors with the class. What does this approach mainly preserve?

- (A) Follow-up and feedback without an unmanageable marking load
- (B) The need for homework every night
- (C) The seating plan
- (D) The token economy

Q51. Several subjects set heavy homework on the same night and pupils cope by copying. What coordination failure is illustrated?

- (A) A failure of the seating plan
- (B) A lack of homework coordination across subjects leading to overload
- (C) A failure of classroom monitoring
- (D) A failure of the school timetable alone

Q52. A pupil repeatedly fails to hand in homework. The teacher first speaks to the pupil privately to find the cause. Why is this the better first step?

- (A) Private conversations always solve homework problems
- (B) Public sanctions are never allowed
- (C) Homework should be abolished
- (D) The cause may be difficulty or home circumstances, not defiance

Q53. Before setting homework, a teacher gives a worked example and clear success criteria in class. What homework problem does this mainly prevent?

- (A) Pupils finishing too quickly
- (B) Pupils being unable to start because they do not know what good work looks like
- (C) Parents completing the work
- (D) The teacher marking too slowly

Q54. A pupil returns after absence and has missed several assignments. Which system best prevents a growing gap?

- (A) Doubling the missed work as a penalty
- (B) Ignoring the missed work entirely
- (C) Moving the pupil to a new seat
- (D) A routine for collecting missed work, such as a buddy or a missed-work folder

Q55. Homework deadlines are announced in advance, written down, and reminded before they fall due. What behaviour problem does this system mainly reduce?

- (A) Pupils arguing about how much homework is set
- (B) Pupils losing their homework books
- (C) Genuine confusion or forgetting about deadlines
- (D) Pupils asking for extensions on every task

Q56. A teacher sets ten well-chosen questions rather than fifty repetitive ones. What principle about homework quality is illustrated?

- (A) Fewer purposeful questions can teach more than long repetitive sets
- (B) Homework should always be short
- (C) Repetition never helps learning
- (D) Pupils should never practise at home

Q57. A teacher tells parents that their role is to provide a quiet routine and space, not to complete the work. What boundary does this set?

- (A) Parents should never help with homework
- (B) Pupils should never ask parents questions
- (C) Homework should be done at school only
- (D) Parents support the routine while the pupil does the learning

Q58. A teacher keeps a simple log of homework set and completed. What pattern can this log most usefully reveal?

- (A) Which pupils have the best handwriting
- (B) Which parents attend school events
- (C) Patterns of non-completion that point to a pupil, task, or timing problem
- (D) How long each lesson lasts

Q59. A teacher consistently acknowledges completed homework but only punishes missing homework. What imbalance may this create?

- (A) Pupils learn that completion is expected but never noticed, while failure is the only attention
- (B) Pupils complete homework more often
- (C) Pupils stop needing reminders
- (D) The teacher marks less homework

Q60. Before a test, a teacher sets short, spaced practice tasks over two weeks instead of one large task the night before. What learning and behaviour benefit does spacing provide?

- (A) Less total practice overall
- (B) Steady, manageable practice instead of last-minute cramming and avoidance
- (C) No need for revision in class
- (D) Guaranteed high test scores

Answer Key

Q1: B	Q11: B	Q21: B	Q31: B	Q41: D	Q51: B
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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