Classroom Management Practice Test 9

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

Managing Individual Differences and Differentiation

Q1. A teacher begins a new mixed-ability class in a Pakistani public school. Which first step gives the best basis for planning differentiated work?

(A) Giving every pupil the same long worksheet on the first day
(B) Using a short diagnostic task to find out what pupils already know
(C) Seating pupils in permanent rows according to their last examination marks
(D) Asking only the pupils who volunteer to answer questions

Q2. Differentiation by task means that pupils in one lesson:

(A) Follow completely different syllabuses with no shared learning goal
(B) Are excused from the lesson objective if they find it difficult
(C) Receive marks only for effort, whatever the quality of their work
(D) Work towards the same objective through tasks of different complexity

Q3. In a mixed-ability class, flexible grouping is most useful when groups are:

(A) Changed according to the purpose of the task and pupils' current needs
(B) Kept together long enough for pupils to learn each other's strengths
(C) Groups include pupils of similar ability for every task
(D) Groups are chosen by pupils for tasks they enjoy most

Q4. A pupil finishes work quickly and correctly while others are still working. The best management response is to:

(A) Ask the pupil to sit quietly with no further work until the lesson ends
(B) Send the pupil out of the room to wait in the corridor
(C) Offer an extension task that deepens the same topic
(D) Give the pupil the next chapter to memorise without discussion

Q5. When a teacher differentiates by support, the main difference between pupils is in:

(A) The examination paper each pupil will eventually sit
(B) The amount and type of help, scaffolding or resources provided
(C) The classroom rules that apply to each pupil
(D) The length of the school day for different pupils

Q6. Which classroom practice most helps a slow learner without singling the pupil out in front of classmates?

(A) Quietly providing a simplified worksheet and brief check-ins during independent work
(B) Announcing the pupil's low marks so classmates can help
(C) Moving the pupil to a separate corner for the whole term
(D) Exempting the pupil from all written work permanently

Q7. A teacher notices that girls rarely answer questions in a large class. A gender-sensitive management step is to:

(A) Stop asking girls questions so they are not put under pressure
(B) Give boys harder questions and girls only recall questions
(C) Seat girls at the back so they are less visible
(D) Use mixed seating, wait time and a fair turn-taking routine for all pupils

Q8. In a mixed-ability class, tiered assignments are designed so that:

(A) The weakest pupils receive unrelated busy work
(B) Only the strongest pupils attempt the main objective
(C) Pupils at different readiness levels all practise the same core skill at a suitable challenge level
(D) Marks depend on which tier a pupil was placed in

Q9. Which approach best supports a pupil who learns better through discussion than through silent reading?

(A) Pairing the pupil with a partner for structured talk before writing
(B) Banning the pupil from speaking during the whole lesson
(C) Giving the pupil only silent reading, so the weakness is forced away
(D) Removing the pupil from group work for the rest of the term

Q10. A teacher sets a class project with mixed-ability groups. To keep every member involved, the teacher should:

(A) Let the strongest pupil do all the work and present alone
(B) Give one mark for the whole group with no individual role
(C) Allow pupils to choose whether or not to contribute
(D) Assign clear roles, check progress at intervals, and assess both group and individual contributions

Q11. When differentiating homework, a sound principle is to:

(A) Give identical homework to all pupils regardless of need
(B) Give weaker pupils much more homework to catch up by volume alone
(C) Vary the amount, support or complexity while keeping the learning purpose clear
(D) Give homework only to pupils who ask for it

Q12. A new pupil joins mid-term with weaker Urdu reading skills than classmates. The most inclusive first response is to:

(A) Seat the pupil alone until reading improves
(B) Pair the pupil with a supportive peer, provide short reading scaffolds, and monitor progress weekly
(C) Excuse the pupil from all reading tasks for the year
(D) Ask the class to read aloud for the pupil at all times

Inclusive Classrooms and Learners with Special Needs

Q13. An inclusive classroom is best described as a classroom where:

(A) Pupils with special needs are taught in a separate building
(B) All pupils must reach the same standard at the same speed
(C) The teacher teaches only pupils who can follow the usual pace
(D) Pupils with diverse needs learn together, with adjustments that remove barriers to participation

Q14. A pupil with a visual difficulty struggles to read notes written on the board. The most practical classroom adjustment is to:

(A) Seat the pupil near the board and provide large-print notes
(B) Excuse the pupil from copying any notes
(C) Ask classmates to whisper every word of the lesson to the pupil
(D) Reduce the pupil's syllabus to half its content

Q15. For a pupil with a hearing difficulty, which teacher habit most supports inclusion?

(A) Seating the pupil at the back where the room is quieter
(B) Speaking more loudly than usual throughout the lesson
(C) Facing the class, speaking clearly, and checking understanding with visual cues
(D) Giving the pupil a printed copy of the lesson to read alone

Q16. A pupil with a physical disability cannot easily reach the top shelf where materials are kept. The teacher's first action should be to:

(A) Ask the pupil to avoid practical activities
(B) Rearrange materials within reach and plan accessible seating and movement routes
(C) Keep materials on the top shelf and fetch them only when asked
(D) Move the pupil to another school

Q17. Which statement best reflects the purpose of an individualised support plan for a pupil with special needs?

(A) It sets specific goals, adjustments and review dates for that pupil
(B) It permanently lowers all expectations for the pupil
(C) It removes the pupil from assessment altogether
(D) It is kept secret from the pupil's parents

Q18. A classmate mocks a pupil who stammers when reading aloud. The teacher should first:

(A) Laugh it off so the lesson is not interrupted
(B) Punish the whole class without discussion
(C) Tell the pupil who stammers never to read aloud again
(D) Stop the mocking firmly, protect the pupil's dignity, and later teach the class about respectful listening

Q19. When a pupil with attention difficulties is easily distracted, the most helpful seating choice is usually to:

(A) Seat the pupil beside the window with the most movement outside
(B) Seat the pupil at the back, far from the teacher
(C) Seat the pupil near the teacher, away from high-traffic areas, with clear routines
(D) Change the pupil's seat every day at random

Q20. A teacher gives instructions in three long sentences and a pupil with learning difficulties looks lost. The best adjustment is to:

(A) Repeat the same long instructions louder
(B) Break instructions into short steps, show one example, and check the first step
(C) Ask another pupil to do the task for the pupil
(D) Skip the task for that pupil entirely

Q21. Which practice most helps classmates accept a pupil with special needs as a full member of the class?

(A) Never mentioning the pupil's needs or strengths to anyone
(B) Giving the pupil only separate work that classmates never see
(C) Praising the pupil excessively for ordinary behaviour
(D) Giving the pupil real classroom roles and chances to contribute strengths

Q22. A pupil with dyslexia spells poorly but understands science concepts well. Fair assessment in science should mainly:

(A) Mark only spelling, so the pupil learns to spell better
(B) Refuse all written answers from the pupil
(C) Allow the pupil to show understanding through diagrams, oral answers or word banks alongside writing
(D) Give the pupil full marks without any evidence

Q23. The main reason for keeping a pupil's special need confidential within the staffroom is to:

(A) Protect the pupil's privacy and dignity
(B) Avoid planning any adjustments for the pupil
(C) Prevent parents from asking questions
(D) Keep the information only for examination day

Q24. A teacher wants to make group work inclusive for a shy pupil who rarely speaks. The best step is to:

(A) Force the pupil to lead every group discussion
(B) Give the pupil a defined, manageable role such as recorder, with time to prepare a contribution
(C) Exclude the pupil from group work to reduce stress
(D) Mark the pupil down for not speaking enough

Teacher-Student Relationships and Classroom Climate

Q25. A pupil who trusts the teacher is most likely to:

(A) Hide mistakes to avoid any comment
(B) Copy work from classmates to stay safe
(C) Ask for help early and admit when work is difficult
(D) Avoid all classroom discussion

Q26. Which teacher behaviour most builds rapport with a new class in the first week?

(A) Keeping a strict silence and refusing to learn pupils' names
(B) Making an example of one pupil to establish authority
(C) Changing the rules daily so pupils stay alert
(D) Learning names quickly, greeting pupils warmly, and applying agreed rules consistently

Q27. A pupil gives a wrong answer in front of the class. The response that best protects emotional safety is to:

(A) Thank the pupil for trying, correct the idea gently, and invite the class to build on it
(B) Asking the pupil to try again immediately until the answer is right
(C) Moving on quickly to the next question without comment
(D) Praising the pupil for effort and then giving the correct answer yourself

Q28. A classroom climate where pupils feel they belong is most clearly shown by pupils who:

(A) Compete silently and never help each other
(B) Support each other, follow shared routines, and take part without fear of ridicule
(C) Work only when the teacher is watching them
(D) Avoid speaking to pupils from other backgrounds

Q29. A teacher discovers that a quiet pupil is upset because classmates exclude the pupil at break. The teacher should:

(A) Tell the pupil to ignore it and toughen up
(B) Punish the whole class without finding out what happened
(C) Listen privately, take the concern seriously, and plan small steps to rebuild inclusion
(D) Move the pupil to another class immediately

Q30. Respect in a teacher-student relationship is best maintained when the teacher:

(A) Uses sarcasm to keep pupils alert
(B) Shouts to show who is in charge
(C) Shares pupils' personal information with the class
(D) Speaks calmly, keeps promises, and corrects behaviour without humiliating the pupil

Q31. A pupil who has recently moved from another city is withdrawn in class. The most relationship-building first step is to:

(A) Welcome the pupil personally, introduce a buddy, and learn about the pupil's previous schooling
(B) Leave the pupil alone until confidence returns on its own
(C) Test the pupil publicly to find the exact level
(D) Seat the pupil alone at the back for the first month

Q32. Which routine most helps pupils feel emotionally safe when they make mistakes?

(A) Ranking pupils publicly by marks every week
(B) Treating mistakes as normal, discussing them calmly, and praising effort and correction
(C) Punishing every error with extra homework
(D) Ignoring mistakes so pupils never notice them

Q33. A teacher wants pupils to take ownership of classroom behaviour. The most effective approach is to:

(A) Impose rules without explanation and enforce them by fear
(B) Let pupils do whatever they wish without rules
(C) Change rules whenever a pupil complains
(D) Involve pupils in agreeing a small set of clear rules and the reasons behind them

Q34. When a pupil is angry after a poor mark, the teacher's calmest useful first response is to:

(A) Argue about the mark in front of the class
(B) Increase the punishment for complaining
(C) Acknowledge the feeling, offer a private time to review the marking, and stay factual
(D) Change the mark to end the argument

Q35. A positive classroom climate is most supported by:

(A) Consistent routines and fair treatment of all pupils
(B) Favouritism, where some pupils are praised or excused more than others
(C) Changing expectations whenever a pupil complains
(D) Public ranking of pupils by marks every week

Q36. A teacher who notices a pupil's effort, not only top marks, is most likely to build:

(A) Dependence on the teacher for every answer
(B) Competition between pupils for praise
(C) A belief that only high marks matter
(D) Motivation in pupils who are improving steadily from a lower starting point

Handling Disruption, Aggression, Bullying and Special Situations

Q37. Two pupils begin arguing loudly during group work. The teacher's first step should be to:

(A) Shout over them to restore silence at once
(B) Move calmly between them, lower the temperature, and hear each side briefly in turn
(C) Send both pupils home without hearing either side
(D) Ignore the argument until it stops on its own

Q38. A pupil repeatedly calls out answers and interrupts others. The most constructive first management strategy is to:

(A) Ban the pupil from answering for a month
(B) Move the pupil out of the class permanently
(C) Agree a signal for turn-taking, practise it, and praise the pupil for waiting
(D) Let the pupil answer everything so others stop trying

Q39. When a pupil becomes aggressive towards a classmate, the teacher's immediate priority is to:

(A) Finish the lesson plan before dealing with the incident
(B) Ensure the safety of all pupils, separate them calmly, and follow the school's reporting procedure
(C) Decide the punishment in front of the whole class
(D) Ask classmates to restrain the pupil themselves

Q40. A pupil who chronically disrupts lessons despite reminders most needs:

(A) A record of when disruption happens, a private conversation about triggers, and an agreed behaviour plan
(B) Louder shouting each time disruption occurs
(C) A permanent seat outside the classroom door
(D) Exclusion from all lessons without review

Q41. A pupil reports being bullied in the corridor. The teacher should:

(A) Tell the pupil to sort it out alone
(B) Dismiss it as normal teasing without checking
(C) Take the report seriously, record it, inform the relevant staff, and support the pupil
(D) Confront the alleged bully in front of the whole class at once

Q42. In a crisis moment, such as a pupil crying uncontrollably after bad news, the teacher should first:

(A) Continue the lesson as if nothing happened
(B) Ask the whole class to comment on the pupil's reaction
(C) Demand the pupil explain the news in detail
(D) Offer privacy, a calm presence, and a trusted adult to stay with the pupil

Q43. Which response best prevents a minor disruption from growing into a power struggle?

(A) Arguing with the pupil until the pupil admits fault publicly
(B) Giving a brief, calm reminder of the expectation and a choice to comply, then moving on
(C) Threatening a severe punishment that cannot be carried out
(D) Stopping the whole lesson for a long lecture every time

Q44. A pupil refuses to do any work and puts head on the desk. Before assuming defiance, the teacher should consider whether the pupil may be:

(A) Tired, unwell, distressed, or unable to understand the task
(B) Trying to impress classmates by breaking rules
(C) Planning to leave school permanently
(D) Waiting for the teacher to give up teaching

Q45. After a conflict between two pupils is resolved, the most useful follow-up is to:

(A) Remind the class about it every day for a month
(B) Punish both pupils again a week later
(C) Pretend the conflict never happened
(D) Check briefly with both pupils later, reinforce the agreed behaviour, and monitor the relationship

Q46. A teacher suspects a pupil's persistent aggression may be linked to problems at home. The appropriate next step is to:

(A) Question the pupil in detail about family matters in front of classmates
(B) Ignore the pattern because home life is not the school's concern
(C) Refer the concern through the school's pastoral or safeguarding route and involve parents sensitively
(D) Tell classmates about the suspected home problems

Q47. When a pupil uses abusive language towards the teacher, the teacher should:

(A) Stay calm, state clearly that the language is not acceptable, and deal with the incident privately where possible
(B) Reply with similar language to show authority
(C) Ignore the language completely every time
(D) Send the pupil home without informing anyone

Q48. A new pupil is being teased for speaking a different home language. The teacher's best classroom response is to:

(A) Ban the home language in all school settings
(B) Value linguistic diversity, challenge the teasing, and create chances for the pupil to contribute confidently
(C) Tell the pupil to stop speaking the home language at home too
(D) Separate the pupil from classmates during language lessons

Parent-Teacher Coordination and Reflective Practice

Q49. When contacting parents about a pupil's behaviour, the most productive opening is to:

(A) List every fault the pupil has ever committed
(B) Blame the parents for the pupil's behaviour
(C) Threaten exclusion unless parents act immediately
(D) Share a specific observation, note a strength, and invite parents to work on a joint plan

Q50. A home-school agreement works best when it:

(A) Is written only by the school and never discussed
(B) Contains punishments for parents who do not attend meetings
(C) Sets shared expectations for pupils, parents and teachers, agreed together
(D) Applies only to pupils with behaviour problems

Q51. A parent becomes defensive when told a child is disrupting lessons. The teacher should:

(A) End the meeting and refuse further contact
(B) Listen, acknowledge the parent's concern, restate the specific behaviour, and focus on support for the child
(C) Argue that the parent is wrong about the child
(D) Ask other parents to persuade the defensive parent

Q52. Which form of parent communication most supports behaviour improvement over a term?

(A) Regular, brief updates that include progress and next steps, not only problems
(B) Contact only when a serious incident has already occurred
(C) A single long letter at the end of the year
(D) Messages sent only through other pupils

Q53. When involving parents in a behaviour plan, the teacher should avoid:

(A) Agreeing clear, small targets with the parents
(B) Reviewing the plan together after a set period
(C) Asking what strategies work at home
(D) Presenting the plan as a finished punishment decided without the parents

Q54. A parent cannot attend school meetings because of work hours. The most supportive alternative is to:

(A) Record the parent as uninterested in the child's education
(B) Stop informing the parent about the child's progress
(C) Offer a phone call, a written summary, or a meeting at an alternative time
(D) Discuss the child's behaviour only with neighbours

Q55. Reflective practice in classroom management mainly means that a teacher:

(A) Repeats the same lesson plan every year without change
(B) Reviews what happened in lessons, considers why, and adjusts future practice
(C) Blames pupils for every lesson that goes badly
(D) Keeps a diary of pupil faults for inspection

Q56. After a lesson with frequent disruption, the most useful reflective question is:

(A) What part of my planning, instructions or timing may have contributed, and what will I change next time
(B) Which pupil should be punished most severely tomorrow
(C) How can I avoid teaching this topic again
(D) Which colleague can be blamed for the class's behaviour

Q57. A teacher's own tone of voice affects classroom management mainly because:

(A) Pupils ignore tone and respond only to written rules
(B) A loud voice always proves authority
(C) A calm, firm tone models self-control and reduces tension, while shouting often escalates it
(D) Tone matters only in the first lesson of term

Q58. Keeping a brief reflective log after difficult lessons helps a teacher to:

(A) Collect evidence to use against pupils
(B) Remember only the worst moments of the term
(C) Avoid discussing practice with colleagues
(D) Spot patterns over time and test whether a new strategy is working

Q59. A teacher realises that personal frustration is making responses to one pupil harsher. The professional response is to:

(A) Recognise the bias, reset the approach to that pupil, and seek a colleague's perspective if needed
(B) Continue as before, since the pupil deserves harsher treatment
(C) Avoid teaching that pupil altogether
(D) Tell the class about the frustration with the pupil

Q60. The best test of whether a teacher's classroom management is improving is:

(A) Whether the classroom is silent at all times
(B) Whether pupils are increasingly engaged, safe and able to learn, with fewer repeated disruptions
(C) Whether the teacher never needs to speak to parents
(D) Whether no pupil ever makes a mistake

Answer Key

Q1: B	Q11: C	Q21: D	Q31: A	Q41: C	Q51: B
Q2: D	Q12: B	Q22: C	Q32: B	Q42: D	Q52: A
Q3: A	Q13: D	Q23: A	Q33: D	Q43: B	Q53: D
Q4: C	Q14: A	Q24: B	Q34: C	Q44: A	Q54: C

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

Worked explanations for all 60 questions:
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