



# UAE Teacher License Exam TLS

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## Practice Questions

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**1. If a class performs poorly on a teacher-made assessment, the teacher's FIRST response should be to:**

- A. Examine the assessment itself for quality issues (clarity, alignment, difficulty) before concluding students did not learn
- B. Assign additional homework to remediate the gap in student knowledge
- C. Contact parents to inform them of the class's poor performance
- D. Move to the next unit as planned and address gaps in the following review cycle

**2. According to Erikson, an adolescent who fails to develop a clear sense of personal identity may experience:**

- A. Shame and doubt
- B. Guilt
- C. Role confusion
- D. Isolation

**3. A student submits the same essay for two different subjects without disclosure. This is an example of:**

- A. Academic misconduct (self-plagiarism)
- B. Time management
- C. Cross-curricular integration
- D. Thematic learning

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**4. A teacher is planning a unit using Wiggins and McTighe's backward design. After identifying the desired learning outcomes, the NEXT step is to:**

- A. Select the textbook chapters and activities that align with the topic
- B. Determine the assessment evidence that will demonstrate whether students have achieved the desired outcomes
- C. Create a detailed day-by-day lesson schedule for the entire unit
- D. Consult colleagues about which resources they use for the same topic



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**5. According to Guskey's model of teacher change (2002), in what order does professional development typically lead to lasting change?**

- A. Change in beliefs → Professional development → Change in practice → Student outcomes improve
- B. Professional development → Change in practice → Student outcomes improve → Change in beliefs
- C. Change in student outcomes → Change in beliefs → Professional development → Change in practice
- D. Change in beliefs → Change in student outcomes → Professional development → Change in practice

**6. In the context of Bloom's taxonomy, which verb would NOT typically be associated with the 'Understand' cognitive level?**

- A. Explain
- B. Summarise
- C. Construct
- D. Classify

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**7. A teacher uses exit tickets at the end of each lesson. This is an example of:**

- A. Summative assessment
- B. Formative assessment
- C. Diagnostic assessment
- D. Norm-referenced assessment

**8. In the UAE education context, TIMSS is best described as:**

- A. A UAE national teacher training programme
- B. An international assessment measuring student achievement in maths and science
- C. A UAE curriculum framework for secondary schools
- D. A professional development certification for teachers



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**9. In a UAE classroom with many students whose first language is not Arabic or English, allowing students to briefly use their home language to clarify a concept with a peer:**

- A. Can deepen comprehension by leveraging L1 knowledge as a cognitive bridge, supporting L2 content learning
- B. Should be completely prohibited as it prevents English language acquisition
- C. Replaces English language development and should be avoided entirely in content classes
- D. Is only acceptable in Arabic language lessons and not in other subjects

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**10. The neuroscience concept of 'neuroplasticity' is directly relevant to education because it demonstrates that:**

- A. The brain continues to form new neural connections in response to learning and experience throughout life
- B. Students' learning capacity is fixed at birth by genetic factors and cannot be changed
- C. Different brain hemispheres control entirely different subjects (left for maths, right for arts)
- D. Students should study for no more than 20 minutes per session to avoid neural fatigue

**11. The concept of 'restorative practices' in school discipline focuses primarily on:**

- A. Strict enforcement of rules with escalating punishments for repeat offences
- B. Repairing harm through dialogue and rebuilding relationships after a conflict or rule violation
- C. Removing disruptive students from the classroom environment permanently
- D. Training teachers to apply consistent punitive consequences for all behavioural infractions

**12. Black and Wiliam's influential 1998 review 'Inside the Black Box' concluded that improving formative assessment practices has which effect on student achievement?**

- A. A small, statistically insignificant improvement only in high-achieving students
- B. No measurable impact unless combined with significant curriculum reform
- C. Some of the largest gains ever recorded in educational research, particularly for lower-achieving students
- D. A moderate effect for average students, with minimal impact on the highest and lowest achievers

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**13. A student who can explain a mathematical concept in words but cannot yet apply it to solve unfamiliar problems is at which level in the SOLO taxonomy (Biggs and Collis)?**

- A. Multistructural — knows several facts but has not connected them into an integrated understanding
- B. Extended abstract — can generalise learning to new domains
- C. Prestructural — has no relevant prior knowledge
- D. Relational — integrates knowledge into a coherent whole

**14. Which of the following is the primary goal of the UAE's education Vision 2021?**

- A. To be among the top 20 countries globally in education quality
- B. To mandate English as the only language of instruction
- C. To eliminate private schooling in the UAE
- D. To increase the number of foreign teachers in UAE schools

**15. In the UAE education system, what is the role of the 'School Inspection Framework' implemented by regulators such as KHDA and ADEK?**

- A. To rank schools publicly by tuition fees and facilities
- B. To certify teachers who apply for the UAE Teaching Licence
- C. To allocate government funding to private schools based on student enrollment
- D. To evaluate school quality across multiple domains including teaching, learning, and student outcomes

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**16. In guided inquiry, the teacher's primary role is to:**

- A. Provide students with the question, procedure, and expected answer
- B. Step back entirely and allow students to self-direct all phases of inquiry
- C. Provide the question and problem but allow students to design their own investigation and draw their own conclusions
- D. Demonstrate the complete investigation and have students replicate the exact procedure

**17. A teacher greets every student by name at the classroom door each morning. According to Maslow, this practice primarily addresses which level of need?**

- A. Physiological needs
- B. Safety needs
- C. Self-actualization needs
- D. Love and belonging needs



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**18. In information processing theory, 'chunking' is a strategy for overcoming the limitations of working memory by:**

- A. Dividing long lessons into shorter, time-limited segments to maintain student attention
- B. Breaking complex skills into individual steps and teaching each step separately
- C. Using visual diagrams to reduce the amount of text students need to process
- D. Grouping individual pieces of information into larger meaningful units that can be processed as single items

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**19. The TPACK framework (Mishra and Koehler, 2006) identifies three core knowledge domains for effective technology integration. What does TPACK stand for?**

- A. Technological Pedagogical Content Knowledge
- B. Teaching, Planning, Assessment, Content Knowledge
- C. Technology, Pedagogy, Achievement, Curriculum Knowledge
- D. Total Professional and Academic Content Knowledge

**20. According to Piaget, what is the process by which new information is incorporated into an existing schema without changing that schema?**

- A. Accommodation
- B. Equilibration
- C. Assimilation
- D. Conservation

**21. The 'Think-Pair-Share' strategy primarily promotes:**

- A. Individual silent study
- B. Active student engagement and peer discussion
- C. Teacher-led direct instruction
- D. Competitive ranking among students

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**22. A teacher takes detailed observational notes during student activities, including direct quotes and specific behavioural descriptions without interpretation. This practice is known as:**

- A. Anecdotal record keeping
- B. Summative assessment documentation
- C. Progress monitoring
- D. Norm-referenced data collection

**23. When a teacher collaborates with parents to develop support strategies for a student with special educational needs, this practice reflects which UAE professional standard?**

- A. Professional Practice — collaborating with the school community to support all learners
- B. Professional Growth — pursuing personal development
- C. Professional Knowledge — knowing learning theories
- D. Professional Conduct — demonstrating integrity

**24. Lee Canter's 'Assertive Discipline' model is characterised by which of the following features?**

- A. Allowing students complete autonomy over classroom rules without teacher guidance
- B. Using exclusively positive reinforcement with no consequences for misbehaviour
- C. Clear, firm expectations with consistent positive recognition for compliance and consistent consequences for non-compliance
- D. Focusing on understanding the emotional causes of misbehaviour before applying any consequences

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**25. Which of the following statements about homework best reflects current educational research?**

- A. Homework consistently improves academic outcomes for all students at all grade levels equally
- B. Homework should occupy at least 2 hours per night from Grade 1 to maximise academic achievement
- C. There is no relationship between homework completion and academic outcomes
- D. Homework has stronger positive effects at secondary level than primary level, and quality and purpose of tasks matter more than quantity



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**26. Research on ability grouping (streaming/tracking) in secondary schools consistently finds that:**

- A. It benefits high-achieving students moderately but significantly harms the achievement and self-concept of lower-track students
- B. It produces equal benefits for students at all levels of academic achievement
- C. It has no measurable impact on student achievement at any level
- D. It is the single most effective instructional strategy for improving school-wide academic outcomes

**27. Jim Cummins' research suggests that a student's proficiency in their first language (L1) supports second language (L2) acquisition. This is known as the:**

- A. Monitor Hypothesis
- B. Natural Order Hypothesis
- C. Linguistic Interdependence Hypothesis
- D. Threshold Hypothesis

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**28. Which of the following is the most important factor for effective classroom learning?**

- A. School infrastructure
- B. Student motivation
- C. Quality of textbooks
- D. Punctuality of teachers

**29. Which of the following is the best description of 'backward design' in curriculum planning (Wiggins and McTighe)?**

- A. Planning lessons in reverse chronological order
- B. Starting with textbook chapters and working backwards
- C. Beginning with student prior knowledge and planning forward
- D. Starting with the desired end outcomes and designing learning experiences and assessments to reach them

**30. The social model of disability, as opposed to the medical model, views disability as:**

- A. A condition that must be treated or cured through medical intervention
- B. A deficit within the individual that prevents full participation
- C. An issue requiring special schools separate from mainstream education
- D. The result of social and environmental barriers that exclude individuals with impairments



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## Answer Key & Explanations

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### 1. A — Examine the assessment itself for quality issues (clarity, alignment, difficulty) before concluding students did not learn

Before concluding instruction failed, a reflective teacher examines the assessment: Were questions clear? Were they aligned to taught content? Was difficulty appropriate? Was there sufficient practice? Poor results may reflect assessment quality issues rather than learning gaps. This is core to assessment literacy.

### 2. C — Role confusion

Erikson's Stage 5 (Identity vs. Role Confusion, ages 12-18) centres on developing a stable sense of self. Failure results in role confusion: uncertainty about values, beliefs, and future direction. Success yields the virtue of fidelity.

### 3. A — Academic misconduct (self-plagiarism)

Submitting previously submitted work for a new assignment without disclosure is considered self-plagiarism and violates academic integrity standards in UAE and international educational contexts.

### 4. B — Determine the assessment evidence that will demonstrate whether students have achieved the desired outcomes

Backward design Stage 2 is 'Determine Acceptable Evidence': deciding what assessment will demonstrate student mastery BEFORE planning specific lessons or activities. This ensures assessments are truly aligned to goals rather than added as an afterthought. Only in Stage 3 does the teacher plan learning experiences.

### 5. B — Professional development → Change in practice → Student outcomes improve → Change in beliefs

Guskey (2002) proposed that the typical order is: (1) Professional development, (2) Change in teachers' practices, (3) Change in student outcomes, (4) Change in teachers' beliefs. This is important: beliefs change LAST, after teachers see evidence that new practices work.

### 6. C — Construct

Understand (level 2) verbs include: explain, summarise, classify, describe, interpret, compare, paraphrase, predict. 'Construct' is associated with Create (level 6) — building something new or original. Recognising the appropriate action verbs for each Bloom level is essential for writing aligned learning objectives and designing appropriate assessments.

### 7. B — Formative assessment

Exit tickets are a quick formative assessment tool used during or at the end of lessons to check understanding and inform future instruction.

### 8. B — An international assessment measuring student achievement in maths and science

TIMSS (Trends in International Mathematics and Science Study) is an international large-scale assessment used to benchmark UAE student performance in mathematics and science against global peers.



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**9. A — Can deepen comprehension by leveraging L1 knowledge as a cognitive bridge, supporting L2 content learning**

Research on translanguaging (Garcia, 2009) and Cummins' interdependence hypothesis shows that strategic use of L1 as a cognitive scaffold can support comprehension of complex content while L2 is developing. Strict L2-only policies can impede content learning for ELLs who have not yet reached CALP in the L2.

**10. A — The brain continues to form new neural connections in response to learning and experience throughout life**

Neuroplasticity — the brain's ability to reorganise itself by forming new neural connections — provides biological support for growth mindset: the brain changes in response to learning, effort, and experience. This counters fixed ability theories and supports the educational value of challenge and practice.

**11. B — Repairing harm through dialogue and rebuilding relationships after a conflict or rule violation**

Restorative practices (based on restorative justice principles) focus on repairing harm rather than punishing wrongdoing. They involve structured dialogue between those who caused harm and those affected, repairing relationships and rebuilding community. Research shows better outcomes for reducing recidivism and exclusion than punitive approaches.

**12. C — Some of the largest gains ever recorded in educational research, particularly for lower-achieving students**

Black and Wiliam's (1998) meta-analysis found that improved formative assessment produces among the largest effect sizes recorded in educational research (0.4-0.7), with particularly large gains for lower-achieving students. This established formative assessment as a high-priority lever for improving equity and overall achievement.

**13. A — Multistructural — knows several facts but has not connected them into an integrated understanding**

The SOLO taxonomy (Structure of Observed Learning Outcomes, Biggs & Collis, 1982) has five levels: Prestructural, Unistructural, Multistructural, Relational, Extended Abstract. A student who can explain facts/concepts but not yet connect and apply them is at Multistructural level. Relational level integrates knowledge into coherent wholes; Extended Abstract generalises beyond.

**14. A — To be among the top 20 countries globally in education quality**

UAE Vision 2021 set the ambition for the UAE to be among the world's top 20 countries in education quality, emphasising knowledge, innovation, and a globally competitive education system.

**15. D — To evaluate school quality across multiple domains including teaching, learning, and student outcomes**

The School Inspection Framework (e.g., KHDA's inspection reports, ADEK's ADQES framework) evaluates schools across domains such as quality of teaching and learning, student outcomes, curriculum, and leadership. Inspection results are published and influence school classification ratings.

**16. C — Provide the question and problem but allow students to design their own investigation and draw their own conclusions**

Guided inquiry sits between structured inquiry (fully teacher-directed) and open inquiry (fully student-directed). In guided inquiry, the teacher provides the question or problem but students have significant agency in designing the investigation, collecting data, and interpreting results — developing inquiry skills with support.



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**17. D — Love and belonging needs**

Being greeted personally and by name meets belonging needs (level 3): students feel recognised, valued, and welcomed as part of the classroom community. This simple practice sends a powerful message of inclusion and belonging that supports students' readiness to engage with learning.

**18. D — Grouping individual pieces of information into larger meaningful units that can be processed as single items**

Chunking (Miller, 1956) overcomes working memory's 7+/-2 item limit by organising individual bits of information into meaningful larger units. A phone number is easier to recall as three chunks (055-123-4567) than ten individual digits. Teachers chunk content by building schemas that allow more information to be held and processed simultaneously.

**19. A — Technological Pedagogical Content Knowledge**

TPACK (Technological Pedagogical Content Knowledge) describes the intersection of three knowledge types: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). Effective technology integration requires all three domains to work together.

**20. C — Assimilation**

Assimilation is the cognitive process of fitting new information into an existing schema. Accommodation occurs when the schema itself must be modified to fit new information. Equilibration is the balancing mechanism between the two.

**21. B — Active student engagement and peer discussion**

Think-Pair-Share gives students time to think independently, discuss with a partner, and then share with the class, increasing participation and deeper processing of content.

**22. A — Anecdotal record keeping**

Anecdotal records are brief, factual, written accounts of specific student behaviours, actions, or statements observed during natural classroom activities. They record what happened (observation) separately from interpretation (inference). Collected over time, anecdotal records provide rich data for understanding individual learning.

**23. A — Professional Practice — collaborating with the school community to support all learners**

Collaborating with parents and specialists to holistically support learners with special needs falls under Professional Practice (Standard 3) in the UAE TELS framework.

**24. C — Clear, firm expectations with consistent positive recognition for compliance and consistent consequences for non-compliance**

Assertive Discipline (Canter, 1976) is a teacher-centred classroom management model: teachers assertively communicate clear expectations, consistently apply positive recognition for desired behaviour, and enforce pre-determined consequences for non-compliance. Critics note it is more compliant-focused than relationship-based.

**25. D — Homework has stronger positive effects at secondary level than primary level, and quality and purpose of tasks matter more than quantity**

Cooper's meta-analyses (1989, 2006) found: homework effects are stronger in secondary than primary school (minimal positive effects in primary); quality and meaningful purpose matter more than duration; excessive homework can be counterproductive. The '10-minute rule' (10 minutes per grade level per night) is widely



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recommended.

**26. A — It benefits high-achieving students moderately but significantly harms the achievement and self-concept of lower-track students**

Research (Slavin, 1990; Oakes, 2005; Hattie, 2009) shows rigid ability grouping/tracking has small positive effects for the highest group but significant negative effects on lower-tracked students (lowered expectations, inferior instruction, diminished self-concept, and reduced mobility). Flexible grouping within heterogeneous classes is preferred.

**27. C — Linguistic Interdependence Hypothesis**

Cummins' Linguistic Interdependence Hypothesis proposes that L2 competence is partially dependent on the level of L1 competence at the time of L2 exposure. Well-developed L1 literacy and academic language provides a foundation that transfers to L2 academic language development.

**28. B — Student motivation**

Research consistently shows that student motivation is the most critical factor in learning outcomes, as motivated learners engage more deeply, persist through challenges, and achieve higher results.

**29. D — Starting with the desired end outcomes and designing learning experiences and assessments to reach them**

Backward design (Understanding by Design) begins by identifying desired learning outcomes, then determining acceptable evidence of achievement, and finally planning learning experiences — working backwards from goals.

**30. D — The result of social and environmental barriers that exclude individuals with impairments**

The social model of disability (Oliver, 1990) holds that disability is created by social and environmental barriers, not by the individual's impairment. It shifts focus from 'fixing' the individual to removing barriers - a foundation of inclusive education philosophy.



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