

**Grade 8 Science
1st QUARTER EXAMINATION**

Score:

Name: _____

Grade & Section: _____

Direction: Choose the letter of the best answer. Write the letter before each number.

- _____ 1. Which of the following is an example of movement caused by a non-contact force?
A. A foot kicking a soccer ball **C.** shoes rubbing against the floor
B. Paperclips pulled by a magnet **D.** Wind pushing against a kite
 - _____ 2. Which describes a contact force?
A. Paperclips pulled by a magnet **C.** gravity pulling down objects
B. A floor kicking a soccer ball **D.** static electricity
 - _____ 3. A student shoots a basketball. Which non-contact force drags the ball down the basket?
A. friction between the ball and the air **C.** the student pushing the ball into the air
B. the ball hitting the rim and bounce into the basket **D.** gravity pulling the ball down
 - _____ 4. Two classes are playing tug-of-war. If the center of the rope is not moving, what must be true?
A. Both classes are pulling equally. **C.** The ground is slippery.
B. Both classes have equal mass. **D.** One class is pulling harder than the other.
 - _____ 5. A change in position relative to an object's reference point is called
A. motion **B.** momentum **C.** inertia **D.** acceleration
 - _____ 6. Speed can be determined from the formula:
A. time/distance **C.** distance/time
B. time/acceleration **D.** distance x time
 - _____ 7. The distance covered by a car traveling at a speed of 50 km/h for 5 hours is:
A. 10 miles **B.** 250 miles **C.** 55 miles **D.** 45 miles
 - _____ 8. A body at rest tends to remain at rest and a body in motion tends to remain in motion unless acted upon by an unbalanced force is stated in the law of _____
A. motion **B.** inertia **C.** acceleration **D.** action and reaction
 - _____ 9. A moving bus comes to a sudden stop and the passengers lurch forward. This is an example of law of:
A. motion **B.** inertia **C.** acceleration **D.** action and reaction
 - _____ 10. As the force acting on an object decreases, the acceleration of the object
A. increases **C.** remains the same
B. decreases **D.** increases, then decreases
 - _____ 11. As the mass of an object increases, the acceleration of that object
A. increases **C.** remains the same
B. decreases **D.** increases, then decreases
 - _____ 12. The motion of space aircraft is primarily based on the law of _____.
A. motion **B.** inertia **C.** acceleration **D.** action and reaction
 - _____ 13. Work is defined as the product of
A. force and weight **C.** energy and height
B. force and energy **D.** force and distance
 - _____ 14. A ball is lying on the floor. When will the ball move?
A. it will never move **C.** when a force acts on it
B. when the lights are turned on **D.** when gravity pulls on it
 - _____ 15. 2. What must be applied to push or pull an object?
A. a force **C.** speed **B.** gravity **D.** distance
 - _____ 16. 5. What will happen when a light-weight object and a heavy object run into each other?
A. They bounce away equally. **C.** The large object bounces backwards.
B. The small object bounces backwards. **D.** The small object becomes part of the large one.
 - _____ 17. A moving bicycle has?
A. kinetic energy. **C.** chemical energy
B. potential energy **D.** nuclear energy.
 - _____ 18. What type of energy transformation is represented in the diagram on the right?
A. chemical energy to sound energy **C.** sound energy to electric energy
B. sound energy to chemical energy **D.** electric energy to sound energy
 - _____ 19. The best example of an object that possesses potential energy is?
A. a falling rock **B.** a piece of coal **C.** a rolling rock **D.** a man running
 - _____ 20. What type of energy is contained in gasoline?
A. potential **B.** mechanical **C.** kinetic **D.** chemical
- Questions 21 and 22 refer to the following situation:**
 Angie stretches a large rubber band and then releases one of its ends. The rubber band snaps back to its original shape.
- _____ 21. When the rubber band was stretched, it had:
A. kinetic energy **B.** potential energy **C.** motion energy **D.** no energy
 - _____ 22. As the rubber band was snapping back, it had:
A. kinetic energy **B.** potential energy **C.** motion energy **D.** no energy



Grade 8 Posttest Science Answers

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Grade 8 Posttest Science Answers:

Science Test Practice, Grade 8 Spectrum,2012-09-01 Spectrum Science Test Practice provides the most comprehensive strategies for effective science test preparation Each book features engaging and comprehensive science content including physical science earth and space science and life science The lessons perfect for students in grade 8 are presented through a variety of formats and each book includes suggestions for parents and teachers as well as answer keys a posttest and a standards chart Today more than ever students need to be equipped with the essential skills they need for school achievement and for success on proficiency tests The Spectrum series has been designed to prepare students with these skills and to enhance student achievement Developed by experts in the field of education each title in the Spectrum workbook series offers grade appropriate instruction and reinforcement in an effective sequence for learning success Perfect for use at home or in school and a favorite of parents homeschoolers and teachers worldwide Spectrum is the learning partner students need for complete achievement

Science Test Practice, Grade 3 Spectrum,2012-09-01 Spectrum Science Test Practice provides the most comprehensive strategies for effective science test preparation Each book features engaging and comprehensive science content including physical science earth and space science and life science The lessons perfect for students in grade 3 are presented through a variety of formats and each book includes suggestions for parents and teachers as well as answer keys a posttest and a standards chart Today more than ever students need to be equipped with the essential skills they need for school achievement and for success on proficiency tests The Spectrum series has been designed to prepare students with these skills and to enhance student achievement Developed by experts in the field of education each title in the Spectrum workbook series offers grade appropriate instruction and reinforcement in an effective sequence for learning success Perfect for use at home or in school and a favorite of parents homeschoolers and teachers worldwide Spectrum is the learning partner students need for complete achievement

Science Test Practice, Grade 5 Spectrum,2009-01-04 Test with success using Spectrum Science for grade 5 The book features engaging and comprehensive content concerning physical science earth and space science and life science The lessons are presented through a variety of formats and include suggestions for parents and teachers as well as answer keys pretests posttests inquiry based writing with open ended questions and a standards chart Today more than ever students need to be equipped with the skills required for school achievement and success on proficiency tests The book is perfect for use at home or in school and is favored by parents homeschoolers and teachers This 96 page book supports National Science Education Standards and aligns with state and national standards

Exemplary Science in Grades 5-8 Robert Eugene Yager,2006 This volume is the third in NSTA s Exemplary Science monograph series which provides the results of an unprecedented national search to assess how well the Standards vision has been realized nine years after the National Science Education Standards were release

Informatics in Schools. Innovative Approaches to Computer Science Teaching and Learning Zsuzsa Pluhár,Bence

Gaál,2024-10-12 This book constitutes the proceedings of the 17th International Conference on Informatics in Schools Situation Evolution and Perspectives ISSEP 2024 held in Budapest Hungary during October 28 30 2024 The 14 full papers presented were carefully reviewed and selected from 42 submissions The papers cover the following topics curricula and computer science concepts problem solving algorithms and programming teacher s perspective **Spectrum Math**

Workbook, Grade 7 Spectrum,2014-08-15 Spectrum Math for grade 7 keeps kids at the top of their math game using progressive practice math in everyday settings and tests to monitor progress The math workbook covers algebra geometry statistics proportions ratios and more A best selling series for well over 15 years Spectrum still leads the way because it works It works for parents who want to give their child a leg up in math It works for teachers who want their students to meet and surpass learning goals And it works to help children build confidence and advance their skills No matter what subject or grade Spectrum provides thorough practice and focused instruction to support student success Teaching and Learning Proof Across the Grades Despina A. Stylianou,Maria L. Blanton,Eric J. Knuth,2010-09-23 A Co Publication of Routledge for the National Council of Teachers of Mathematics NCTM In recent years there has been increased interest in the nature and role of proof in mathematics education with many mathematics educators advocating that proof should be a central part of the mathematics education of students at all grade levels This important new collection provides that much needed forum for mathematics educators to articulate a connected K 16 story of proof Such a story includes understanding how the forms of proof including the nature of argumentation and justification as well as what counts as proof evolve chronologically and cognitively and how curricula and instruction can support the development of students understanding of proof Collectively these essays inform educators and researchers at different grade levels about the teaching and learning of proof at each level and thus help advance the design of further empirical and theoretical work in this area By building and extending on existing research and by allowing a variety of voices from the field to be heard Teaching and Learning Proof Across the Grades not only highlights the main ideas that have recently emerged on proof research but also defines an agenda for future study *Resources in Education* ,2001-10 *Stem, steam, computational thinking and coding:*

Evidence-based research and practice in children's development Stamatis Papadakis,Michail Kalogiannakis,Ali Ibrahim Can Gözüml,2023-03-13 **Proceedings of the 2nd UPY International Conference on Education and Social Science (UPINCESS 2023)** Ari Kusuma Wardana,2023-12-31 This is an open access book Technology has had a huge impact on education and social dynamics around the world Since the introduction of information and communication technologies ICTs such as the internet smartphones and social media much has changed in the way we learn and interact with others In education technology has enabled students and teachers to access more diverse and engaging educational resources With internet access students and teachers can access educational resources from all over the world and learn about various topics and disciplines In addition technology also enables distance learning which allows students and teachers to connect

from different locations However there are also negative impacts of using technology in education For example excessive use of social media and the internet can cause concentration disorders and addiction in students In addition too much reliance on technology can also reduce students ability to think critically and solve problems independently In social dynamics technology has allowed us to connect with people from all over the world and paved the way for greater collaboration and cultural exchange However technology has also brought negative impacts on social dynamics such as the spread of fake news or hoaxes cyberbullying and social media addiction In this regard technology can be a very useful tool if used wisely and with proper understanding of its impact Therefore to support this Universitas PGRI Yogyakarta was hold an international conference and Call for Papers The 2nd UPY International Conference on Education and Social Science UPINCESS The Impact of Technology on Education and Social Dynamics on September 27 2023 The conference aims to discuss in depth about the impact of technology on education and social dynamics as well as finding appropriate solutions and strategies to minimize its negative impact and maximize its benefits Experts researchers and practitioners in the field of education and technology from around the world can share their knowledge and experience in this conference and can encourage collaboration and innovation in this field

The Transactions of the Institute of Electronics and Communication Engineers of Japan ,1982 *Proceedings of the Twenty-fourth Annual Conference of the Cognitive Science Society* Wayne D. Gray,Christian D. Schunn,2019-04-24 This volume features the complete text of the material presented at the Twenty Fourth Annual Conference of the Cognitive Science Society As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals presenting a multifaceted view of cognitive science The volume includes all papers posters and summaries of symposia presented at this leading conference that brings cognitive scientists together The 2002 meeting dealt with issues of representing and modeling cognitive processes as they appeal to scholars in all subdisciplines that comprise cognitive science psychology computer science neuroscience linguistics and philosophy

Proceedings of the Nineteenth Annual Conference of the Cognitive Science Society Michael G. Shafto,Pat Langley,1997 This volume features the complete text of the material presented at the Nineteenth Annual Conference of the Cognitive Science Society Papers have been loosely grouped by topic and an author index is provided in the back As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals presenting a multifaceted view of cognitive science In hopes of facilitating searches of this work an electronic index on the Internet s World Wide Web is provided Titles authors and summaries of all the papers published here have been placed in an online database which may be freely searched by anyone You can reach the web site at www.csli.stanford.edu/cogsci97 *Emerging Topics in Coastal and Transitional Ecosystems: Science, Literacy, and Innovation* Ricardo A. Melo,Aschwin Hillebrand Engelen,Bernardo Duarte,Célia M. Teixeira,Irene Martins,Janine Barbara Adams,Maria Bebianno,Raquel Lorenz Costa,Vanessa F.

Fonseca,2022-06-01 **Metacognition in Science Education** Anat Zohar,Yehudit Judy Dori,2011-10-20 Why is metacognition gaining recognition both in education generally and in science learning in particular What does metacognition contribute to the theory and practice of science learning Metacognition in Science Education discusses emerging topics at the intersection of metacognition with the teaching and learning of science concepts and with higher order thinking more generally The book provides readers with a background on metacognition and analyses the latest developments in the field It also gives an account of best practice methodology Expanding on the theoretical underpinnings of metacognition and written by world leaders in metacognitive research the chapters present cutting edge studies on how various forms of metacognitive instruction enhance understanding and thinking in science classrooms The editors strive for conceptual coherency in the various definitions of metacognition that appear in the book and show that the study of metacognition is not an end in itself Rather it is integral to other important constructs such as self regulation literacy the teaching of thinking strategies motivation meta strategies conceptual understanding reflection and critical thinking The book testifies to a growing recognition of the potential value of metacognition to science learning It will motivate science educators in different educational contexts to incorporate this topic into their ongoing research and practice **Indicators and Instruments in the Context of Inquiry-Based Science Education** Jana Heinz,Katrin Lipowski,Alexander Gröschner,2012 This report documents indicators and instruments in the context of inquiry based science education IBSE It is embedded in a project that aims at disseminating inquiry based science teaching on a large scale across Europe Recent research about IBSE is rather specific to individual research questions and focuses on single aspects of IBSE Furthermore the instruments and indicators underlying the different studies are predominately not systematically covered In this report single indicators and instruments in the context of science education are brought together Thereby a coherent database and a link to different research results are presented The indicators and instruments in this report originate from a systematic literature review about IBSE from 2005 2009 To receive a comprehensive picture about research on IBSE the scope of this review contains instructional aspects 1 implementation areas of politics stakeholders 2 and teacher education and teacher professional development 3 This report contributes to supplying a systematic overview about instruments and indicators in the field of IBSE It addresses researchers politicians and stakeholders teacher educators and teachers who are interested in methods of research and dissemination in the context of science education and IBSE *Proceedings of 5th Borobudur International Symposium on Humanities and Social Science (BISHSS 2023)* Zulfikar Bagus Pambuko,Muji Setiyo,Chrisna Bagus Edhita Praja,Agus Setiawan,Fitriana Yuliasuti,Lintang Muliawanti,Veni Soraya Dewi,2024-08-01 This is an open access book In our rapidly evolving modern era the intersection of green technology and digital society has shifted paradigm shifts across various facets of human life The fusion of these two domains holds the potential to profoundly impact society's social aspects Therefore The 5th Borobudur International Symposium with the theme Smart and Sustainable The Synergy of Green Technology and Digital Society is

designed to delve into and celebrate the strong synergy between green technology and the digital society specifically focusing on social sciences The background of this conference reflects the significant tensions in modern society On the one hand we witness innovative strides in green technology to reduce negative environmental impacts and develop more sustainable systems On the other hand our society is becoming increasingly interconnected in a vast digital network enabling unprecedented information exchange that influences social interactions work education and many other aspects of daily life As green technology and the digital society converge new and crucial opportunities and challenges emerge in the social context Through this International Conference we hope to provide a platform for researchers practitioners and stakeholders to share knowledge experiences and innovative ideas to better understand how green technology and the digital society can collaborate to achieve smarter and more sustainable societies

29th Annual Frontiers in Education Conference

Puerto Rico) Frontiers in Education Conference (29th : 1999 : San Juan,1999 Distributed Autonomous Robotic Systems

M. Ani Hsieh,Gregory Chirikjian,2014-06-07 Distributed robotics is a rapidly growing and maturing interdisciplinary research area lying at the intersection of computer science network science control theory and electrical and mechanical engineering The goal of the Symposium on Distributed Autonomous Robotic Systems DARS is to exchange and stimulate research ideas to realize advanced distributed robotic systems This volume of proceedings includes 31 original contributions presented at the 2012 International Symposium on Distributed Autonomous Robotic Systems DARS 2012 held in November 2012 at the Johns Hopkins University in Baltimore MD USA The selected papers in this volume are authored by leading researchers from Asia Europa and the Americas thereby providing a broad coverage and perspective of the state of the art technologies algorithms system architectures and applications in distributed robotic systems The book is organized into five parts representative of critical long term and emerging research thrusts in the multi robot community Coordination for Perception Coverage and Tracking Task Allocation and Coordination Strategies Modular Robots and Novel Mechanisms and Sensors Formation Control and Planning for Robot Teams and Learning Adaptation and Cognition for Robot Teams **Research in Education** ,1974

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