

**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

Zsuzsa Pluhár, Bence Gaál



Grade 8 Posttest Science Answers:

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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 released

Resources in Education, 2001-10 **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.

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.

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.

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.

A Systems Approach to Improving K-12 STEM Education United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and

Science Education,2010 *Research in Education* ,1974 *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 *Proceedings of the Eighteenth Annual Conference of the Cognitive Science Society* Garrison W. Cottrell,2019-02-21 This volume features the complete text of all regular papers posters and summaries of symposia presented at the 18th annual meeting of the Cognitive Science Society Papers have been loosely grouped by topic and an author index is provided in the back 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 <http://www.cse.ucsd.edu/events/cogsci96/proceedings> You may view the table of contents for this volume on the LEA Web site at <http://www.erlbaum.com> **Handbook of Research on Science Education, Volume II** Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized

around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community **Journal of the Arkansas Academy of Science** ,2004 *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 **Avoiding Thesis and Dissertation Pitfalls** R. Murray Thomas,Dale L. Brubaker,2001-09-30 Being aware of thesis and dissertation pitfalls can help the graduate student make efficient use of resources available to him or her and bring precision to research and writing of that important project The authors present 61 cases cast as an envisioned conversation between a student and a professor whom the student consults about a problem The cases are presented within ten chapters that proceed through a sequence of typical stages in the production of a thesis or dissertation Chapter titles include Choosing and Defining a Research Topic Searching the Professional Literature Developing a Proposal Getting Help Devising Data Collection Procedures Organizing the Collected Information Interpreting the Results Writing the Report Defending the Finished Product and Publishing the Study **Stem, steam, computational thinking and coding: Evidence-based research and practice in children's development** Stamatios Papadakis,Michail Kalogiannakis,Ali Ibrahim Can Gözümlü,2023-03-13 **Research Methods for Psychological Science** William J. Ray,2021-08-05 Written by experimental research expert Dr William J Ray Research Methods for Psychological Science introduces students to the principles and practice of conducting research in psychology in an engaging story telling format Ray helps students understand how research increases our understanding of ourselves and our environment and how logic and best practices can increase our understanding of human behavior Whether their future roles will be researchers consumers of research or informed citizens students will learn the importance of developing testable hypotheses how to evaluate new information critically and the impact of research on ourselves and our society Based

on Ray s influential textbook Methods Toward a Science of Behavior and Experience the book offers up to date pedagogy structure and exercises to reinforce the student s learning experience The Transactions of the Institute of Electronics and Communication Engineers of Japan ,1982

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