

**Grade 8 Science  
1<sup>st</sup> 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

**Mike Jess**



## **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

**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

**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

**Resources in Education**, 2001-10 Research in Education, 1974 **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 **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

**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 *Journal of the Arkansas Academy of Science* ,2004 *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 [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

**Investigations in Mathematics Education** ,1983 **Spectrum Critical Thinking for Math, Grade 5** Spectrum, 2017-04-03 Critical Thinking Math Grade 5 Workbook for kids ages 10 Support your child s educational journey with Spectrum s 5th Grade Math Critical Thinking Workbook that teaches essential 5th grade math skills Critical Thinking

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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 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](http://www.csli.stanford.edu/cogsci97)

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## **Table of Contents Grade 8 Posttest Science Answers**

1. Understanding the eBook Grade 8 Posttest Science Answers
  - The Rise of Digital Reading Grade 8 Posttest Science Answers
  - Advantages of eBooks Over Traditional Books
2. Identifying Grade 8 Posttest Science Answers
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Grade 8 Posttest Science Answers
  - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 8 Posttest Science Answers
  - Personalized Recommendations
  - Grade 8 Posttest Science Answers User Reviews and Ratings
  - Grade 8 Posttest Science Answers and Bestseller Lists
5. Accessing Grade 8 Posttest Science Answers Free and Paid eBooks
  - Grade 8 Posttest Science Answers Public Domain eBooks
  - Grade 8 Posttest Science Answers eBook Subscription Services
  - Grade 8 Posttest Science Answers Budget-Friendly Options



6. Navigating Grade 8 Posttest Science Answers eBook Formats
  - ePub, PDF, MOBI, and More
  - Grade 8 Posttest Science Answers Compatibility with Devices
  - Grade 8 Posttest Science Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Grade 8 Posttest Science Answers
  - Highlighting and Note-Taking Grade 8 Posttest Science Answers
  - Interactive Elements Grade 8 Posttest Science Answers
8. Staying Engaged with Grade 8 Posttest Science Answers
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Grade 8 Posttest Science Answers
9. Balancing eBooks and Physical Books Grade 8 Posttest Science Answers
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Grade 8 Posttest Science Answers
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Grade 8 Posttest Science Answers
  - Setting Reading Goals Grade 8 Posttest Science Answers
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Grade 8 Posttest Science Answers
  - Fact-Checking eBook Content of Grade 8 Posttest Science Answers
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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