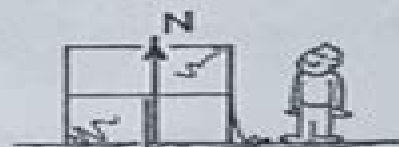
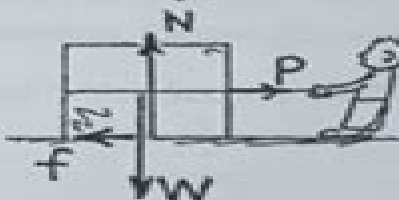


**CONCEPTUAL Physics** PRACTICE PAGE**Chapter 4 Newton's Second Law of Motion**  
**Friction**

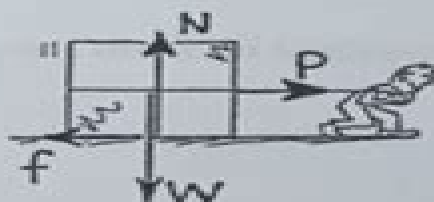
1. A crate filled with delicious junk food rests on a horizontal floor. Only gravity and the support force of the floor act on it, as shown by the vectors for weight  $W$  and normal force  $N$ .

- a. The net force on the crate is [zero] [greater than zero].  
b. Evidence for this is \_\_\_\_\_



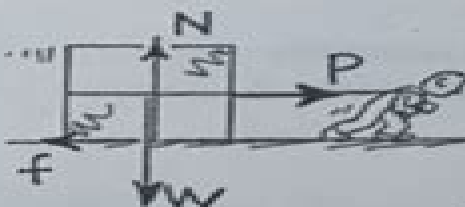
2. A slight pull  $P$  is exerted on the crate, not enough to move it. A force of friction  $f$  now acts,

- a. which is [less than] [equal to] [greater than]  $P$ .  
b. Net force on the crate is [zero] [greater than zero].



3. Pull  $P$  is increased until the crate begins to move. It is pulled so that it moves with constant velocity across the floor.

- a. Friction  $f$  is [less than] [equal to] [greater than]  $P$ .  
b. Constant velocity means acceleration is [zero] [more than zero].  
c. Net force on the crate is [less than] [equal to] [more than] zero.



4. Pull  $P$  is further increased and is now greater than friction  $f$ .

- a. Net force on the crate is [less than] [equal to] [greater than] zero.  
b. The net force acts toward the right, so acceleration acts toward the [left] [right].

5. If the pulling force  $P$  is 150 N and the crate doesn't move, what is the magnitude of  $f$ ? \_\_\_\_\_

6. If the pulling force  $P$  is 200 N and the crate doesn't move, what is the magnitude of  $f$ ? \_\_\_\_\_

7. If the force of sliding friction is 250 N, what force is necessary to keep the crate sliding at constant velocity? \_\_\_\_\_

8. If the mass of the crate is 50 kg and sliding friction is 250 N, what is the acceleration of the crate when the pulling force is 250 N? \_\_\_\_\_ 300 N? \_\_\_\_\_ 500 N? \_\_\_\_\_

# Conceptual Physics Third Edition Practice Page 11

**RJ Shavelson**



## **Conceptual Physics Third Edition Practice Page 11:**

**Instructor's Manual [to Accompany] Conceptual Physics, Eighth Ed** Paul G. Hewitt, 1998 Conceptual Physics Tenth Edition helps readers connect physics to their everyday experiences and the world around them with additional help on solving more mathematical problems Hewitt's text is famous for engaging readers with analogies and imagery from real world situations that build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics With this strong foundation readers are better equipped to understand the equations and formulas of physics and motivated to explore the thought provoking exercises and fun projects in each chapter Included in the package is the workbook Mechanics Properties of Matter Heat Sound Electricity and Magnetism Light Atomic and Nuclear Physics Relativity For all readers interested in conceptual physics

**Validation of Score Meaning for the Next Generation of Assessments** Kadriye Ercikan, James W. Pellegrino, 2017-03-27 Despite developments in research and practice on using examinee response process data in assessment design the use of such data in test validation is rare Validation of Score Meaning in the Next Generation of Assessments Using Response Processes highlights the importance of validity evidence based on response processes and provides guidance to measurement researchers and practitioners in creating and using such evidence as a regular part of the assessment validation process Response processes refer to approaches and behaviors of examinees when they interpret assessment situations and formulate and generate solutions as revealed through verbalizations eye movements response times or computer clicks Such response process data can provide information about the extent to which items and tasks engage examinees in the intended ways With contributions from the top researchers in the field of assessment this volume includes chapters that focus on methodological issues and on applications across multiple contexts of assessment interpretation and use In Part I of this book contributors discuss the framing of validity as an evidence based argument for the interpretation of the meaning of test scores the specifics of different methods of response process data collection and analysis and the use of response process data relative to issues of validation as highlighted in the joint standards on testing In Part II chapter authors offer examples that illustrate the use of response process data in assessment validation These cases are provided specifically to address issues related to the analysis and interpretation of performance on assessments of complex cognition assessments designed to inform classroom learning and instruction and assessments intended for students with varying cultural and linguistic backgrounds The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

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**Modern Physics for Scientists and Engineers** Stephen T. Thornton, Andrew F. Rex, 2006 In addition to featuring the

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