



TEST SUMMARY AND FRAMEWORK

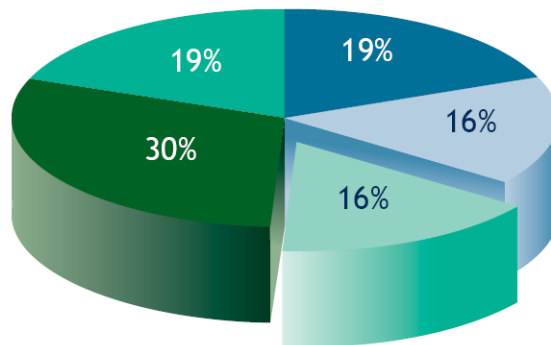
TEST SUMMARY

HEALTH/FITNESS

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

Test Format	Multiple-choice questions
Number of Questions	Approximately 110
Test Session	2 hours, 30 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	029



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
	19%	Factors Affecting Growth and Development	0001-0005
	16%	Living Safely and Reducing Risks	0006-0009
	16%	Consumer and Safety Skills	0010-0013
	30%	Motor Skills and Movement Activities	0014-0021
	19%	Physical Fitness in Everyday Life	0022-0026



TEST FRAMEWORK

HEALTH/FITNESS

FACTORS AFFECTING GROWTH AND DEVELOPMENT

0001 Understand stages and patterns of human growth and development.

For example:

- demonstrating knowledge of patterns, stages, and characteristics of physical, cognitive, social, and emotional growth and development during childhood, adolescence, and early adulthood
- analyzing how factors such as exercise, nutrition, rest, disease, and substance abuse affect growth and development and analyzing the benefits of maintaining healthy habits for lifelong health
- demonstrating knowledge of hereditary factors that affect growth, development, and overall health
- assessing hereditary risks that influence personal health and developing a plan to address those risks
- analyzing developmental issues during the different stages of human growth through the life span (e.g., importance of play in the socialization of children, preoccupation with physical appearance during adolescence)
- recognizing psychological, cognitive, social, and emotional changes that occur during puberty and strategies for coping with situations related to the transition from childhood to adolescence and from adolescence to young adulthood
- recognizing how stages and patterns of growth and development relate to health and fitness learning and education (e.g., in relation to motivation, behavioral change, appropriate practices)



0002 Understand anatomy and physiology in relation to physical activity and fitness, growth and development, and recovery from illness and injury.

For example:

- demonstrating knowledge of basic structures and functions of major body systems (i.e., skeletal, muscular, nervous, respiratory, cardiovascular, endocrine, lymphatic, digestive, and reproductive)
- analyzing the interrelationships among body systems (e.g., skeletal-muscular-nervous, respiratory-cardiovascular)
- recognizing how body systems adapt to skillful movement, physical activity, and fitness
- demonstrating knowledge of relationships between and among anatomy, physiology, and fitness development and assessment (e.g., target heart rate appropriateness for young children, flexibility during middle childhood)
- recognizing the impact of health decisions on body systems and how body systems and their functions affect recovery from illness and injury
- analyzing the physiological and anatomical changes that occur during the transition from childhood to adolescence (e.g., hormonal and physical changes that occur during puberty)
- recognizing the interactions among body systems during physical activity and the physiological changes that result from regular physical activity (e.g., short- and long-term effects on cardiorespiratory, muscular, skeletal, neural, and endocrine structures and systems)



0003 Understand the importance of proper nutrition for maintaining health and physical performance.

For example:

- recognizing types, functions, and sources of nutrients (i.e., fats, carbohydrates, proteins, vitamins, minerals, and water) and their roles in growth, development, repair, and maintenance of the body
- demonstrating knowledge of daily nutritional requirements and dietary and nutritional guidelines
- analyzing the relationship between proper nutrition and the healthy functioning of body and energy systems (e.g., Krebs cycle)
- recognizing the importance of appropriate food choices and portions in a healthy diet and factors that influence food choices (e.g., family eating patterns; marketing practices; economic, social, and cultural factors)
- interpreting and evaluating nutritional information and food labels (e.g., in terms of nutrient density, empty calories, types of fat)
- recognizing principles, criteria, and techniques for evaluating dietary products, plans, and programs (e.g., food and herbal supplements, sports drinks, popular diet plans) in terms of nutritional value and personal health
- evaluating nutritional and caloric needs based on activity and fitness levels, age, gender, health needs, and special conditions (e.g., diabetes, pregnancy, weight control)
- recognizing changing nutritional requirements throughout the life cycle, methods of dietary planning to respond to these changes, and the relationship between body fat and lean body mass
- analyzing the effects of nutrients and other substances (e.g., "performance-enhancing" drinks and other products) on body systems, energy processes, and physical performance



0004 Understand components of and strategies to enhance mental and emotional health.

For example:

- demonstrating knowledge of the importance of self-awareness, positive self-concept, respect for others, and effective communication and social skills in developing and maintaining mental and emotional health
- recognizing ways in which emotions affect decision making
- identifying techniques for expressing emotions appropriately to form safe and respectful relationships
- identifying factors that affect mental and emotional health (e.g., genetic, social, cultural, environmental), ways to anticipate emotional situations, and strategies to maintain the safety of self and others
- identifying types of personal difficulties associated with growth and development (e.g., loss of friends, breakups, moving, failures, death of a loved one) and appropriate coping strategies and techniques for dealing with these difficulties
- recognizing types and effects of stress (e.g., eustress, distress) and appropriate stress-management and anger-management strategies for dealing with stress and emotional conflicts
- recognizing warning signs and symptoms of mental distress, depression, and suicidal tendencies and identifying resources and methods for obtaining assistance for individuals exhibiting these symptoms
- identifying warning signs and behaviors associated with eating disorders and abnormal eating patterns, short- and long-term effects of eating disorders, and strategies for helping individuals with eating disorders (e.g., advocacy, connecting individuals with medical resources)



0005 Understand components of and strategies to enhance social health.

For example:

- recognizing types and characteristics of positive and negative interpersonal relationships and factors and circumstances that influence healthy and unhealthy interpersonal relationships
- analyzing peer roles and relationships, the causes and effects of peer pressure, and healthy strategies for responding to peer pressure
- identifying factors that contribute to the development of friendships and social support systems, the benefits of friendships and social support, and ways to build and maintain friendships and other social relationships
- demonstrating knowledge of strategies and skills that foster positive interpersonal communication and social interactions (e.g., active listening, use of "I" statements, respect for others' opinions)
- demonstrating knowledge of characteristics and types of family structures, roles, responsibilities, dynamics, and difficulties that impact personal health and development
- demonstrating knowledge of strategies for improving family dynamics and interactions (e.g., building trust, opening lines of communication, setting limits) and for preventing and eliminating the potential for neglect or abuse of family members
- demonstrating knowledge of causes of, appropriate responses to, and strategies for dealing with harassment, bullying, and intimidation (e.g., anger management, refusal and resistance skills, reporting incidents to adults)
- applying knowledge of violence-prevention and conflict-resolution techniques and skills (e.g., role-playing, peer mediation) used to reduce and resolve confrontations between individuals and groups within the home, school, workplace, and community
- recognizing the negative consequences of stereotyping, prejudice, and discrimination and applying strategies for promoting tolerance and understanding between and among individuals and groups



LIVING SAFELY AND REDUCING RISKS

0006 Understand the nature, control, and prevention of disease.

For example:

- demonstrating knowledge of types and characteristics of communicable and noncommunicable diseases
- recognizing causative factors, modes of transmission, and signs and symptoms of prominent diseases
- recognizing the importance of developing hygiene habits to maintain health and prevent illness (e.g., washing hands, not sharing food)
- recognizing the role of health-enhancing behaviors and self-care (e.g., eating properly, preventing tooth decay, exercising) in preventing illness and disease and evaluating various recommendations related to self-care
- analyzing risk factors (e.g., poor nutrition, high stress levels, unprotected sex, drug or alcohol abuse, genetic factors) related to various communicable and noncommunicable diseases
- demonstrating knowledge of methods of preventing, managing, controlling, and treating communicable and noncommunicable diseases
- demonstrating knowledge of appropriate health and fitness strategies and activities that promote development of disease-prevention practices
- recognizing methods of health screening used by individuals, public schools, and medical professionals
- identifying social, cultural, economic, and environmental factors that influence the incidence and prevalence of various diseases
- evaluating the effects of personal health practices, environmental factors, public policies, research, health-care resources, and medical advances on the prevention and control of diseases, including emerging diseases



0007 Understand the relationship between sexual behaviors and personal health.

For example:

- recognizing characteristics of healthy and unhealthy relationships that are based on sexual attraction and recognizing the psychological, emotional, and physical benefits of delaying sexual activity
- demonstrating knowledge of sexual behaviors that can result in HIV infection, other sexually transmitted diseases, and unintended pregnancies and of the types and effectiveness of methods and practices for preventing these conditions (e.g., contraception, abstinence, education)
- evaluating the responsibilities and legal issues associated with dating, delaying sexual activity, becoming sexually active, and avoiding pregnancy and sexually transmitted diseases
- identifying factors that influence decisions about sexual activity, (e.g., peer pressure, emotions, cultural values, media messages, misinformation) and strategies for avoiding negative health outcomes associated with sexual behaviors
- demonstrating knowledge of strategies and techniques for resisting and avoiding sexual advances, intimidation, and harassment (e.g., refusal, advocacy, conflict-negotiation, and decision-making skills)
- demonstrating knowledge of issues related to sexual orientation, gender identity, and gender roles



0008 Understand the physical, emotional, and legal consequences of using alcohol, tobacco, and other drugs.

For example:

- analyzing how alcohol, tobacco, and other drugs (e.g., steroids, prescription medications, stimulants, inhalants, narcotics) affect growth and development and the functioning of body systems
- demonstrating knowledge of how various factors (e.g., home environment, cultural and community norms, media messages, peer pressure) influence alcohol, tobacco, and other drug use
- analyzing the effects of alcohol, tobacco, and other drugs on overall health and wellness (e.g., on academic success, social relationships, job performance)
- identifying problem-solving, communication, stress-management, and refusal skills used to resist alcohol, tobacco, and other drug use
- demonstrating knowledge of healthy strategies and activities that promote the prevention of alcohol, tobacco, and other drug use
- demonstrating knowledge of issues related to legal and illegal drug use (e.g., stages of addiction, codependency), including laws concerning alcohol, tobacco, and other drug use
- demonstrating knowledge of types and characteristics of programs, organizations, and processes related to the prevention and treatment of alcohol, tobacco, and drug abuse

0009 Understand how to use risk-assessment, critical-thinking, and decision-making skills to make informed choices about health and fitness behaviors and lifestyle factors.

For example:

- analyzing various influences on health and fitness behaviors and applying strategies for making responsible decisions about personal and family wellness
- applying critical-thinking and decision-making strategies and goal-setting processes to health and fitness issues and problems
- demonstrating knowledge of methods of assessing risks and benefits and the short- and long-term consequences of safe, risky, and harmful behaviors and strategies for reducing such risks (e.g., adequate exercise and rest, tobacco use, unhealthy dietary practices)
- identifying strategies for making health- and fitness-related decisions based on risk assessment and identifying ways to implement these decisions to reduce risks and enhance health and fitness
- applying communication skills and techniques to enhance personal and family health and fitness
- applying strategies for improving and maintaining personal and family resources in relation to health, fitness, and physical activity (e.g., making time for family activities, assessing the costs and benefits of in-home fitness equipment)



CONSUMER AND SAFETY SKILLS

0010 Understand methods and skills for selecting and evaluating health and fitness information, products, and services.

For example:

- demonstrating knowledge of types, sources, and characteristics of health and fitness information (e.g., health and fitness professionals, agencies, databases)
- applying skills for researching, gathering, and analyzing health and fitness information, including Web-based information (e.g., distinguishing between fact and opinion)
- distinguishing between reliable and unreliable health and fitness information and evaluating the accuracy, validity, and usefulness of health and fitness information
- demonstrating knowledge of the roles of government and private agencies (e.g., Centers for Disease Control and Prevention, National Institutes of Health, American Cancer Society) in providing reliable information about health and fitness topics
- identifying criteria and procedures for selecting and evaluating health and fitness technology, products, and services (e.g., exercise equipment, recreation programs, fitness centers)
- demonstrating knowledge of laws, regulations, policies, and agencies that protect consumers of health and fitness products, programs, and services (e.g., consumer protection laws, Food and Drug Administration)
- analyzing legal, ethical, and social issues in community health care (e.g., HIV testing, availability of and access to low-cost health care, family planning, confidentiality), factors that affect community health care, and strategies for addressing and resolving community health problems



0011 Understand the impact of society, culture, and the media on personal and community health and fitness.

For example:

- analyzing how social-emotional and cultural factors (e.g., peer pressure, cultural beliefs) influence health and fitness behaviors and the use of health and fitness products and services
- analyzing media content and marketing practices related to health, fitness, recreation, and sports and their influence on consumers
- recognizing persuasive methods and techniques (e.g., hidden messages, testimonials, and bandwagon appeals in tobacco, alcohol, toy, and food advertising) and how they influence the selection of health and fitness products and services
- determining whether advertisements, promotional claims, research, and marketing practices related to health and fitness products and services are accurate, exaggerated, or misleading
- applying strategies for resisting unhealthy influences from society, culture, the Internet, and other media (e.g., Internet predation, violence on television, music videos)
- recognizing the influences of media images and messages, advertising and marketing practices, peer pressure, and social and cultural factors on the perception of health, fitness, body image, and idealized body types

0012 Understand how environmental factors affect individual and community health.

For example:

- demonstrating knowledge of how environmental factors impact personal health and how the environment influences personal choices related to where to live and work (e.g., effects on body systems, communicable diseases, individual well-being and enjoyment of life)
- analyzing the effects of various environmental problems (e.g., air, water, chemical, and noise pollution; hazardous wastes; acid rain) on the health and safety of communities
- recognizing causes and effects of dangerous weather and environmental conditions and appropriate safety precautions and practices to use in these conditions
- identifying safety issues and environmental risks and hazards associated with certain occupations, careers, and workplaces, including regulations and practices designed to minimize exposure to risks and hazards



0013 Understand personal care and safety, accident and injury prevention, and response to emergencies.

For example:

- recognizing unsafe conditions in the home, school, community, and environment; appropriate strategies for reducing hazards and improving safety; and sources of help in an emergency or crisis
- analyzing legal, ethical, and safety issues in health- and fitness-related situations (e.g., Good Samaritan principle, risk management in physical activity settings)
- demonstrating knowledge of ways to recognize potential risks or dangers (e.g., dating violence, abuse) and of precautions and procedures for avoiding risky situations and protecting oneself from danger and crime
- identifying procedures for life-threatening respiratory and cardiac emergencies (e.g., chest compressions, rescue breathing, clearing an airway obstruction, automated external defibrillation)
- applying knowledge of appropriate emergency and first-aid procedures to use when injury, illness, or accidents occur (e.g., universal precautions; first aid for shock, bleeding, burns, poisoning, broken bones)
- identifying causes and effects of accidents, factors that contribute to accidents involving young people, and strategies for accident prevention
- demonstrating knowledge of guidelines and practices for personal and physical safety (e.g., involving physical contact, personal space, use of helmets and seat belts)
- applying knowledge of principles, practices, and precautions to prevent injury to self and others at home, at school, and in the community (e.g., fire prevention, Internet-related safety, bicycle safety, water-related safety)



MOTOR SKILLS AND MOVEMENT ACTIVITIES

0014 Understand principles and characteristics of motor development, motor learning, and motor control.

For example:

- recognizing sequences and characteristics of motor development and factors that influence motor development, motor learning, and motor control
- demonstrating knowledge of individual motor fitness variables (e.g., agility, coordination, strength) and physical changes that occur with growth and of their impact on motor control and motor performance
- applying knowledge of theories, concepts, and typical progressions of motor development and motor learning (e.g., open vs. closed skills, motor task analysis, practicing motor skills in increasingly complex conditions)
- recognizing principles of practice, retention, readiness, observational learning, and transfer of learning as they relate to motor skill acquisition and performance
- demonstrating knowledge of principles and procedures for detecting errors in motor performance; types and characteristics of feedback; techniques for providing feedback; and appropriate prompts, cues, and corrective feedback for motor performance

0015 Understand movement and biomechanical principles.

- demonstrating knowledge of how to promote understanding of movement concepts related to body awareness, spatial awareness, direction, and variables of time, space, energy, and flow
- demonstrating knowledge of biomechanical principles related to motion, stability, center of gravity, force projection and absorption, buoyancy, rotation, speed, accuracy, acceleration, and other scientific concepts

0016 Understand critical elements of fundamental and complex motor skills.

For example:

- recognizing characteristics and critical elements of mature forms of locomotor (e.g., walk, run, jump), nonlocomotor (e.g., bend, twist, push), and manipulative skills (e.g., roll, bounce, catch/receive, strike), and movement patterns in combination (e.g., hop to skip, slide to gallop, run and catch, dribble and pass)
- applying knowledge of principles and activities for promoting understanding of critical elements in fundamental, mature, and complex movement skills and patterns and of methods for promoting recognition and use of similar elements in various motor skills



0017 Understand principles, techniques, skills, activities, organizational strategies, and safety procedures for rhythmic activities and dance.

For example:

- recognizing elements of rhythm, activities for promoting rhythmic movement (e.g., jumping rope, using a step box), and skills and strategies for integrating locomotor patterns, nonlocomotor skills, and transitions into movement (e.g., rolling, balancing, transferring weight)
- recognizing principles, techniques, elements, sequences, organizational strategies, safety procedures, and types of music for promoting development of dance skills (e.g., line, square, funk, folk, social, and modern dance)
- recognizing principles and techniques for modifying rhythmic activities and dance for various developmental levels to promote maximum participation and success

0018 Understand principles, techniques, skills, activities, organizational strategies, and safety procedures for stunts, tumbling, and gymnastics.

For example:

- demonstrating knowledge of principles, techniques, skills, activities, organizational strategies, safety practices, and equipment for promoting development of stunts, tumbling, and gymnastics skills
- recognizing principles and techniques for modifying stunts, tumbling, and gymnastics for various developmental levels to promote maximum participation and success

0019 Understand principles, techniques, skills, activities, organizational strategies, and safety procedures for individual and outdoor pursuits.

For example:

- applying knowledge of rules, activities, skills, strategies, etiquette, types and uses of equipment, safety procedures, and lead-up games for individual activities (e.g., bowling, self-defense, traverse wall)
- applying knowledge of rules, techniques, skills, etiquette, types and uses of equipment, safety procedures, and organizational strategies for leisure and outdoor pursuits (e.g., orienteering, hiking, canoeing, cycling)
- recognizing principles and techniques for modifying individual and outdoor pursuits for various developmental levels to promote maximum participation and success



0020 Understand principles, techniques, skills, activities, organizational strategies, and safety procedures for dual and team sports.

For example:

- applying knowledge of rules, activities, skills, strategies, etiquette, types and uses of equipment, safety procedures, grouping strategies, and lead-up games for dual and team sports (e.g., racquet sports, softball, lacrosse, volleyball, football, basketball, soccer, floor hockey)
- recognizing critical elements, techniques, and proper form for executing movements in fundamental and complex sports skills (e.g., grip and serve in racquet sports, dribble and chest pass in basketball)
- recognizing principles and techniques for modifying dual and team sports for various developmental levels to promote maximum participation and success

0021 Understand principles, techniques, skills, activities, organizational strategies, and safety procedures for cooperative and group games.

For example:

- applying knowledge of rules, techniques, skills, activities, types and uses of equipment, safety procedures, and organizational strategies for cooperative and group games (e.g., Project Adventure activities, group challenges) and of appropriate cooperative and group games for various developmental levels
- recognizing principles and techniques for modifying cooperative and group games for various developmental levels to promote maximum participation and success



PHYSICAL FITNESS IN EVERYDAY LIFE

0022 Understand principles and benefits of health-related components of physical fitness.

For example:

- demonstrating knowledge of the components of physical fitness (i.e., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) and types of physical fitness training
- applying knowledge of conditioning and training principles (e.g., FITT principle, specificity, overload, progression, reversibility) and ways in which they are used and adjusted to improve physical fitness
- recognizing factors that affect physical fitness and performance (e.g., inactivity, substance abuse) and health risks associated with poor fitness levels
- identifying principles, skills, and physiological processes involved in developing fitness and identifying appropriate activities for various developmental levels and purposes
- demonstrating knowledge of techniques and resources, including technology, for determining and monitoring intensity, time, and endurance levels during physical activities (e.g., heart rate monitors, calculating target heart rate, self-assessment of intensity levels)
- recognizing the benefits of regular participation in physical fitness activities (e.g., increased energy, prevention of illness and disease) and strategies for integrating fitness activities into daily life



0023 Understand principles, activities, and techniques for assessing and promoting health-related fitness components.

For example:

- recognizing principles, skills, and exercises for promoting cardiorespiratory endurance
- comparing and contrasting the functions of components of flexibility (e.g., muscles, joints, ligaments, tendons)
- identifying principles, safety practices, and proper form for exercises that promote flexibility of the major joints and areas of the body, proper posture, and efficient body mechanics
- recognizing principles, skills, exercises, and proper form for promoting strength and endurance of the major muscle groups of the body (e.g., age-appropriate procedures, use of submaximal loads)
- recognizing types of flexibility, strengthening, and muscular endurance training programs and appropriate equipment, practices, and considerations for training (e.g., stretching; progressive resistance; appropriate workloads and levels of intensity, duration, and frequency)
- evaluating the safety and effectiveness of various types of flexibility and muscular strength and endurance exercises
- recognizing the benefits of regular participation in flexibility and muscular strength and endurance activities and strategies for integrating these activities into daily life
- demonstrating knowledge of factors that affect body composition and methods of measuring body composition (e.g., factors related to the validity and limitations of body mass index and bioelectrical impedance analysis)
- demonstrating knowledge of types and uses of fitness tests and appropriate protocols and techniques for assessing overall physical fitness



0024 Understand principles and procedures for developing physical fitness plans.

For example:

- recognizing the importance of developing physically educated individuals and the health benefits of participating in individualized fitness programs (e.g., reduced stress, enjoyment, challenge, social interaction, improved work productivity, reduced health-care costs)
- identifying principles and methods for designing and implementing individualized fitness plans (e.g., evaluating the need for lifestyle changes, monitoring exercise and eating)
- identifying techniques for establishing fitness and activity goals and making and monitoring progress toward these goals (e.g., setting realistic goals, making appropriate activity choices, maintaining activity logs)
- demonstrating knowledge of procedures, activities, and resources for developing, estimating, and maintaining healthy levels of body composition (e.g., body mass index, reducing saturated fats in diet)
- recognizing the relationships among diet, physical activity, eating habits, and body composition (e.g., caloric intake and expenditure, the link between healthy eating patterns and positive body image) and strategies for integrating weight management practices into daily life
- applying knowledge of how to construct, select, monitor, and adjust a personal diet and fitness plan to ensure that it meets daily nutritional requirements and energy needs and addresses individualized goals related to physical performance



0025 Understand the relationship between physical activity and the development of responsible personal and social behaviors and traits.

For example:

- analyzing the relationship between physical activity and the development of personal identity, emotional well-being, and self-expression (e.g., how healthy and unhealthy behaviors affect body image and self-concept, the role of regular physical activity in stress management)
- recognizing how sports, games, and fitness activities promote positive personal behaviors; civility; citizenship; character; traits such as self-esteem, self-control, responsibility, confidence, honesty, and dignity; the ability to cope with limitations, successes, and failures; and appropriate attitudes about winning and losing
- analyzing ways in which sports, games, and fitness activities promote positive social behaviors and traits, such as improved relations with adults and peers, leadership, collaboration, teamwork, cooperation, loyalty, compassion, fairness, and support and consideration of others
- identifying ways in which physical activities provide opportunities for personal challenge, satisfaction, responsibility, and achievement; positive social interactions and enjoyment of activity with others; and healthy alternatives to risk-taking behaviors
- recognizing the role of sports, games, and fitness activities in promoting respect, acceptance, and inclusion of peers and in developing understanding and appreciation of similarities and differences

0026 Understand career and recreational opportunities in health and fitness.

For example:

- identifying various career and recreational opportunities available in the health and fitness fields
- recognizing how skills developed in health and fitness are applicable to a variety of careers and recreational pursuits
- demonstrating knowledge of the preparation required for health- and fitness-related vocations and avocations
- recognizing work habits and skills needed for careers in the health and fitness fields (e.g., perseverance, regular practice, collaborative skills)
- identifying characteristics of community health and fitness resources (e.g., activity clubs, recreation departments, parks, fitness facilities) and ways of accessing community resources to enhance health and fitness