



Teacher Standards and Practices Commission (TSPC)

MULTIPLE MEASURES ASSESSMENT OPTIONS

**CONTENT KNOWLEDGE
GUIDANCE**

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Agency Information

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www.oregon.gov/tspc

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INTRODUCTION

In June 2019, the Oregon Teacher Standards and Practices Commission (TSPC) approved the Multiple Measures approach to assessing content knowledge for educator licensure. This approach reflects best practice in educational assessment by allowing candidates to demonstrate readiness through a variety of high-quality evidence—not just standardized tests.

Multiple Measures offer a more comprehensive, equitable, and strengths-based method for evaluating a candidate's content knowledge preparation. This includes recognition of coursework, academic achievement, clinical experience, professional background, and lived or cultural expertise. By expanding what counts as valid evidence of content knowledge, the Multiple Measures approach creates more inclusive and accessible pathways into the teaching profession.

Utilizing multiple measures also supports efforts to diversify the educator workforce, helping ensure that all students have access to teachers who reflect and understand their communities. Finally, this approach reinforces inclusive assessment practices that align with the varied methods educators are increasingly expected to use in their own classrooms—supporting both professional growth and student success.

To explore additional resources for Educator Preparation Programs (EPPs), please visit the **TSPC Preparation and Advancement** page. You'll find helpful materials under the **Resources for EPPs** section.

AGENCY STAFF

The following Teacher Standards and Practices Commission (TSPC) staff members have been designated to support the implementation of Multiple Measures (MMs)

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COMMON TERMS

The table below includes a list of commonly used acronyms and terms found throughout this document. This quick reference is provided to support your understanding, and familiarity with these terms will be helpful as you navigate the guidance.

AAQEP	Association for Advancing Quality in Educator Preparation
CAEP	Council for the Accreditation of Educator Preparation
CK	Content Knowledge
EPP	Educator Preparation Provider
GPA	Grade Point Average
MMs	Multiple Measures
OAR	Oregon Administrative Rule
TSPC	Teacher Standards and Practices Commission

CANDIDATES SERVED

This guidance applies to two primary groups of candidates pursuing Oregon teaching licensure through approved Multiple Measures (MMs) pathways. The definitions below clarify how these candidate types are referenced throughout the document.

➤ PRE-SERVICE CANDIDATES

Individuals who are:

- Currently enrolled in an Oregon-approved EPP;
- Completing an endorsement program that leads to initial licensure or an added endorsement

➤ IN-SERVICE CANDIDATES

Individuals who are:

- NOT currently enrolled in an Oregon-approved EPP for the endorsement they are seeking evaluation for.

RESPONSIBLE PARTIES: CANDIDATE EVALUATION

➤ PRE-SERVICE CANDIDATES: EPP-LED EVALUATION

Oregon-approved Educator Preparation Providers (EPPs) are the primary parties responsible for evaluating pre-service candidates using the guidance outlined in this document. EPPs have the discretion to determine when and how to apply the Multiple Measures (MMs) options—whether at the point of program admission, during the candidate’s progression through the program, or at the time of licensure recommendation.

For support in interpreting or applying this guidance, EPPs are encouraged to contact the TSPC Director of Educator Preparation and Pathways or the agency’s designated MMs contact. Additional requirements related to documentation and review procedures for EPP-led evaluations are described in later sections of this guidance document.

➤ IN-SERVICE CANDIDATES: TSPC-LED WAIVERS VS. EPP-LED PROGRAM-REQUIRED ENDORSEMENTS

For **non-program-required added endorsements**, TSPC staff are primarily responsible for evaluating in-service candidates who pursue the **Multiple Measures option** through the waiver process¹. These candidates may

¹ **Important Note:** The in-service waiver process is authorized by the Teacher Standards and Practices Commission (TSPC); however, its continued availability is dependent on agency staffing capacity. If TSPC is unable to maintain timely, consistent review of waiver requests, the Commission may temporarily pause or limit new submissions.

demonstrate content knowledge in accordance with the criteria and documentation requirements outlined in this guidance and the applicable Oregon Administrative Rules (OARs).

To clarify TSPC's areas of responsibility, the agency is responsible for evaluating:

- In-service candidates seeking to add a **non-program-required endorsement**, and
- Candidates transferring into Oregon on a **reciprocal license** who must meet Oregon-specific requirements.

For **program-required endorsement areas**—such as ESOL, Reading Intervention, Special Education, Elementary–Multiple Subjects, or other endorsements designated by the TSPC as part of its program pathway—Educator Preparation Programs (EPPs) are responsible for evaluating in-service candidates who return to complete these requirements.

Important EPP Processing Note: For candidates who already hold an Oregon license and are seeking an added endorsement through a program-required route using Multiple Measures (MMs), the Program Completion Report (PCR) cannot be used to document MMs. An additional form is required in these cases. This form is available on the TSPC website under *Resources for EPPs > Assessment Resources > Other MMs Resources*.

CONTENT KNOWLEDGE OPTIONS OVERVIEW

To meet Oregon’s content knowledge requirement for teaching licensure, candidates must successfully complete **one of the five** approved options outlined below. These options are grouped into two categories based on their design and review process:

➤ TEST PROGRAM OPTIONS

These options are established in Oregon Administrative Rule (OAR) and follow traditional test- or program-based pathways.

CK Option 1: Subject Matter Test

- Pass the TSPC-approved content test aligned to the endorsement area.

CK Option 2: Program Completion

- Complete a TSPC-approved educator preparation program in the endorsement area. This coursework-based option is available only for a limited number of endorsements without an approved content exam, or in combination with testing.

➤ MULTIPLE MEASURES OPTIONS

CK Options 3, 4, and 5 rely heavily on the evaluation of content-area coursework and/or experiential learning. These options provide flexible, evidence-based pathways for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture candidate readiness.

CK Option 3: Major & Coursework

- Hold a degree in a TSPC-approved major that aligns with the endorsement area and meet specific coursework and credit requirements.

CK Option 4: Test/Program Plus Supplemental Data

- Candidates may qualify based on a score earned through an evaluation matrix that considers a combination of factors—including content test scores (near-passing), GPA in relevant coursework, and observational data from clinical practice—depending on the endorsement area.

CK Option 5: Holistic Evaluation

- Present a portfolio of evidence demonstrating content knowledge through a combination of coursework, work experience, lived or cultural expertise, and/or other documented learning.

REQUIREMENTS AND DOCUMENTATION FOR CK OPTIONS 3, 4, & 5

Content Knowledge Options 3, 4, and 5 rely heavily on the evaluation of coursework and/or experiential learning aligned with standards. These options provide flexible, evidence-based pathways for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture their readiness.

Regardless of whether Multiple Measures (MMs) is used to demonstrate content knowledge, Educator Preparation Providers (EPPs) must retain evidence of program completion in each candidate's record. This includes copies of the program completion reports submitted to the Commission. (Refer to OAR 584-400-0160(4) for more information.)

When MMs is utilized, EPPs are additionally required to maintain all supporting documentation that informed their decision to recommend the candidate for program completion under MMs guidance.

In-service educators may be evaluated under any of the three options; however, TSPC may require additional or alternative evidence and documentation to align with established waiver processes and support informed decision-making.

➤ **COURSEWORK USED TO MEET MULTIPLE MEASURES REQUIREMENTS**

To ensure consistency and rigor, all coursework submitted for consideration under these pathways must meet the following criteria:

Accreditation & Verification

All content coursework used to meet content knowledge requirements must be completed at a college, university, or institution accredited by a recognized regional, national, or international accrediting body.

Verification must be provided through official transcripts, ensuring that the coursework reflects appropriate academic rigor and institutional quality consistent with licensure standards.

Relevance to the Endorsement Area

Only coursework that is directly aligned to the endorsement area sought will be accepted. Refer to **Appendix One** for subject-specific course domains and acceptable prefixes. When alignment is unclear, EPPs should consult:

- The Oregon Student Learning Standards, and
- Relevant endorsement rules in OAR Division 220 and/or 420.

Course Level and Format

Only non-remedial coursework is eligible. Acceptable coursework may include undergraduate, post-baccalaureate, or graduate-level classes, including those completed in hybrid or online formats, so long as they are offered by an accredited institution.

Timing of Coursework

Eligible coursework may be completed at any time prior to the recommendation for licensure. This includes coursework completed before program enrollment, during enrollment, or through previous academic or professional experiences.

➤ **CK OPTION 3 REQUIREMENTS**

The candidate must complete a bachelor's degree or higher from an approved institution in the United States, or the foreign equivalent of such degree approved by the Commission (OAR [584-210-0030](#)). The degree must include a major that aligns with the endorsement area, as defined and approved by TSPC. If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

Approved majors are those that meet at least one of the following criteria:

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in Appendix One of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Content Coursework and Grade Requirements for CK Option 3

In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific coursework aligned to the endorsement standards. Please see **Appendix One** for detailed information on major and coursework requirements.

Under Option 3, only courses with a letter grade of C or higher will be considered unless the candidate has an overall GPA of 2.75 or higher across the required coursework.

Methods and education foundations courses may be included in the GPA calculation. However, **remedial coursework must not be included.**

Courses graded as **Pass/No Pass (or equivalent)** may be accepted **only if**:

- The candidate received a passing grade ("P" or equivalent), **and**
- The Educator Preparation Provider (EPP) can verify that the "P" is equivalent to a letter grade of **C or higher**.

Documentation

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. The EPP is responsible for:

- Verifying that the major, coursework, and content alignment meet the Multiple Measures requirements using official transcripts,
- Confirming that the candidate has met the total credit hour, grade or GPA threshold, and Recording successful completion of this option on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

➤ **CK OPTION 4 REQUIREMENTS**

Content Knowledge (CK) Option 4 provides candidates with an alternative pathway to demonstrate subject-matter expertise through a combination of supplemental evidence. Depending on the endorsement area, this may include:

- A near-passing content test score
- GPA in relevant coursework
- Evidence of content-area knowledge demonstrated during clinical practice

To accommodate variations in assessment structures across endorsement areas, CK Option 4 is divided into two distinct sub-pathways: Content Option 4A and Content Option 4B.

Candidates and Educator Preparation Providers (EPPs) should refer to the appropriate matrix to guide evaluation and documentation.

TSPC-approved Clinical Assessment Instrument

For both CK Option 4A and 4B, **Educator Preparation Providers (EPPs)** must obtain **prior approval** from the Teacher Standards and Practices Commission (TSPC) for the clinical assessment instrument they intend to use. EPPs must also submit documentation outlining their planned evaluation process before points can be awarded in the Clinical Experience section.

CONTENT KNOWLEDGE OPTION 4 SUB-PATHWAYS	
4A	4B
Approved only for the endorsements listed in Appendix One.	Oregon-Prepared Candidates pursuing the ESOL, Reading Intervention, Speech, or Special Education endorsements & Non-Oregon-Prepared Candidates pursuing the ESOL endorsement only

Approval Process

Requests for approval of clinical assessment instruments should be submitted via email to the **TSPC Director of Educator Preparation and Pathways** or their designated representative.

TSPC will evaluate each submitted instrument for:

- **Content validity** and **construct validity** to ensure alignment with subject-matter knowledge in the relevant endorsement area
- **Reliability**, including evidence of how **inter-rater consistency** is maintained across evaluators

To support this review, EPPs must submit a training and calibration plan outlining how evaluators are prepared to use the tool consistently and how inter-rater reliability is monitored over time. These efforts, once conducted, will generally not be required more than every few years.

TSPC may use an established industry framework—such as the CAEP Evaluation Framework for EPP-Created Assessments, the AAQEP Standards and Guidance for Assessment, or an equivalent tool—to evaluate the quality and alignment of EPP-developed assessments. This review applies equally to proprietary and EPP-developed instruments.

Note: The decision of TSPC regarding approval of the clinical assessment instrument is final.

4A: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP’s approved key assessment(s). Documentation must include **a minimum of five iterations** of the assessment:

- **Two iterations** completed by the cooperating teacher
- **Two iterations** completed by an EPP supervisor and/or EPP faculty member
- **One additional iteration** completed by either a cooperating teacher, an EPP supervisor, a faculty member, or a collaborative combination

Only two scores are used to calculate points for this section:

1. The highest-rated iteration completed by a **cooperating teacher**
2. The highest-rated iteration completed by an **EPP supervisor and/or faculty member**

Points are awarded based on the proficiency demonstrated in these two iterations.

4B: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP’s approved key assessment(s). Documentation must include **a minimum of at least three classroom observations**.

- Average the results from the final evaluations to determine proficiency.
- Award points based on the percentage of rubric elements rated at or above the acceptable level

Refer to Appendix Two for more details.

➤ CK OPTION 4A – DISTINCT CONTENT PATHWAY (APPENDIX ONE ALIGNED)

CK Option 4A is available to candidates seeking endorsements that require a stand-alone, subject-specific content test, as listed in **Appendix One**. These assessments are designed to measure discrete content knowledge within the endorsement area, with minimal to no emphasis on instructional methods or pedagogical content.

To be eligible for this option, the candidate must first attempt the TSPC-approved content test. If the candidate does not meet the passing score, they may still qualify by earning 70 points or more on the TSPC-approved content preparation matrix (refer to Appendix Two).

The CK Option 4a Matrix incorporates the following components:

- The candidate’s content test score

- GPA in endorsement-aligned, non-remedial coursework (20 S/30 Q credit minimum requirement) and/or
- Clinical assessment data collected using a TSPC-approved evaluation tool

This pathway is designed for candidates whose readiness is best demonstrated through a combination of academic achievement and performance-based evidence, supplementing—but not replacing—the content test requirement.

Documentation for CK Option 4A

The candidate must submit official transcript(s) to TSPC confirming that they meet the degree requirements for licensure. Educator Preparation Providers (EPPs) must verify and retain the following documentation for each candidate evaluated under CK Option 4A:

- Official score report for the TSPC-approved content test
- GPA calculation based on non-remedial, endorsement-aligned coursework (see Appendix One for course domains) and/or
- Clinical assessment data from at least five applications of a TSPC-approved instrument

EPPs must document the candidate's eligibility and completion by:

- Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes.

➤ **CK OPTION 4B – PROGRAM-ALIGNED PATHWAY**

CK Option 4B is intended for endorsement areas where the approved content assessment is not a discrete subject-area exam, but instead is integrated into a program-based, pedagogy- or methods-focused evaluation. This option supports candidates whose content knowledge is best demonstrated holistically through a combination of coursework, clinical performance, and/or TSPC-approved assessments. A test score may not be required for CK Option 4B, further details are provided below.

NOTE: Candidates pursuing an endorsement listed in Appendix One are not eligible for CK Option 4B.

Endorsements Currently Eligible for Content Knowledge Option 4B

For Oregon-Prepared Candidates:

- English to Speakers of Other Languages (ESOL)
- Reading Intervention
- Speech
- Special Education (any area)

For Non-Oregon-Prepared Candidates:

- ESOL only

In these cases, candidates are not required to submit a test score. Instead, eligibility is determined by:

- GPA calculated from relevant program coursework (20 S/30 Q credit minimum requirement).

Note: A TSPC-approved program may be accepted in lieu of the 20 S/30 Q credit requirement. In such cases, the GPA will be calculated based on coursework completed within the approved program. This option does not override the Educator Preparation Provider's (EPP's) published grading policies. Candidates must still meet all program-level academic requirements as determined by the EPP.

- Clinical assessment of content knowledge gathered through a TSPC-approved EPP evaluation tool and/or
- The candidate's content test score

This pathway allows programs to demonstrate candidate competency through cohesive program-based evaluation. Refer to Appendix Two for a sample form for CK Option 4B.

Additionally, TSPC requires *Non-Oregon-Prepared Candidates* to attempt the approved content test in order to be considered for eligibility under this pathway.

Documentation for CK Option 4B:

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. EPPs must verify and retain the following documentation for each candidate:

- GPA calculation based on coursework completed within the approved program
- Clinical assessment data using a TSPC-approved instrument
and/or
- Official score report for the TSPC-approved content test
- Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes

➤ CK OPTION 5 – HOLISTIC EVALUATION REQUIREMENTS

Content Knowledge Option 5 provides candidates with an opportunity to demonstrate content expertise through a **holistic evaluation** of their academic, professional, and lived experiences. This option is grounded in a strengths-based, culturally responsive approach that honors the diverse ways candidates acquire and apply knowledge relevant to their endorsement area.

Here's a tip—EPPs and TSPC should complete a CK Option 3 evaluation before proceeding with CK Option 5.

Option 5 builds on Option 3, using its coursework analysis as key evidence of content knowledge. Starting with Option 3 ensures a stronger, more streamlined review.

While candidates are **not required** to attempt the Commission-adopted content exam before pursuing this option, Educator Preparation Programs (EPPs) may choose to require the exam for purposes such as admission, advising, or program completion.

Holistic Evaluation Definitions

Alternative Academic Learning

Alternative academic learning refers to structured, non-credit learning experiences that contribute to a candidate's content knowledge and professional growth outside of a traditional college or university setting. This may include professional development opportunities provided by employers, school districts, the Oregon Education Association (OEA), nonprofit organizations, or other recognized professional bodies.

To be considered for licensure evaluation, these learning experiences must be:

- Aligned with the content standards of the endorsement area;
- Substantive in scope and depth; and
- Documented with evidence of participation, outcomes, and relevance to the endorsement field.

Coursework

Coursework refers to credit-bearing college or university courses that are content-specific and aligned with the endorsement standards. To be eligible for Multiple Measures evaluations, coursework must:

- Be relevant to the endorsement area;
- Demonstrate academic preparation across required domains listed in **Appendix One**; and
- Meet accreditation requirements as specified in this guidance.

Remedial courses, and any coursework where the candidate earned a grade of **D or F**, may not be used.

Cultural Practice

Cultural practice refers to lived experiences within a community that—through tradition, heritage, social norms, or community engagement—provide a candidate with applied knowledge relevant to the endorsement area. These experiences must reflect a working understanding of the specific content standard(s) being assessed.

P–20 Teaching Experience

P–20 teaching experience includes instructional roles in educational settings from preschool (P) through postsecondary education (20). This may include classroom teaching, instructional support, or other direct educational responsibilities in early learning programs, K–12 schools, or institutions of higher education.

To be considered for licensure purposes, the experience must be relevant to the endorsement sought and verified through a **PEER form** or equivalent documentation that confirms the role, duration, instructional duties, and alignment to the content area.

Subject Matter Experts

Subject matter experts are individuals with recognized expertise or leadership within the relevant content or endorsement area. This may include direct work experience, community-based roles, or cultural authority.

- If a candidate is presenting **work experience**, an appropriate subject matter expert may be a direct supervisor from that role.
- For **cultural practice**, an appropriate expert might include, for example, a tribal elder recognized within the community for their historical, vocational, or cultural knowledge.

Verified Work Experience (non-teaching)

Verified work experience refers to documented professional experience in a job or role that closely aligns with the subject matter or skills required for the endorsement.

CK Option 5: Documentation and Process

To meet content knowledge requirements under CK Option 5, candidates must demonstrate a breadth of knowledge across the content standards within each theme and domain of the endorsement area. (See **Appendix Three** for the Holistic Evaluation Option Framework.)

Sufficiency of Knowledge within Each Standard

- 1) Candidates may demonstrate content knowledge through a combination of:
 - Credit-bearing coursework
 - Verified work experience relevant to the endorsement
 - P–20 teaching experience
 - Alternative academic learning
 - Cultural practice
- 2) All evidence presented must align directly with the endorsement standards. When evidence is unclear or indirect, subject matter experts should assist in verifying alignment with the domain(s) assessed.
 - **Coursework should be evaluated first** using the domains outlined in CK Option 3. This ensures candidates receive the maximum applicable credit toward each domain and helps identify areas requiring additional evidence.

- Candidates must also demonstrate **coursework credit equivalency** as described in the relevant endorsement area in **Appendix One** of the MMs Content Knowledge Guidance Document.

Refer to the Holistic Evaluation Option Framework table in **Appendix Three** for guidance on applying this option. While all endorsement areas are eligible for evaluation under CK Option 5, not all are currently included in the appendix. Programs should use the framework as a reference and contact TSPC for additional directions when criteria for a specific endorsement are not listed.

Before using this option for the first time, EPPs should consult with the Director of Educator Preparation and Pathways (or their designee) to receive guidance on applying the framework to the intended endorsement area.

Documentation

Candidates may submit a range of documentation to support a holistic evaluation of their content knowledge.

Acceptable evidence includes, but is not limited to:

- Transcripts
- PEER form
- Letter from a supervisor or community elder, as appropriate, for work, teaching, internship, camp, or cultural experience
- Certificate of completion from a community-based or online course, or other professional development units (PDUs)
- Portfolio artifacts demonstrating content knowledge
- Reflective essay describing relevant experience
- TSPC created worksheets
- Oral presentation to the review or assessment team

Documentation Process

The candidate, with support from the EPP and/or TSPC, assembles a portfolio of documentation aligned to the standards within each domain of the endorsement area. This portfolio must demonstrate a **breadth of knowledge** across the endorsement's content standards.

As part of this process:

- A completed **Holistic Evaluation Framework** must clearly indicate which portfolio item(s) align with each domain in the matrix.
Note: A separate framework form must be submitted for each major subject-area domain.
- The **EPP or agency designee** reviews the submitted materials, verifies alignment with the endorsement standards, and may request additional documentation if needed.
- Upon verification of content knowledge for the assigned standards—and confirmation that credit hour equivalency thresholds are met—the designee signs the Holistic Evaluation Framework forms along with the summary document, attesting that the requirements have been fulfilled.

- The **EPP retains** all documentation, including the candidate’s supporting portfolio/artifacts. These materials may be reviewed by TSPC upon request and may be subject to unit or program audits.
- The **EPP records successful completion** of this option on the **Program Completion Report (PCR)** and submits it to TSPC.

DISCLAIMER & ADDITIONAL PROVISIONS

This guidance document is intended to support Educator Preparation Programs (EPPs), candidates, and other relevant partners in understanding and applying Multiple Measures for demonstrating content knowledge. **However, nothing in this document shall be construed to override or supersede Oregon Administrative Rules (OARs)** adopted by the Teacher Standards and Practices Commission (TSPC). In any case of conflict or discrepancy, the official OARs shall govern.

TSPC reserves the right to revise or rescind this guidance in accordance with its rulemaking authority. All determinations and procedures described herein are subject to change based on statutory updates, Commission decisions, or policy revisions.

➤ **MULTIPLE MEASURES SYSTEMS – ADDITIONAL PROVISIONS**

Holistic Assessment Disclaimer

The Holistic Assessment of content knowledge recognizes that the unique academic, professional, and lived experiences of educators may meaningfully contribute to K–12 student learning. To evaluate the long-term effectiveness of this assessment pathway, the Commission will collect data on educator performance.

Accordingly, **any candidate utilizing the Holistic Assessment for licensure purposes must authorize TSPC and the EPP through which they completed preparation to request and receive data on their effectiveness related to K–12 student learning outcomes.** This data collection may occur for a period of up to **five years** following the candidate’s initial licensure. Candidates are expected to assist TSPC and the EPP in securing relevant documentation from their employers when requested.

Reporting

EPPs must include in their **annual reports** an analysis of how program completers demonstrate content knowledge competency through Multiple Measures.

Per **TSPC rule**, EPPs must maintain all relevant documentation and make it available to TSPC for review or audit at any time.

Multiple Measures Guidance Authority

The **Executive Director of TSPC** is authorized to approve changes to this guidance document and its associated processes, including (but not limited to):

- Adjustments to required documentation,
- Revisions to assessment or portfolio expectations,

- Expansion or clarification of eligible options.

Such revisions must uphold the intent of **reducing barriers to licensure while maintaining program rigor**. The Executive Director will notify the Commission of any substantial updates, as appropriate, any significant changes as appropriate.

Waiver Authority

This guidance does not limit or replace the Executive Director's existing **waiver authority** as outlined in **OAR 584-200-0100**. Specifically:

1. The Executive Director may waive, in part or in full, the requirements for teaching, administrative, or personnel service licenses if the applicant presents sufficient evidence of academic skills, professional experience, and knowledge demonstrating mastery of Commission-adopted licensure standards.
2. All waivers granted under this authority must be reported to the Commission, which shall monitor the use of this discretion as outlined in **OAR 584-200-0100(1)**.

APPENDIX ONE: CONTENT KNOWLEDGE OPTION 3

Approved majors are those for which the title of the major matches the title of the endorsement or license name and the content of the degree aligns with the Oregon state standards, as provided in OAR Division 220 and/or 420, or as specified in the table below.

If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

➤ **APPROVED MAJORS ARE THOSE THAT MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:**

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon’s endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in **Appendix One** of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Coursework: In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific, non-remedial coursework aligned to the endorsement standards. Exceptions to this requirement are rare; *please refer to endorsement areas listed in the table on page 22 for specific requirements; the number in parentheses refers to courses, not credits.*

A course is generally defined as at least 3 semester or 4 quarter hours; however, when a candidate does not meet the course number requirements as specified, they can satisfy this requirement by meeting the semester hour or quarter hour minimums as defined in the table below.

Number of courses required	Semester Hour Minimums	Quarter Hour Minimums
1	3	4
2	5	8
3	8	12
4	10	16

➤ CK OPTION 3 COURSEWORK REQUIREMENTS BY ENDORSEMENT AREA

Endorsement Area	Acceptable Majors	Required Transcript Coursework ²	
Art	Studio Art (e.g. painting, drawing, sculpture)	Studio Art (3) Foundations of Art (1) Historical/Cultural Context of Art (1) Aesthetics/Art Criticism (1)	
Agriculture	Agriculture, Environmental Economics/Policy, Science-based degrees	Leadership Development or aligned pedagogy (1) Agricultural Trades & Mechanics (1) Animal Sciences (2) Soils (1) Crops & Horticulture (2) Applied Economics (1)	
Biology	Biology, Environmental Science/Studies, Biochemistry, Bioengineering, Genetics, Molecular or Marine Biology	Ecology & Environment (2) Genetics & Evolution (2) Nature of Science (1) Biochemistry & Cell Biology (1) Biological Unity & Diversity (1)	
Business (Generalist)	Business Administration, Management, Leadership	Student Supervision/Career Dev or aligned pedagogy (1) Workforce Diversity/Cultural Practices or aligned pedagogy (1)	
Business (Marketing)	Marketing		
Business Generalist or Marketing (Other Majors)	Accounting, Advertising, Finance, HR, MIS, etc.	Communications/Org Behavior (1) Accounting (1) Business Law/Ethics (1) Finance/Economics (1) Student Supervision or aligned pedagogy (1) Workforce Diversity or aligned pedagogy (1)	
		Business Generalist Only: Business Technology/Data Analytics/Information Systems (1)	Marketing Only: Marketing Strategy (1)

²If a course title includes terms such as “aligned pedagogy,” “practices,” or similar language, it may be considered an allowable methods area.

Career Trades Generalist	Computer Science, Technology, Engineering, Architecture, Manufacturing, Construction Management	Fundamentals of Technology/Engineering (2) Design and Application of Products/Systems (1) Energy, Materials/Build Environment (1) Computation/Technology/Computer Science (1) Classroom/Lab Safety (1) Methods in STEM, CTE, curriculum design/assessment or aligned pedagogy (1)
Chemistry	Chemistry, Chemical Engineering, Biochemistry	Chemical Reactions/Energy (3) Matter/Atomic Structure (1) Stoichiometry/Solutions(1) Nature of Science (1)
Elementary—Multiple Subjects	Any	Humanities/Language Arts (4) Social Sciences (1) Ethnic Studies or Aligned Pedagogy (1) Mathematics (3) -Math 211, 212, 213 or equivalent methods is acceptable Science (3) Art, Health, or Fitness/PE (2)
English Language Arts, including Foundational ELA	English, English-based degrees (e.g., Comparative Literature, Linguistics, Creative Writing, Journalism)	Literary Analysis (3) Composition/Writing (2) Literacy/Language Conventions (1) Note: High school-level ELA candidates should complete coursework that reflects deeper engagement with literary theory and critical analysis. In contrast, middle school-level (Foundational ELA) candidates may meet requirements through introductory literature and foundational English coursework.
Family and Consumer Science	Human Development, Child and Family Studies or Counseling, Psychology, Sociology, Nutrition/Dietetics, Consumer Science, Interior Design, Apparel or Textiles, Hospitality Management, Health Education, Finance	Human development and Relationships/Communication (2) Resource Management/Consumer Skills (1) Foods and Nutrition (1) Student Supervision/Career Dev or aligned pedagogy (1)
Health	Public Health, Kinesiology	Health Promotion/Risk Reduction (2) Health Advocacy/Literacy (2) Health Across Lifespan (1)

Integrated Science, including Foundational Science	Biology, Chemistry, Physics, Earth Sciences	Physical Science (2) Life Science (2) Earth/Space Science (2) Nature of Science (1) Integrated Science candidates should demonstrate coursework that reflects intermediate to advanced understanding in most core science domains, extending beyond introductory-level content.
Mathematics (Advanced), including Foundational	Math, Statistics, Math & Computer Science	Patterns/Algebra/Functions (2) Mathematical Processes/Number Sense (1) Measurement/Geometry (1) Trigonometry/Calculus (1) Statistics/Discrete Math (1) Foundational Mathematics candidates may qualify under the same coursework guidance, with the exception of the Trigonometry/Calculus requirement.
Music	Music (Studio, Theory, Ed)	Music Methodology & Performance (3) Aural/Analysis Skills (1) Music Theory & Composition (1) Music History/Culture (1)
Physical Education	Kinesiology, PE	Growth/Motor Development (2) PE Program or aligned pedagogy (2) Movement Activities (1)
Physics	Physics, Astronomy, Engineering	Modern Physics (3) Mechanics (1) Electricity & Magnetism (1) Nature of Science (1)
Social Studies, including Foundational	History, Ethnic Studies, Political Science/Gov't, Geography Or similar social science majors aligned with breath of Oregon student learning standards	No coursework review required
	Other general Social Studies majors, including Anthropology, Psychology, Sociology, or Economics/Finance	History/Shared History (3) Ethnic Studies or aligned pedagogy (1) - Ethnic Studies coursework, including coursework from more broadly related fields as defined by Oregon House Bill (HB) 2845 Geography/Cultures (2) Government, Econ, or Political Science (2) Foundational Social Studies candidates may qualify under Multiple Measures using the same coursework guidance but may satisfy the History/Shared History requirement with two courses instead of three.

World Languages	Degree in target language or from a university where instruction was in the partner language	No coursework review required
	Comparative literature/Literature, Linguistics, Area Studies/Cultural Studies/Modern Languages	Coursework aligned to the language and culture associated with the world language endorsement sought (except where noted): Advanced Language-typically 300L or above (3) Linguistics (1) Comparative Literature/Cultural Studies or aligned pedagogy (2) Language and Literature (3)

APPENDIX TWO: CONTENT KNOWLEDGE OPTION 4

➤ CK OPTION 4A EVALUATION RUBRIC AND DOCUMENTATION FORM

This form documents a candidate's content knowledge evaluation under CK Option 4A: Commission-Approved Subject Matter Test with Supplemental Data. Refer to **Appendix One** to identify eligible endorsement areas.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. Commission-Approved Subject Matter Test (Max 40 pts)

Points are based on the highest test score. For endorsements with multiple subtests (e.g., Elementary), use the subtest not passed. If all subtests fall below the threshold, scores may be averaged.

Test Score Range	Points
80–99% of passing threshold	<input type="checkbox"/> 40
70–79% of passing threshold	<input type="checkbox"/> 30
60–69% of passing threshold	<input type="checkbox"/> 20

2. Content Area GPA (Max 30 pts)

Based on 20+ semester or 30+ quarter hours of content-specific coursework (non-remedial, use GPA from entire post-secondary record, except methods/program coursework).

GPA Range	Points
3.3 – 4.0	<input type="checkbox"/> 30
2.75 – 3.29	<input type="checkbox"/> 20
2.50 – 2.74	<input type="checkbox"/> 10

3. Clinical Experience Observation (Max 30 pts)

Based on EPP-approved assessment tool. Score based on the highest-rated of five iterations of assessment: one from a cooperating teacher and one from an EPP supervisor or faculty member.

Rubric Proficiency	Points
≥90% of elements at/above acceptable level	<input type="checkbox"/> 30
≥80% of elements at acceptable level	<input type="checkbox"/> 20
≥70% of elements at acceptable level	<input type="checkbox"/> 10

Final Scoring Summary

Total Points Earned: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

CK OPTION 4B EVALUATION RUBRIC AND DOCUMENTATION FORM

Oregon-Prepared Candidates: Applies only to candidates who completed an Oregon preparation program and are seeking the **ESOL, Reading Intervention, Speech, or Special Education (SPED)** endorsements.

Non–Oregon-Prepared Candidates: At this time, the option is available **only for those seeking the ESOL endorsement.**

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. GPA in Program-Aligned Coursework (Max 40 points)

Based on a minimum of 20 semester or 30 quarter hours aligned to endorsement or program standards (OAR 584-220-/420-). Completion of a TSPC-approved ESOL, RI, Speech or SPED program may substitute this requirement. Use overall program GPA or aligned coursework GPA as appropriate.

GPA Range	Points
3.5 – 4.0	<input type="checkbox"/> 40
3.0 – 3.49	<input type="checkbox"/> 30
2.65 – 2.99	<input type="checkbox"/> 20

2. Clinical Experience Observation (Max 30 points)

Based on EPP-approved assessment tool. A plan must be submitted and approved by the Director of Educator Preparation and Pathways. At least three documented classroom observations are required. Use average of final evaluations to determine score.

Rubric Proficiency	Points
≥81–90% of elements at/above acceptable level	<input type="checkbox"/> 30
≥71–80% of elements at acceptable level	<input type="checkbox"/> 20
≥60–70% of elements at acceptable level	<input type="checkbox"/> 10

3. Subject Matter Test Score (Max 30 points)

Test Score Range	Points
95–99% of passing score	<input type="checkbox"/> 30
90–94% of passing score	<input type="checkbox"/> 20
85–89% of passing score	<input type="checkbox"/> 10

Final Scoring Summary

Grand Total: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

APPENDIX THREE: CONTENT KNOWLEDGE OPTION 5

➤ INSTRUCTIONS FOR COMPLETING THE CK OPTION 5 HOLISTIC EVALUATION RUBRIC AND FINAL CREDIT SUMMARY

Overview:

Refer to the Holistic Evaluation Option Framework in **Appendix Three** for guidance. All endorsement areas are eligible under CK Option 5, but not all are listed. Programs should use the framework as a reference and contact TSPC if criteria for a specific endorsement are missing. This pathway allows candidates to demonstrate subject-area competency through a combination of coursework, verified experience, and alternative evidence. Note: In cases where the Commission determines that a domain has been sufficiently met based on an approved test score, a separate evaluation of that domain may not be required.

Step 1: Coursework Review and Domain Assignment

Before completing any holistic evaluation forms:

- Begin by reviewing the candidate’s transcript.
- Identify completed coursework that aligns with the **content domains** for the endorsement area sought.
- Use this transcript review to assign **initial credit hour values** to each domain, as applicable.
- Only coursework that meets the minimum grade criteria (C or higher, with additional documentation for C-) and is not remedial may be applied.
- Refer to the *endorsement standards, Appendix One, or other resource as appropriate* to ensure coursework is distributed appropriately across all domains.

Step 2: Complete a Domain Rubric for Each Required Domain

For each domain in the endorsement area:

1. **Use the Holistic Evaluation Rubric table** to document additional evidence beyond coursework (e.g., teaching experience, cultural practice, work-based learning).
2. **Check all applicable types of equivalencies** being used (Coursework, Teaching Experience, Alternative Academic Learning, etc.).
3. **Describe the experience**, identify the setting (school, organization, etc.), and list aligned content standards.
4. **Attach and reference supporting artifacts** using assigned artifact numbers (e.g., Resume – Artifact #1, Observation Notes – Artifact #2).
5. Use the provided **credit equivalency formulas** (e.g., PDUs × 0.05 or [AWH × 0.0278] × Weeks) to calculate and document the total credit hour equivalency for the domain (see page 32 of this appendix for more information).

Note: Each domain must be completed individually. The form must be filled out in full with sufficient documentation for the experience to be evaluated. A portfolio may be submitted when traditional documentation is not available. Prior to finalizing credit equivalency under this option, first-time users are encouraged to consult with TSPC for guidance.

Step 3: Transfer Scores to Final Credit Summary Sheet

Once the domain rubrics have been completed:

- Record the **total credit hours awarded for each domain** on the **Final Credit Summary Rubric**.
- Ensure the total across all domains meets or exceeds the credit hour requirements for the endorsement, as outlined in the relevant Oregon Administrative Rule (OAR).
- The total credit must reflect both breadth **and depth of knowledge** across the endorsement content standards.

Step 4: Review and Sign

- The Final Credit Summary Sheet must be completed and signed by the authorized designee.
- All documentation, including individual domain rubrics and supporting artifacts, must be retained by the EPP and made available upon request by TSPC.

CK OPTION 5: HOLISTIC EVALUATION FRAMEWORK

Use one framework per endorsement domain to document credit equivalency. Attach all supporting artifacts.

Candidate Name: _____ Endorsement Area: _____

Domain Area: _____

Does the candidate meet the minimum required credits as demonstrated through a coursework evaluation? ☐ Yes ☐ No

If yes, enter the coursework details only—**no additional evidence is required**.

If no, enter the coursework credit information, then complete the evaluation by providing the **equivalency details in the space below**.

Equivalency Type	Title/Duties	Aligned Standards	Organization/Employer	Documentation (Artifact #)	Hours/Weeks (AWH × W)	Formula for Credit Equivalency	Credit or Equivalency
Coursework				Official Transcript Required		# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Alternative Academic Learning						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Teaching Experience						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Work Experience (Non-Teaching)						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Cultural Practice						# PDUs × 0.05 Q or (AWH × 0.0278) × W	

Total Credit Equivalency for This Domain: _____ awarded of _____ required.

Domain # _____ of _____

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

➤ **CK OPTION 5: HOLISTIC EVALUATION FINAL DOMAIN SUMMARY RUBRIC FOR TOTAL CREDIT EQUIVALENCY**

Use this form to summarize credit equivalency across all required domains for the endorsement area sought.

Candidate Name: _____ Endorsement Area: _____

Domain #	Standards Domain	Credits Awarded	Credits Required	✓ Meets Credit Minimum/✗DNM
1	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
2	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
3	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
4	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
5	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
6	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
7	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗
8	_____	_____	_____	<input type="checkbox"/> ✓ <input type="checkbox"/> ✗

Total Credit Hours (All Domains): _____ (Minimum Required: 30 Semester / 45 Quarter Hours)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

➤ HOLISTIC ASSESSMENT OPTION: WORK EXPERIENCE CREDIT FORMULA

Credit for relevant professional, alternative, or culturally grounded experience will be calculated using the formula provided below. This approach allows for the conversion of real-world work experience into estimated college-level credit equivalency to support a holistic review of a candidate's preparation.

Work Experience Credit Conversion Basis

- **36 clock hours = 1 quarter credit**
 - **1 hour of experience = 0.0278 quarter credits**
-

Formula for Estimating Quarter Credit Equivalency:

Quarter Credit Units (QU)

$$QU = (\text{Average Weekly Hours} \times 0.0278) \times \text{Weeks Worked}$$

Semester Equivalency Calculation Example

Formula:

$$\text{Semester Units (SU)} = \text{Quarter Units (QU)} \div 1.5$$

or

$$SU = (\text{Average Weekly Hours} \times 0.0185) \times \text{Weeks Worked}$$

Scenario: An educator has relevant work experience aligned with their sought endorsement. They worked part-time (10 hours/week) for 6 months, which we estimate as 26 weeks.

Inputs:

- Average Weekly Hours (AWH): 10
- Weeks Worked: 26

Step 1 – Quarter Credit Calculation:

$$QU = (10 \times 0.0278) \times 26 = 7.23 \text{ quarter credits}$$

Step 2 – Semester Credit Conversion:

$$SU = 7.23 \div 1.5 = 4.82 \text{ semester credits}$$

Result:

- Quarter Credit Equivalency: 7.23
- Semester Credit Equivalency: 4.82