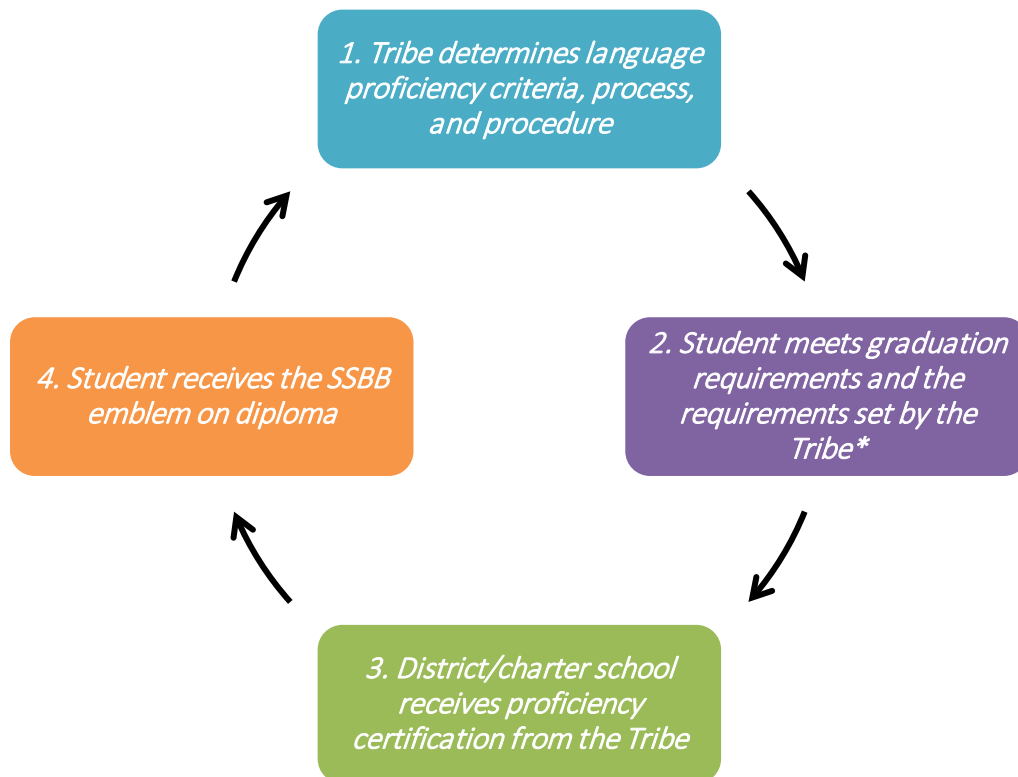


## Option 1—Tribal Language Proficiency Certification Non-Regulatory Guidance

The following are sample strands, assessments, and non-regulatory guidance that a Tribe may choose to incorporate into their process. Tribes may choose to design and approve as many strands as needed to serve their students. Tribes may also use an existing process and/or design a process according to their unique language needs. Reading and writing components are suggested only where appropriate and approved by the Tribe. Tribes may develop methods and processes appropriate for oral-based and/or written tribal languages for determining proficiency in their respective languages.

Sample Courses a Navajo Tribe May Choose to Require Students to Pass	Sample Courses a Tribe May Choose to Require Students to Pass, Taken from the NMPED STARS Manual	Sample Assessments a Tribe May Choose to Require of Students	Sample Portfolio/Assessment Components a Tribe May Choose to Incorporate
<ul style="list-style-type: none"> <li>• Navajo I</li> <li>• Navajo II</li> <li>• Navajo III</li> <li>• Navajo IV</li> <li>• Navajo Language and Culture</li> <li>• Navajo Government</li> <li>• Navajo History</li> </ul>	<ul style="list-style-type: none"> <li>• 1232 Native American I</li> <li>• 1233 Native American II</li> <li>• 1234 Native American III</li> <li>• 1235 Native American IV</li> </ul>	<p>Oral Diné Language Assessment (receptive/ expressive) with a score of Early Intermediate</p>	<ul style="list-style-type: none"> <li>• Present orally</li> <li>• Participate at the tribal level</li> <li>• Practice language</li> <li>• Participate actively in tribal ceremonies</li> </ul>



\*In accordance with NMSA 22-23A-(1) through (8), the Indian Education Act, districts/state charters should have an updated Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA) with neighboring Tribe(s)