



# **CAS HANDBOOK**

**Cactus Shadows High School  
International Baccalaureate Program**

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Cave Creek, AZ 85327

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## **WHAT IS CAS?**

According to IBO, "CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP."

(<https://ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>)

The program is organized around three strands:

- **Creativity:** exploring and extending ideas leading to an original or interpretive product or performance
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need

The aim of the program is to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

(IBO, *Creativity, Activity, Service Guide*, pg. 8, 10)

## **CAS REQUIREMENTS**

- The program formally begins at the start of the Diploma Program (fall of Junior year) and last for at least **18 months**
- There should be a reasonable balance between creativity, activity and service
- All students are required to maintain and complete a **CAS portfolio** - this is a collection of evidence that showcases CAS experiences and student reflections
  - The portfolio may take a variety of forms, from a Google slide presentation to a website. Your CAS coordinator will need to sign off on the final form of your portfolio.
- All students will submit a completed **student checklist** (see appendix - also available online)
- Students must provide evidence demonstrating that they have met each of the seven **CAS learning outcomes** (detailed below)
- **CAS experiences** may involve more than one strand (creativity, activity, or service). Additionally, an experience may be a single event, or an extended series of events.
- Students are required to undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or more strands.
- Students must provide evidence of their use of the **CAS stages** (investigation, preparation, action, reflection, and demonstration - see below) as a framework for the CAS project.
- There are **three (3) formal interviews** students must have with their CAS coordinator. The first will occur at the beginning of the CAS program, the second at the end of the first year, and the third is at the end of the CAS program.

(IBO, *Creativity, Activity, Service Guide*, pgs. 8-9)

## **STUDENT RESPONSIBILITIES**

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectations and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS coordinator
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS program
- Communicate with the CAS coordinator in formal and informal meetings
- Ensure a suitable balance between creativity, activity service in their CAS program
- Behave appropriately and ethically in their choices and behaviors

(IBO, *Creativity, Activity, Service Guide*, pg. 13)

# **CAS LEARNING OUTCOMES**

Learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

## **Learning Outcome 1: Identify own strengths and develop areas for growth**

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose experiences according to own interests and talents
- is willing to participate in different experiences
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others

## **Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process**

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with a new or familiar experience
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area

## **Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience**

The student:

- is able to articulate and use the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning and taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project learning
- Is able to develop a coherent action plan

## **Learning Outcome 4: Show commitment to and perseverance in CAS experiences**

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project

### **Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaborative**

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the groups
- readily assists others
- Is able to identify, demonstrate and discuss critically, the benefits and challenges of collaboration gain through CAS experiences

### **Learning Outcome 6: Demonstrate engagement with issues of global significance**

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally, or internationally
- gets involved in CAS projects addressing global issues in a local, national, or international context
- develops awareness and responsibility towards a shared humanity

### **Learning Outcome 7: Recognize and consider the ethics of choices and actions**

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences

(IBO, *Creativity, Activity, Service Guide*, pgs. 47-49)

# **CAS STAGES**

The CAS stages are a framework designed to assist you as you plan and carry out your different CAS experiences.

## **Stage One: Investigation**

Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience.

- Potential Questions:
  - What do I want to do?
  - What kind of CAS experiences *can* I do?
  - What would I enjoy?
  - What will help me develop in ways that matter to me?
  - How can I contribute towards my community?
  - How do I want to spend my time?
  - What would I need to know in order to be able to get started?
  - What skills will I need?
  - Who might be a partner or mentor if needed?
  - What goals could be set?
  - What are potential areas for personal growth and development?

## **Stage Two: Preparation**

Once a student has identified a potential CAS experience, he or she will need to prepare. This might include students clarifying roles and responsibilities, developing a plan of steps to be taken, identifying specified resources and timelines, and acquiring any skills needed to engage successfully in the CAS experience.

## **Stage Three: Action**

Students implement their idea or plan. This often involves decision-making and problem-solving. Students may work individually, with partners or in groups. Students put their ideas for a CAS experience into action; they implement what they set out to do.

## **Stage Four: Reflection**

During meaningful reflection, students describe what happened, express feelings, generate ideas and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience and to make explicit connections between their growth, accomplishments and the learning outcomes for personal awareness. Reflection can also take place at the end of a CAS experience as a summary.

### Stage Five: Demonstration

Students make explicit what and how they learned, and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio. Through demonstration and communication, students solidify their understanding and evoke responses from others.

(IBO, *Creativity, Activity, Service Guide*, pg. 17)

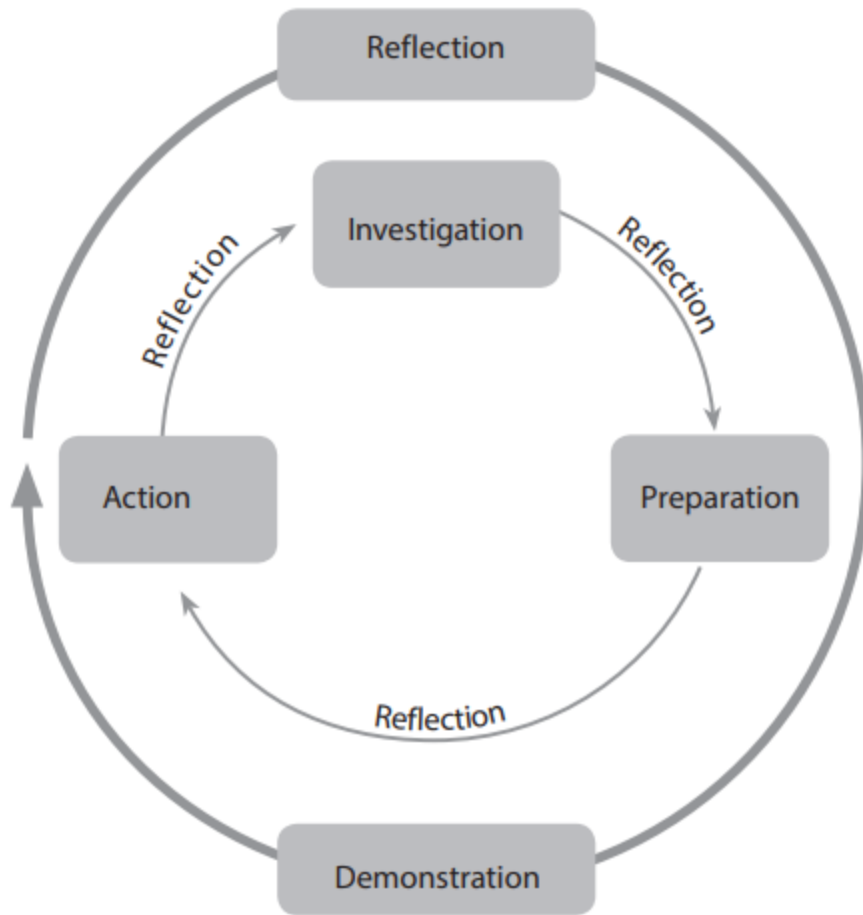


Figure 4

*The five CAS stages*



# **CAS EXPERIENCES**

A CAS experience must:

- Fit within one or more of the CAS strands
- Be based upon a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Not be used or included in the student's Diploma course requirements
- Be unpaid - you may not receive payment for CAS service strand experiences

Additionally, CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the "Activity" strand
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the "Service" strand
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service"

When deciding on a CAS experience, the following questions might prove useful:

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

(IBO, *Creativity, Activity, Service Guide*, pg. 15)

## **Creativity**

Creativity provides you with the opportunity to explore your own sense of original thinking and expression. It could come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to engage in creative endeavors that move you beyond the familiar, and broaden your scope from conventional to unconventional thinking.

If you are already engaged in a particular creative pursuit, for example, music, painting, or acting, you may choose to extend your involvement and deepen your skill level.

Creativity in CAS is NOT met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

*Approaches to Creativity:*

- **Ongoing:** You are already engaged in creativity as part of a school group or club, or through some other form of sustained creativity (i.e. private music lessons or community theater).

- **School-based creativity:** These creative experiences could be part of the school's service CAS projects, a school club or group, or other opportunities.
- **Community-based creativity:** Participating in creativity within the local community advances your awareness and understanding of interpersonal relationships with others, particularly if that experience involves the local community. For example, you might join a community-based theater group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- **Individual creativity:** You may decide that you wish to engage in solitary creative experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

*Examples of Creativity:*

- Photography
- Event management (create/carry out activities for Student Government, NHS, Amnesty, etc.)
- Website development and/or design
- Choir
- Speech and Debate Club
- Drama production
- Journalism
- Making a short documentary
- Music/band
- Learning an instrument
- Art lessons
- Dance class
- Learn to sew, paint, cook, etc
- Design an awareness campaign for a cause that you are passionate about

(IBO, *Creativity, Activity, Service Guide*, pgs. 18-19)

**Activity**

The aim is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.

If you regularly participate in a suitable activity, you are encouraged to develop and extend that participation.

*Approaches to Activity:*

- **Ongoing:** You are already engaged in activity as part of a school team or club, or through some other form of sustained physical exercise (i.e. gym membership, dance lessons, or club sports).

- **School-based activity:** In school, there may well be appropriate activity opportunities in which you might engage. These activities could, for example, be part of the school curriculum (PE class or strength and conditioning class), a school sports team, or activity-related club (maybe start a hiking or running club).
- **Community-based activity:** Participating in activity within the local community advances your awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. For example, you might join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual activity:** You might decide that you wish to engage in solitary activity experiences such as, attending a gym, bicycling, roller-skating, swimming or strength conditioning.

*Examples of Activity:*

- Join an athletic team (either school-based or community-based\_
- Walk/ride your bike to school
- Train for, and run a 5K
- Take a kickboxing or martial arts class
- Try a new sport (badminton or bowling, anyone?)
- Teach a sport to kids
- Hike
- Take classes at the YMCA
- Commit to regular workouts at the gym

(IBO, *Creativity, Activity, Service Guide*, pgs. 19-20)

## **Service**

The aim is for you to understand your capacity to make a meaningful contribution to your community and society. Through service, you develop and apply personal and social skills in real-life situations, involving decision-making, problem-solving, initiative, responsibility, and accountability for your actions.

*Four Types of Service Action:*

- **Direct Service:** Student interaction involves people, the environment or animals (i.e. one-on-one tutoring or volunteering at an animal shelter)
- **Indirect Service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment (i.e. website design for a non-profit organization or planting trees at local park)
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest (i.e. creating a hunger awareness campaign)
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice (i.e. conduct environmental surveys to influence their school or contribute to study of animal migration)

### *Approaches to Service:*

- **Ongoing service:** You are already engaged in service through school-sponsored activities or as a member of a local community organization (i.e. tutoring through NHS or Math Club, petition drives with Amnesty, or Scouting)
- **School-based service:** There may be appropriate opportunities for meaningful service within the school setting. In all cases, an authentic need must be verified that will be met through student action (i.e. school supply and canned food drives sponsored by various clubs or a campus-wide recycling program).
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, you might establish regular visits to the local food bank or retirement facility.
- **Immediate need service:** Engaging in immediate action in response to a disaster, which requires quick assessment of needs and planned responses.
- **Fundraising:** Students first develop an understanding of the organization they choose to support and the issues being addressed. Students can then draw from their interests, skills and talents to plan the method and manner of fundraising.
- **Volunteerism:** You may volunteer in service experiences organized by other students, the school or an external group.

### *Examples of Service:*

- Tutor at a local elementary school
- Volunteer with a school club or community organization
- Volunteer with a non-profit
- Care for pets at a local shelter
- Organize an fundraising event for a local charity
- Get involved in clean-up projects
- Organize a clothing or canned food drive
- Collect and donate school supplies

(IBO, *Creativity, Activity, Service Guide*, pgs. 20-21)

# **THE CAS PROJECT**

You are required to complete a group project as part of your CAS program. That project must include at least one of the strands (creativity, activity, or service), and at least one of the seven learning outcomes. Additional requirements are listed below:

- Spans a minimum of 30 days (planning to completion)
- Includes at least one of the strands
- Shows evidence of the CAS stages
- Completed Group Project form (see appendix - also available online)

*Examples of CAS projects:*

- Creativity: A student group plans, designs and creates a mural
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

(IBO, *Creativity, Activity, Service Guide*, pg. 24)

# **REFLECTIONS**

Each experience must be accompanied by a reflection. Generally, students choose to complete their reflections in written form (at least two substantial paragraphs); however, ultimately the format of your reflections is entirely up to you. Should you choose something other than the written form, you will need to run your ideas through the CAS coordinator for approval.

## **The Purpose of Reflection**

The intention is to provide students with an opportunity to:

- Deepen learning
- Consider relevance of experience
- Explore personal and group values
- Recognize the application of knowledge, skills, and attributes
- Identify strengths and areas for development
- Gain a greater understanding of self and others
- Place experiences in a larger context
- Generate relevant ideas and questions
- Consider improvements in individual and collective choices and actions
- Transfer prior learning to new situations
- Generate and receive constructive feedback
- Develop the ongoing habit of thoughtful, reflective practice

## **What needs to be included in your reflections?**

- A description of what happened. Students should retell their memorable moments, identify what was important or influential, what went well or was difficult, and discuss any obstacles and successes.
  - What did I make this particular choice?
  - How did this experience reflect my personal ideas and values?
  - In what ways am I being challenged to think differently about myself and others?
- Express feelings about the experience. Students should articulate emotional responses to their experiences.
  - How did I feel about the challenges?
  - What happened that prompted particular feelings?
  - What choices might have resulted in different feelings and outcomes?
- Address one or more of the learning outcomes: Reflections should make clear which learning outcome(s) have been addressed and how.

(IBO, *Creativity, Activity, Service Guide*, pgs. 26-27)

# **THE INTERVIEWS**

Throughout your CAS program, you sit for three formal CAS interviews, conducted by the CAS Coordinator (Fall of Junior year, Spring of Junior year, Fall of Senior year).

Prior to the first interview, you will need to complete and submit the **CAS Personal Profile Questionnaire** (see appendix - also available online) to your CAS Coordinator.

## **The First Interview (Fall Semester of Junior Year)**

The purpose of the first interview is to gauge your understanding of CAS, identify your interests, outline a basic plan for CAS completion, review the CAS learning outcomes, and discuss how you will provide evidence of your CAS experiences. Listed below are a number of guiding questions that will help you prepare for that initial discussion with your CAS Coordinator.

- Understanding of CAS
  - Do you have any questions or concerns about CAS?
  - Which aspect of the program excites you the most? Which aspect seems most challenging?
  - What do you most hope to achieve from CAS?
  - How do you think your CAS programme will enable you to grow? How do these areas of growth apply to the attributes of the IB learner profile?
  - What have you learned about the CAS stages, and how can the stages help you in CAS?
  - How will you plan for equal distribution of CAS strands across your CAS experiences?
  - What organizational and time-management strategies do you have in place to ensure that CAS remains an ongoing focus for you IB journey?
- Student Interests
  - What are your main interests? How can you incorporate these interests into your CAS program?
  - What do you enjoy doing after school? Could this be part of any CAS experience?
  - What are your personal goals? How could they be achieved through CAS?
  - What do you expect to gain from CAS? What do you hope to accomplish?
  - How can you advance your skills and talents through CAS?
  - What school, community or other groups or teams are you already involved in?
  - Have you had any previous experiences that you would view as CAS?
  - How could something you do currently be made into a CAS experience with new opportunities to add skills and meet challenges?
  - What do you think your role could be in effecting change for the better?
  - What issues of local significance concern you the most? How could you address these in your CAS program?
  - How do these local issues also have global significance?
- Student Plans for CAS
  - What would you enjoy doing for creativity? Activity? Service?

- Have you made any plans for creativity? Action? Service? For each, what are you hoping to learn or do you have skills you want to develop?
- Have you researched any groups that you could become involved in for any of the CAS strands? What are you doing to expand your options?
- What ideas do you have for a CAS project? Are these ideas worth developing for a month or more? What additional ideas do you have or backup plans if this is not viable?
- Who will you work with for your CAS project?
- Learning Outcomes
  - How would you summarize these learning outcomes?
  - Can you summarize each of these learning outcomes in your own words?
  - From the plans you already have, do you see any opportunities that may be helpful in meeting these learning outcomes?
  - What learning outcome appears as something you will easily do?
  - What learning outcome might present a significant challenge?
  - What learning outcome might you address in the first six months of your CAS program?
- Evidence of CAS
  - Have you thought of how you will keep evidence (and the types of evidence) that you are engaging with CAS and are meeting the CAS outcomes?
  - How often do you plan to use your CAS portfolio?
  - How will you reflect on your CAS experiences? Are there any preferred ways you like to reflect?
  - How can you keep track of your plans and meeting the learning outcomes through your portfolio?

### **The Second Interview (Spring Semester of Junior Year)**

The purpose of the second interview is to discuss your CAS progress, provide oversight regarding that progress, discuss collection of your CAS evidence, and to provide an opportunity for you to reflect verbally on your CAS involvement. Listed below are a number of guiding questions that will help you prepare for the second interview with your CAS Coordinator.

- General Advancements
  - What has been the most enjoyable and beneficial for you thus far in CAS?
  - What has been a highlight of creativity? Activity? Service?
  - What do you hope to achieve most from CAS? How can you do this?
  - When have you investigated, prepared and taken action so far in creativity, activity, and/or service, or with your CAS project?
  - What have you developed for your CAS project - your goals, who are you collaborating with, whether the project involves creativity, activity and/or service, your roles and responsibilities, and your progress to date?
- CAS Program
  - What have been the biggest challenges for your CAS involvement, and how have you overcome them?



- What difficulty has been hardest to overcome? Where might you need support at this time?
- Have you ensured an equal balance across the three CAS strands? If not,, how will you rectify this?
- Evidence of CAS
  - What have you learned from your involvement in CAS?
  - How have you used reflection to gain insights or understandings?
  - In what ways have you especially enjoyed and learned from reflecting?
  - Do some of your reflections include the four elements - what happened, how you feel, ideas and questions?
  - Can you describe a situation where reflection happened very naturally and easily? Did you have a guided reflection opportunity that was helpful?
  - Does your collected CAS evidence show ongoing CAS involvement? Are there ways in which this could improve?
  - In what ways have your CAS experiences, including your project, assisted you in achieving one or more learning outcomes?
- Verbal Reflection
  - Outline a skill that you have strengthened or developed from engaging in a CAS experience.
  - Explain something that has happened in CAS that provoked some strong emotions.
  - Choose a learning outcome and discuss your evidence of achieving it, and what stands out as most significant and memorable.
  - Five years from now, describe what is likely to stand out as a highlight from CAS.

### **The Third Interview (Fall Semester of Senior Year)**

The purpose of this interview is to provide you with an opportunity to outline how you have achieved the CAS learning outcomes, and discuss your overall CAS program. Listed below are a number of guiding questions that will help you prepare for your final interview with your CAS Coordinator.

- CAS Program
  - What did you enjoy most about CAS?
  - Did you manage to reach your goals?
  - What was your greatest challenge? How did you overcome it?
  - What have you achieved through CAS?
  - What have you learned about balancing your time?
  - How did knowing the CAS stages assist you? Where else in your life or future learning might you apply those stages?
  - How have you already applied what you have learned through CAS in your daily life? How can you continue this beyond the Diploma Programme?
  - Have any new goals resulted from your CAS experiences?
  - How did you integrate the three CAS strands in your overall program?

- Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?
- Evidence from CAS
  - What role has reflection played in your CAS program?
  - How could you use something similar to a CAS portfolio in your future pursuits?
  - In what ways has the process of reflection and collecting evidence helped you develop IB Learner Profile attributes? What might you do differently
- CAS Learning Outcomes
  - How did you improve and develop your planning skills?
  - What did you learn about yourself and others?
  - What have you learned through working in collaboration with others?
  - What abilities and skills did you develop most significantly in CAS?
  - Did CAS help you to consider issues of global importance? How?
  - Which learning outcome did you find most easy to achieve? Most difficult to achieve?
  - What qualities did you discover and develop? What areas for growth were evident?
  - What challenges did you face, and how did you overcome them?
- Closing
  - What could be improved about the way CAS is organized in school?
  - What advice do you have for incoming CAS students regarding making CAS enjoyable, sustained over time, and meaningful?
  - Five years from now, what will you remember most about your CAS program?

*(IBO, Creativity, Activity, Service: Teacher Support Material)*

## CAS TIMELINE

Semester	Expectations	Student Requirements	Evidence
First Nine Weeks of Junior Year	<p>First Interview with CAS Coordinator</p> <p>Completion of CAS proposal</p>	Students discuss proposal with CAS Coordinator	Approval proposal signed by the student, CAS Coordinator, and parents/guardians; a copy of the proposal will be kept on file
Second Nine Weeks of Junior Year	CAS experiences have commenced	Students have begun collecting evidence of their CAS experiences	Record of experiences (dates participated, activities engaged in) submitted to CAS Coordinator
December of Junior Year	<p>Project under way</p> <p>Some CAS experiences completed</p>	<p>Students show evidence of planning and progress on project</p> <p>Some CAS experiences are finalized, including reflections, evidence and supervisor reports</p>	<p>Student submits evidence of project planning and progress to CAS Coordinator</p> <p>Student submits reflection, evidence, and supervisor reports to CAS Coordinator</p>
April/May of Junior Year	<p>Project completed</p> <p>Second Interview with CAS Coordinator</p> <p>Further CAS experiences are completed</p>	<p>Project is finalized, including reflections, evidence and supervisor report</p> <p>Students discuss their CAS program progress with CAS Coordinator</p> <p>Additional CAS experiences are finalized, including reflections, evidence and supervisor reports</p>	<p>Student submits reflection, evidence, and supervisor reports to CAS Coordinator</p> <p>Letter home to parents if progress is unsatisfactory</p> <p>Student submits reflection, evidence, and supervisor reports to CAS Coordinator</p>

<p>December of Senior Year</p>	<p>Final CAS experiences completed</p> <p>Final CAS Interview</p>	<p>CAS experiences are finalized, including reflections, evidence and supervisor reports</p> <p>Students discuss their overall CAS experience with CAS Coordinator</p>	<p>Student submits reflection, evidence, and supervisor reports to CAS Coordinator</p> <p>Letter home to parents if progress is unsatisfactory</p>
<p>February of Senior Year</p>	<p>Official CAS Sign-Off</p>	<p>CAS project and all CAS experiences are complete, including: all reflections, all evidence and supervisor reports.</p> <p>CAS Coordinator signs off CAS portfolio using the CAS checklist.</p>	<p>All reflections, evidence and supervisor reports submitted to CAS Coordinator, including student-completed checklist</p> <p>Letter home to parents if student progress is unsatisfactory, with warning about "at-risk" status of IB Diploma</p>

# **APPENDIX**

- CAS Personal Profile Questionnaire
- A Student Checklist for CAS
- CAS Project Form
- Student and Parent/Guardian Signature Page

# CAS Personal Profile Questionnaire

This document will help in matching your interests, experience, skills, talents and ways you want to grow and develop with CAS experiences and project ideas. This is simply a way to get started with your CAS program.

Name:

1. What are your talents?
2. What do you enjoy doing?
3. What skill or talent would you like to improve?
4. What are you already doing that could be part of your CAS program?
5. What would you like to be involved in?
6. Describe a time when you helped someone else or helped with a cause.
7. Describe a time when someone helped you.
8. About which issues do you have concern or feel most passionate?
9. Are there any clubs or community associations in which you could be, or are already involved?
10. What would you like to learn more about?
11. What have you always wanted to try but haven't yet?

## A Student Checklist for CAS

Creativity	Activity	Service
Exploring or extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

My CAS Program	Y/N?	Notes/Date
Evidence of planning the CAS program		
Regular commitment to at least one experience over an 18 month period		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity, and service		
At least one planned project of a minimum one month in duration		
<b>Learning Outcomes</b>		
Evidence of identification of strengths and areas for personal growth (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		

Evidence of initiating and planning a CAS experience (L03)		
Evidence of commitment and perseverance in CAS experiences (L04)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (L05)		
Evidence of engagement with issues of global significance (L06)		
Evidence of recognizing and considering the ethics of choices and actions (L07)		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS PORTFOLIO COMPLETED		



# CAS Project Form

Complete in full. Original to be kept on file with CAS Coordinator.

Project Leader(s)	
Members	
Title of Project	
Focus of Project	
CAS Stages: For each stage, describe what has been done, or what you plan to do.	
Investigation	
Preparation	
Action	
Reflection	
Demonstration	
Name of the organization that you are either working for, or on behalf of	

Contact Person (Name, Phone, Email) at aforementioned organization	
Teacher or other supervisor (Name, Phone, Email), if applicable	
Anticipated dates of CAS project	

Student Signatures (if additional space is needed, continue on reverse side)      Date

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CAS Coordinator Signature

Date

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# Signature Page

I have read all pages of the CAS Handbook and understand and acknowledge the policies and procedures outlined therein.

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Student Name (please print)

Student Signature

Date

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Parent/Guardian Name (please print)

Email Address

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Parent/Guardian Signature