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Acknowledgement

The information used in this CAS handbook has been sourced from the IB CAS guide published for students graduating in 2017 and after.

Purpose of this document:

This publication is intended to guide the planning and organization of creativity, action, service (CAS) in schools. Parents and students are the primary audience.



i.

IB Mission Statement

The International Baccalaureate aims to develop **inquiring, knowledgeable, and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding and respect**.

The IB programmes encourage students across the world to become **active, compassionate, and lifelong learners** who understand that other people, with their **differences**, can also be right.

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ii. IB LEARNER PROFILE

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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iii. What is CAS?

What does CAS stand for?

CREATIVITY

Experiences that encompass original thinking, including artistic activities and other learning and teaching experiences.

ACTIVITY

Experiences that contribute to a healthy lifestyle through participation in individual/team sports, as well as any other activity which focuses on physical exertion.

SERVICE

Experiences that involve interactions with individuals or groups, which provide benefits to the community. These experiences should not only involve contributions to others, but also with others, while developing a deep commitment.

- CAS is one of the three elements in the IB core Diploma Program, along with TOK and the Extended Essay.
- CAS involves students in a range of enjoyable and significant experiences, as well as a CAS project.
- CAS is organized around three strands of creativity, activity and service.
- CAS complements a challenging academic program in a holistic way, providing opportunities for independent goal setting, collaboration, accomplishment and enjoyment.

- Successful completion of CAS is a requirement for the award of the IB Diploma. Students reflect on their experiences and provide evidence of achieving the seven learning outcomes.
- Length: 18 months and a balance between creativity, activity and service.
- Three formal documented interviews throughout the two years.
- Reflection is central to building a deep and rich experience in CAS. A CAS portfolio serves as evidence of the student's engagement with CAS. Students finalize their experience in a summative essay.
- CAS is meant to be a journey to self-discovery that develops personality and drives personal growth
Cool Awesome Stimulating

iv. AIMS OF CAS



CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. The CAS program aims 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.

V. CAS LEARNING OUTCOMES



- 1. Identify own strengths and develop areas for growth.** Students are able to see themselves as individuals with various abilities

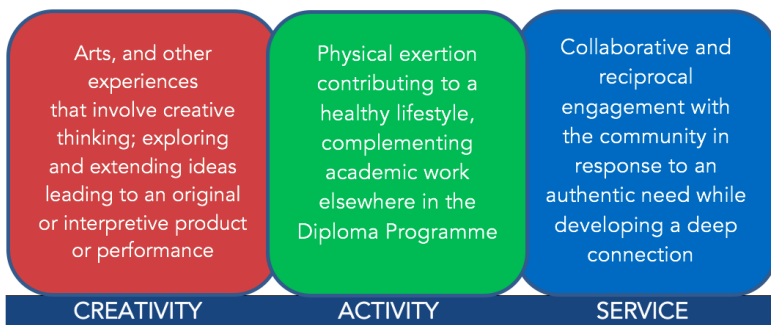
and skills, of which some are more developed than others.

2. **Demonstrate that challenges have been undertaken, developing new skills in the process.** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. **Demonstrate how to initiate and plan a CAS experience.** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences.** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively.** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6. Demonstrate engagement with issues of global significance. Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue through local, national or international action. Think globally but act locally.

7. Recognize and consider the ethics of choices and actions. Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Vi. CAS STRANDS



1. Creativity (arts and other experiences that involve creative thinking)

This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. There are many approaches to creativity, such as:

- **Ongoing creativity:** Students may continue in creativity as part of a school group or club, or through some other form of sustained creativity. However, students could further extend and develop their participation if appropriate.
- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. Students can enroll in classes at San Juan College and/or participate in school clubs.
- **Community-based creativity:** Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, emotional responses, and imagination. For example, students could join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- **Individual creativity:** Solitary creativity experiences (composing music, developing a website, writing short fiction stories, creating arts and crafts, or painting a series of portraits) are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these.

2. **Activity** (physical exertion contributing to a healthy lifestyle)

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. There are many approaches to activity, such as:

- **Ongoing activity:** Students may continue an existing activity; however, they should set personal goals related to the principles of CAS. Students could extend and develop their participation if appropriate.
- **School-based activity:** These can include: Heritage PE class, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or volleyball and engage other students.
- **Community-based activity:** Single events of activity can lack depth and meaning. Activity experiences best occur with regularity. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, or an aerobics class.
- **Individual activity:** Solitary activity experiences (attending a gym, bicycling, roller-skating, swimming, or strength conditioning) are of most benefit when they take place over an extended duration of time. Students should set personal goals and work towards these in a sustained and correctly applied manner. Keeping traditional activities sustained through Song and Dance, Pow Wow dancing, horseback riding, and rodeo are acceptable.

3. Service (An unpaid and voluntary exchange that has a learning benefit for the student)

Four types of service action (engaging with different types of service is recommended)

1. Direct service: Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.

2. Indirect service: Students must verify their actions will benefit the community or environment. Examples are: re-designing a non-profit organization's website or writing original picture books to teach a language.

3. Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest (hunger campaign, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.)

4. Research: Students collect, analyze, and report on a topic to influence change (environmental surveys, effective means to reduce litter in public spaces, or interview people on topics such as homelessness or unemployment.

vii. CAS EXPERIENCES

What should the experiences be like?

Definition:

A CAS experience is a specific event (or an extended series of events) in which the student engages with one or

more of the three **CAS** strands (creativity, activity and service).

Therefore:

A **CAS** experience must

- be based on a personal interest, skill, talent or opportunity for growth
- not** be used or included in the student's **Diploma course** requirements

The following questions may be useful for you to consider.

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

viii. IDEAS FOR CAS EXPERIENCES

a. CREATIVITY

- 1) New Concepts and innovative creations for benefit of community and self
- 2) Aesthetic activities which benefit the community

3) Individual commitment to learning a new art form

- Art exhibition
- Art Club
- Talent Shows
- Musical Concerts
- Art Club
- After School Activities
- Model United Nations
- Design a recycling project for the school
- Coach a junior sports team
- Design digital books
- Design and / or maintain a website for an NGO

b. ACTION

- 1) Expeditions
- 2) Physical Activity outside the curriculum
- 3) Individual and team sports participation outside the curriculum

- Hikes and treks (with designated goals and reflections)
- Planting trees
- Talent Shows
- Any sport (Football/ soccer/Boxing/Basketball/
Diving/ Athletics / Cycling)
- Survival Training
- Hiking
- Gardening

c. SERVICE

- 1) Doing Community Service

2) Collaborative and reciprocal engagement with the community in

3) Response to an authentic need

- Social worker
- Volunteer
- Charity campaigner
- Delivering meals to people with medical conditions
 - Helping at an animal shelter like data entry / dog-walking
 - Assisting with a pet adoption outreach program
 - Taking part in a walk-a-thon to raise money for humanitarian causes

IX. WHAT COUNTS?

The experience is paid	Not eligible for CAS
The experience will be used for assessment of a Diploma Program subject.	Not eligible for CAS
The experience will be routine, not allowing for personal development	Not eligible for CAS
The experience is too routine or brief to merit reflection for CAS	Not eligible for CAS
The experience involves the passive attendance of another's creativity	Not eligible for CAS
The experience involves original thinking, leading to a product	Eligible for Creativity

This Activity involves “getting sweaty”; is a truly physical activity	Eligible for Activity
Could not be described as physical exertion	Not eligible for A, but could for C or S
This service engages with the community to address a need	Eligible for Service
Awareness raising and communication with the beneficiaries	Eligible for Service
No awareness of the organization, routine activities	Not eligible for CAS

X. CAS STAGES

CAS stages! Steps towards an effective CAS experience



From the IB CAS guide (2017)

Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

CAS students should consider the following stages when they make plans and carry out their ideas.

The CAS stages represent a process and a sequence.

The five CAS stages are as follows:

1. Investigation

Students identify the interest, 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. In the case of Service, students identify a need they want to address.

2. Preparation

Students clarify roles and responsibilities, develop a plan of action to be taken, identify specified resources and timelines, and acquire any skills needed to engage in the CAS experience.

3. Action

Students implement their idea or plan. This often requires decision making and problem solving. Students may work individually, with partners, or in groups.

4. 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 may lead to new action.

5. 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 or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke a response from others.

Using these CAS stages is also a recommended approach for students engaging in service learning experiences.

XI. CAS PROJECT



A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity and service. CAS students must be involved in at least one CAS project during their CAS program.

- A CAS project is expected to last **at least one month**.
- It can be done with other CAS students.
- The students determine what they will do and which **strands** – Creativity, Activity and/or Service – they select or combine.

Participation in sustained collaboration is the primary purpose of the CAS project. It challenges students to show initiative, demonstrate perseverance and develop skills such as those of cooperation, problem-solving and decision-making. Students work as part of a team.

- All CAS projects should use the **CAS stages** as a framework.
- All CAS projects are designed with a defined purpose and specific goals. Individual students identify one or more **learning outcomes**.
- The CAS project should be undertaken **locally**.
- Students **reflect** on their CAS project experience collaboratively, if possible

XII. REFLECTIONS



-Reflection develops and strengthens lifelong skills for learning and is an essential part of the overall CAS experience.

Through reflection, students examine the relevance of their experience, apply thoughts and ideas garnered to different situations, consider the actions of others and remind themselves of what was learned and how this occurred.

Just as CAS is intended to be an enjoyable experience for students, so reflection is also meant to be **enjoyable**. Reflection is **not measured by length or quantity**.

Elements of reflection

Describing what happened: *Students retell their memorable moments, what was*

important or influential, what went well or was difficult, obstacles and success.

Expressing feelings: *Students articulate emotional responses to their experiences.*

Generating ideas: *Rethinking or re-examining choices and actions increases awareness about self and situations.*

Asking questions: *Questions about people, processes or issues prompt further thinking and ongoing inquiry.*

Time for reflection

Purposeful **reflection** is about **quality** rather than **quantity**. **The appropriate occasion, amount and method is the student's decision.** Students are not expected to reflect on every CAS experience - they should identify moment's worth of reflection, e.g. fitness course- but a reflection may be appropriate on some of the successes and the implementation of personal goals.

Reflection is most meaningful when recognized as a personal choice.

Students choose significant moments as the basis for reflection, for example when:

- a moment of discovery is happening
- a skill is mastered
- challenge is confronted

- emotions are evoked
 - achievement deserves celebration
- Students reflect at the beginning, during and at the end of a series of CAS experiences.

Forms of reflection

Reflection can take countless forms.

Student reflection may be expressed through a

- paragraph
- dialogue
- poem
- comic strip
- dramatic performance
- letter
- photograph
- dance
- or other forms of expression

Reflections will be placed in the portfolio. These should also give evidence of achieving each of the seven CAS learning outcomes, but not every single reflection should or must discuss learning outcomes.

XIII. MONITORING PROGRESS/INTERVIEWS

There must be a minimum of three interviews between a student and the CAS coordinator/adviser where student progress is discussed and appropriate encouragement and advice is given. If concerns arise, particularly with respect to successful completion of the CAS program, a letter will be sent home to parents notifying that the student is in jeopardy of not meeting the requirements for the IB Diploma.

- **The initial interview** (August – September of the 1st Year): The CAS coordinator ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student’s interests and ideas for CAS experiences, determines what form the student’s CAS portfolio should take, and reviews the CAS stages.
- **The second interview** (July of 2nd Year): The main purpose of the interview is to assess the progress of the student in CAS. The students should have committed to a range of CAS experiences, achieved several CAS learning outcomes, and carried out/planned a CAS project. The student’s CAS portfolio is used as evidence.
- **The third interview** (Final End of Year CAS Program): This is the summative interview for CAS. In this interview the student outlines how they have

achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student’s CAS portfolio is used as reference in this interview.

XIV. CAS CALENDAR and MAJOR DEADLINES

Date	Year One (Grade 11)	Year Two (Grade 12)
August	Orientation for Parents and Students	Informal meetings with CAS coordinator
	Complete Self Review and Evaluation	Update two year plan
	submit to CAS coordinator	Update Managebac with work on CAS experiences
	Begin to develop a CAS Master Plan	with your team – reflection and evidence
	Begin Activity Proposal Process	
September	Attend weekly CAS meetings with CAS advisors & Coordinator	Informal meetings
	Informal meetings	Submit monthly CAS Reflections
	Complete CAS Master Plan	Update Managebac with work on CAS experiences
	Begin program no later than the end of the month	with your team – reflection and evidence
	Formal Interview #1 (reset goals as needed)	

October	CAS Progress Check – Quarter 1	CAS Progress Check – Quarter 1
	CAS Advisors evaluation on progress	CAS ADVISOR Mentor evaluation on progress
	Must submit at least 3 CAS experiences with reflections	Must submit at least 3 CAS experiences with reflections
November		Informal meetings
		Submit monthly CAS Reflections
December	CAS Progress Check – Quarter 2	
	CAS Advisors evaluation on progress	
	Must submit at least 3 CAS experiences with reflections	
January	Informal meetings	
	Submit monthly CAS Reflections	
February	Informal meetings	
	Submit monthly CAS Reflections	
March	CAS Progress Check – Quarter 2	
	CAS Advisors evaluation on progress	
	Must submit at least 3 CAS experiences with reflections	

April	Submit monthly CAS Reflections
	Continue progress
	Submit monthly CAS Reflections
	CAS Long-Term Project Orientation
	Project Draft Plan – due to CAS Supervisor
May	Formal Interview #2
	CAS Long-Term Project Formal Plan –
	submit to CAS Coordinator for approval
	Letter of Intent to parents
	Discuss plan for summer
	Letters home to parents if students are not in good standing
June	Continue progress and reflections
July	Continue progress and reflections

XV. RESPONSIBILITY OF THE CAS STUDENT

Key to a student's CAS program is personal engagement, choice and enjoyment of CAS experiences. Throughout the Junior and Senior years students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS Long-term project with a minimum duration of four

months. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction. CAS students are expected to:

- 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 mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS Coordinator and/or CAS Supervisor
- 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 CAS
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes in Managebac
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences

- Demonstrate accomplishments within their CAS program
- Communicate with the CAS Coordinator/ Advisor and/or CAS supervisor in formal and informal meetings
- Ensure a suitable balance between creativity, activity and service in their CAS program
- Behave appropriately and ethically in their choices and behaviors

XVI. RESPONSIBILITY OF THE CAS ADVISORS

Form Room Tutors are the advisors

1. Two Form room tutors are made the CAS advisors who work closely with the CAS coordinator.
2. They are the part of CAS planning for the new session.

The following is the Role & Responsibility of Advisors.

1. Upload Interviews on MB
2. Keep the hard copies of all the interview form
3. Keep the advisor report
4. Follow up for the addition of activities on MB
5. Reflection
6. Completion of supervisor's report
7. Work with CAS Coordinator in execution and

operations of activities

8. Oversee the Managebac reports filled by supervisors
9. Oversee the reflections filled by the supervisors

XVII. RESPONSIBILITY OF THE CAS SUPERVISOR

The following is the Role & Responsibility of Supervisors

1. In-charge of the activity
2. Scrutinize the project plan
3. Discuss with CAS Coordinator
4. Plan the stay backs
5. Supervise the activity
6. Ensure posting of the report on Managebac
7. Ensure posting of reflection of Managebac
8. Ensure that photographs are clicked and uploaded as Google doc
9. Timely information must be sent to the advocacy team
10. Update the Newsletter team
11. Student In-charges must be made within the team to collect the information for the stay-back deviation, clicking photographs, sending update to the advocacy team

12. Conduct and record two rounds of interviews and post the link on the google drive
13. Fill the hard copies of Interviews

XVIII . HOW TO BUILD YOUR PORTFOLIO

Students must maintain a portfolio throughout the 18 months of CAS for the Coordinator/ Supervisor to monitor at least three times.

1. at the beginning of the 1st year
2. At the end of the 2nd year and
3. at the end of the CAS program. The student's portfolio must demonstrate the following:

A. Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS program. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. Students should include their initial interest inventories and planning forms.

1) STEP 1: COMPLETE THE SELF-REVIEW WITH A QUESTIONNAIRE

2) STEP 2: COMPLETE THE CAS PLANNING FORM (YEARLY CAS PLAN ,QMS FORM)

B. Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would

demonstrate that the student has actively engaged in his or her individual CAS program. All throughout CAS, students can add their reflections regarding their ongoing personal development and self- awareness. You must complete your CAS experience in Managebac with your CAS planning documented in your description followed by evidence then by reflections.

3) STEP 3: COMPLETE CAS ACTIVITY WORKSHEET (Managebac)

- a. Each experience must be pre-approved by the CAS Coordinator and Supervisor before you begin.
- b. Enter a detailed description in Managebac that includes the needs/goals of your CAS experience.

REMEMBER: Creativity, activity, service (CAS) is at the heart of the Diploma Program

and should continue on a weekly basis for at least 18 months. For student development to

occur, CAS should involve these criteria fit within one or more of the CAS strands be based on a personal interest, skill, talent or opportunity for growth provide opportunities to develop the attributes of the IB learner profile meet one or more of the CAS learning outcomes is active, not passive have a meaningful purpose or is a challenge not be used or included in the student's Diploma course requirements must have a supervisor (not a parent) who confirms completion of hours.

- Collect evidence to document your experience. Evidence could include, but is

not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Every CAS experience must have evidence uploaded.

STEP 4: COMPLETE YOUR REFLECTIONS

- Reflection should be ongoing, not done one time at the end. The length of your reflection should match the length of your commitment. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS program.
- Reflections can be completed either by typing directly into Managebac or uploading a pre-written document, photos, blog links, podcast, etc. You can use photos, videos, interpretive dance, a skit and so much more as part of your reflection. See section XIII for more information.

C.Evaluation:

Successful completion of CAS is a requirement for the award of the IB diploma at AL HUSSAN

INTERNATIONAL SCHOOL.

Requirements include:

- Satisfactory evidence of CAS experiences continuing throughout the 18 months of the program and are balanced across Creativity, Activity and Service.
- Documentation and reflection of all CAS experiences with sufficient evidence of all seven key learning outcomes is shown.
- Met with the CAS Coordinator and Supervisor three times throughout the two years.
- Satisfactory completion of at least one long-term group project that the student initiated.
- Satisfactory completion of Final CAS Portfolio reviewed at the end of the CAS Program in March of 2nd year.
- Presentation at CAS work through culmination in the 2nd Year.

Evaluation is divided into initial evaluation, progress evaluation and final evaluation.

STEP 5: INITIAL EVALUATION

1. Completed in August/September of 11th grade.
2. CAS Coordinator will meet with the student to go over steps 1 & 2 above.
3. CAS Advisors will review and evaluate documents.
4. CAS Advisors will complete the Formal CAS Monitoring Form (record interview in MB)

STEP 6: PROGRESS EVALUATION

1. Quarterly CAS Progress Monitoring Check is submitted to CAS Advisors .
2. Formal meeting with CAS Coordinator at the end of junior year to monitor student progress. CAS coordinator will complete the Formal CAS Monitoring Form .

STEP 7: FINAL EVALUATION

1. In March of 2nd year, students will submit the full portfolio. Final formal meetings will be held in the spring and CAS Coordinator will complete the CAS Final Program Evaluation form .
2. Students will present their CAS experiences in spring at the CAS Culmination.

STEP 1: SELF REVIEW QUESTIONNAIRE (Google Form)

Name _____ Graduation Year _____

Answer the following questions on a separate piece of paper. To be most helpful your answers should focus on basic CAS areas for growth such as physical activity, artistic pursuits, social situations, personal growth, service work, as these will give a better idea on where to focus your future CAS

activities.

1. What is your greatest accomplishment so far? How has this affected your life? What did you learn from it?
2. What are you really good at?
3. Name one skill you have always wanted to develop in your life but that you haven't yet.
4. Name one activity that you would like to try but that you haven't yet. Why would you like to try this?
5. Name a person you admire right now. What qualities does this person have that you don't?
6. What's different about you now compared to what you were like when you were 10 years old?
7. Describe the kind of person you think you will be post IB.

ACTIVITY:

1. List any clubs, organizations, sports, or other teams in which you are currently involved: (Varsity or club sports, dance team, etc.) If you are not involved in any athletic activities what would you like to join/learn?
2. How are you or will you be involved—as a participant, as an officer, do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.

3. How committed are you or will you be to the activity? Is it a substantial commitment? Does the organization, club, or team involve themselves in substantial, significant endeavors of which you are an active participant?
4. What goals have you or will you set for yourself in terms of your performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
5. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations?

CREATIVITY:

1. Are you or will you be involved in any creative or artistic endeavors (orchestra, band, yearbook, Model UN, theater, choir, Debate, etc.)? Do you use your creativity in helping to plan events/activities? Explain your answers for

each organization or activity.

2. How are you or will you be involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
3. How committed are you or will you be to the activity? Is it a substantial, significant commitment? Do you take an active role in participation? Explain your answers for each organization or activity.
4. What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
5. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

SERVICE:

1. List community/national/global issues that concern you the most.

2. How have you currently involved yourself in these issues?
3. What issues would you like to learn more about?
4. Consider all your current responsibilities. How much time can you realistically commit to service on these?
5. What skill(s) would you like to develop or learn in your service endeavor?
6. How do you anticipate “stretching” yourself in your service endeavor?
7. What challenges do you think you might encounter?
8. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or peers?
9. How long do you plan on carrying out your commitment - three months, six months, one year?



STEP 2: CAS PLANNING FORM (Yearly CAS plan , QMS Form)

CAS PROPOSAL FORM (QMS FORM)

CAS EXPERIENCE/ PROJECT PROPOSAL

STUDENT NAME:	
NAME OF ACTIVITY:	
TYPE: <input type="checkbox"/> Creativity <input type="checkbox"/> Activity <input type="checkbox"/> Service	ESTIMATED NO. OF HOURS:
TENTATIVE START DATE:	TENTATIVE FINISH DATE:

ADVANCE PLANNING:

DESCRIPTION:



TIMEFRAME:

EVALUATION:

Learning Outcomes: (Circle the appropriate outcomes)

- Strength and Growth Challenging and Skills
 Initiative and Planning
- Commitment and Perseverance Collaborative Skills
 Global Engagement
- Ethics of Choices and Actions

CAS Coordinator Approval

All CAS experiences must be approved prior to starting the experience.

CAS Checklist

STRANDS	YES / NO
Evidence of planning a CAS programme	
Regular commitment over at least 18 months	
Understanding and ability to use the CAS stages when planning CAS experiences	
Balance between creativity, activity, and service	
At least one planned project undertaken over at least one month	
Evidence of achieving all seven learning outcomes	
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 (LO3)	
Evidence of commitment and perseverance in CAS experiences (LO4)	
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)	
Evidence of engagement with issues of global significance (LO6)	
Evidence of recognizing and considering the ethics of choices and actions (LO7)	
Reflections completed on significant CAS experiences	

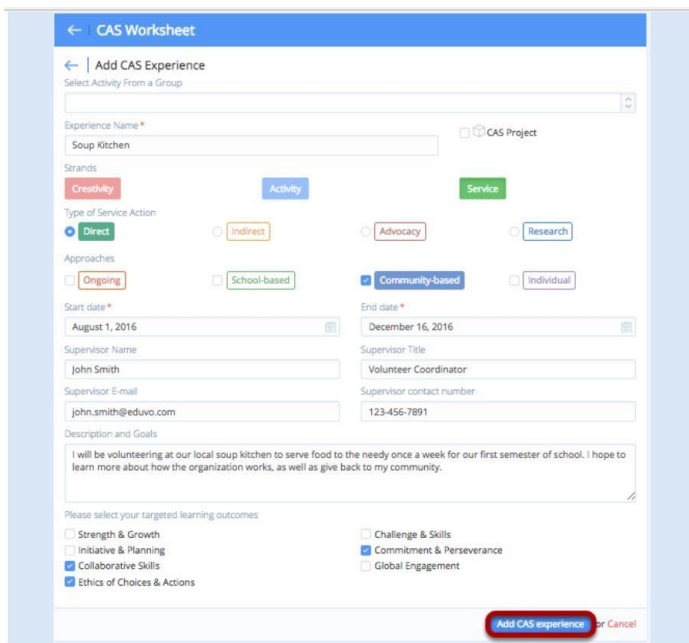
Verification of CAS hours by supervisor	
CAS Interview 1 (Initial review) completed	
CAS Interview 2 (Interim review) completed	
CAS Interview 3 (Final review) completed	
CAS Portfolio completed	

Process of CAS on Managebac:

Step 1

Adding CAS Experiences.

You can add CAS experiences to your CAS worksheet by clicking **Add CAS Experience** on the right-hand side of the page.



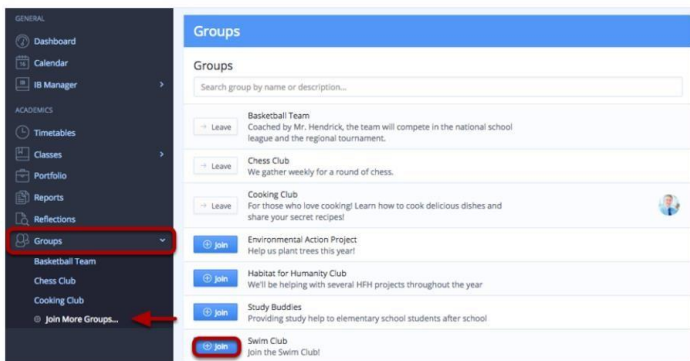
Joining CAS Experience Groups

Experience details can be added, including the:

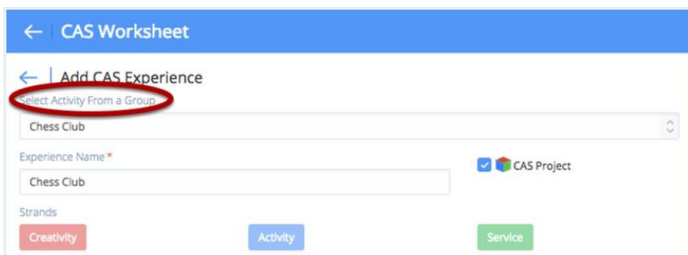
- Experience name and description (existing groups can be chosen from the dropdown menu)
- Experience type and hours (if your school has enabled tracking activity hours)
- Start and End dates
- Experience strand (Creativity, Activity or Service) and Approaches.
- Experience supervisor information (an email notification will be sent to the email address entered here when you are ready to request supervisor review).
- Targeted learning outcomes

Click **Add CAS Experience** to add the Experience. This will automatically send an email to your CAS advisor for approval.

Via Groups



You can also add an existing experience to your CAS worksheet by joining an experience or group under the **Groups** tab. Click on the Join More Groups link to view all available Groups. Then, click on the **Join** button next to a Group. Groups you have already joined will be listed on the left under the **Groups** tab.



Once you have joined the group, it will then appear in the dropdown menu under the Add CAS Activity page. Selecting a group you have joined will auto-populate certain fields.

Alternative Step 1

OR Adding CAS Experience Via CAS Groups

Step 2

Joining CAS Experience Groups

Via the Groups Tab

The screenshot shows the dashboard interface. On the left sidebar, the 'Groups' tab is highlighted with a red circle. Below it, a list of groups is visible, with 'Join More Groups...' also circled in red. The main content area shows a 'Dashboard' with a 'Next 2 weeks' calendar. The calendar has several events: '5-35AM Basketball fundraiser' on Tuesday, 'SAM World War II Memorial Project' on Wednesday, 'SAM Individual Investigation' on Thursday, and 'SAM Second EE Deadline' on Thursday. Below the calendar, there is a section for 'Upcoming Events or Deadlines' with three items: 'basketball fundraiser' (Event, Today at 5:35 AM), 'Individual Investigation' (Investigation, Tuesday at 9:00 AM), and another 'Individual Investigation' (Investigation, Tuesday at 9:00 AM).

The **Groups** tab is where you can view any experience groups that you are a member of. Click **Join More Groups...** to see a full list of groups available at your school. Groups must be created by a teacher or advisor.

The screenshot shows the 'Groups' page. At the top, there is a search bar with the placeholder text 'Search group by name or description...'. Below the search bar, there is a list of groups. Each group entry includes a 'Leave' button and a brief description. The groups listed are: 'Basketball Team' (Coached by Mr. Hendrick, the team will compete in the national school league and the regional tournament.), 'Chess Club' (We gather weekly for a round of chess.), 'Cooking Club' (For those who love cooking! Learn how to cook delicious dishes and share your secret recipes!), 'Environmental Action Project' (Help us plant trees this year!), 'Habitat for Humanity Club' (We'll be helping with several HFH projects throughout the year), 'SA Group' (AC), and 'Study Buddies' (Providing study help to elementary school students after school). The 'Join' button for 'Habitat for Humanity Club' is highlighted with a red circle.

You can search groups by name or description. Click **Join** to join a group, or **Leave** to leave a group.

Habitat for Humanity Club

Overview **Calendar** Photos Messages **Files** Members

Next 2 weeks

Today	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
	21	22		23 3PM End of Year Party	24	25	26
27	28	29	30	31	1	2	

Upcoming Events or Deadlines

DEC 23	Event	End of Year Party		
		Friday at 3:00 PM		

Latest Activity

Event	End of Year Party	Rachel Epelbaum	December 19, 2016
Event	Habitat for Humanity Group Meeting	Chloe Epelbaum	December 19, 2016

Joining a group will add it to your groups list on the left navigation panel. This will also allow you to post new **events, photos, messages or files** specific to that group.

Once you have joined a group, you can use it to auto-populate CAS experience fields when adding the experience to your CAS worksheet. To learn more, click [here](#).



Step 3

Working on CAS Questions, Reflections & Evidence

Completing Reflections & Evidence

Menu # Faria International School Chloe Epelbaum 837 Help & Support Logout

CAS Worksheet

Summary CAS Questions Reflections & Evidence

Alauddin Orphanage, Kabul Support Program

December 16, 2013 - December 16, 2013

A Student run initiative to support Alauddin Orphanage in Kabul, Afganistan.

Learning Outcomes:

1. Increased awareness of your strengths and areas for growth
2. Undertaking new challenges
3. Planned and initiated activities
4. Working collaboratively with others
5. Show perseverance and commitment
6. Engaged with issues of global importance
7. Consider ethical implications

EXPERIENCE STATUS: Approved

Add Reflections & Evidence

Edit Experience

Delete Experience

SELECT EXPERIENCE: Alauddin Orphanage, K...

NEXT STEPS: Once you have completed your experience and submitted reflections or CAS questions, you can request that your Experience Supervisor complete your review online.

Start by navigating to your CAS Worksheet and select the experience you want to add to. Click **Add Reflections and Evidence** in the right navigation panel.

← Reflections & Evidence

Summary CAS Questions Reflections & Evidence

Add New Reflection & Evidence

Journal Website Video Photos File

B I [List Icons]

Outcomes

- Increased awareness of your strengths and areas for growth
- Undertaking new challenges
- Planned and initiated activities
- Working collaboratively with others
- Show perseverance and commitment
- Engaged with issues of global importance
- Consider ethical implications
- Develop new skills

Add New Entry or Cancel

Here you can add a journal entry, website link, video, photo, or file. Please note that each file and photo must be under 500 mb. Reflections and evidence must be linked to one or more of your targeted learning outcomes.

Viewing Your Reflections & Evidence

← Reflections & Evidence

Summary CAS Questions Reflections & Evidence

Alauddin Orphanage, Kabul Support Program

December 16, 2016 7:43 PM Challenge Commitment Ethics Global Value Initiative

Time was up, not 10 minutes into the visit. I went to pull the 3-year-old orphan out of the arms of the woman he calls "Momma."

The boy turned his face and dug his hands into her clothes. He kicked his legs. He screamed as they carried him away.

Hassan covered her mouth to hold back the sobs. I did not know when — or if — she would get another glimpse of the child she was desperately trying to adopt. International adoption has always been a sensitive subject in Afghanistan, a reminder that the country is too poor to care for its own. After January's quake, the Afghan government effectively slammed the door shut on most adoptions altogether. With no foster care system and virtually no domestic adoption in Afghanistan, untold numbers of children orphaned by the quake — like the 3-year-old known as Sonson — now face a lifetime inside an institution.

December 10, 2013 5:05 AM Collaboration Commitment

Habib Malik with Orphans in Kabul, Afghanistan (Ashiyana Orphan ...

Add New Reflection & Evidence

- All
- Starred
- Journal
- Website
- Video
- Photos
- File
- Outcomes
- Awareness
- Challenge
- Collaboration
- Commitment
- Ethics
- Global Value
- Initiative
- New Skills

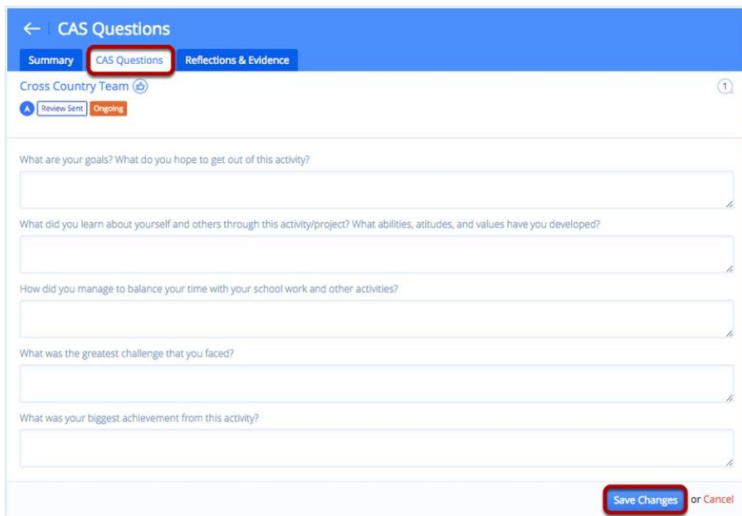
After adding reflections, you can access the **Reflections & Evidence** tab at the top of the page to view all your entries.

You can also filter these entries by outcome and type from the right navigation panel.

Step 4

Completing CAS Questions

The **CAS Questions** tab will only be activated if your CAS Coordinator has created questions for you. If CAS Questions have been created, you can access the **CAS Questions** tab on the top of each experience page.



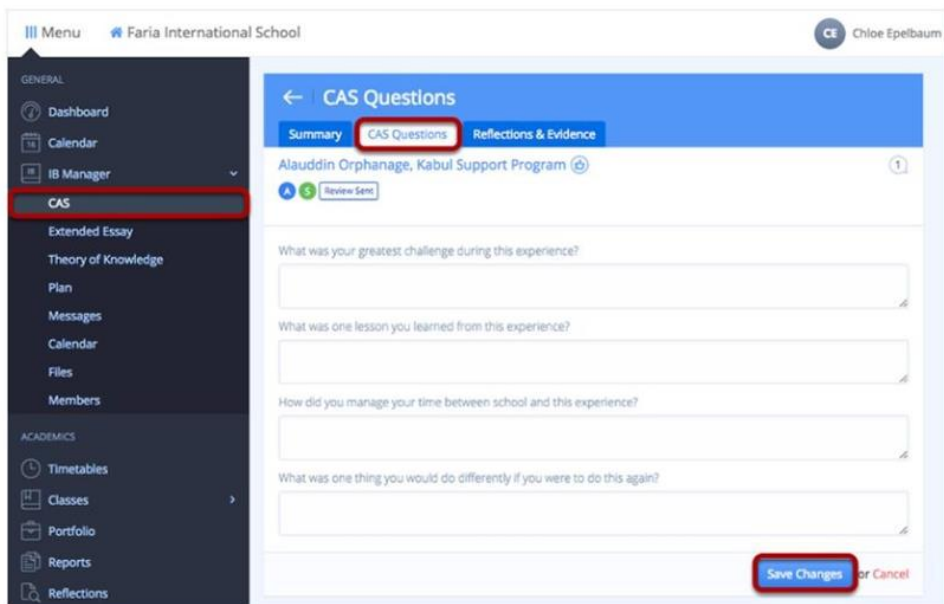
The screenshot shows a web interface for completing CAS Questions. At the top, there is a blue header with a back arrow and the text "CAS Questions". Below the header, there are three tabs: "Summary", "CAS Questions" (which is highlighted with a red box), and "Reflections & Evidence". The main content area is titled "Cross Country Team" and includes a "Review Sent" button and a "Original" button. There are five text input fields with the following prompts: "What are your goals? What do you hope to get out of this activity?", "What did you learn about yourself and others through this activity/project? What abilities, attitudes, and values have you developed?", "How did you manage to balance your time with your school work and other activities?", "What was the greatest challenge that you faced?", and "What was your biggest achievement from this activity?". At the bottom right, there is a "Save Changes" button (highlighted with a red box) and a "Cancel" link.

Make sure to click **Save Changes** at the bottom whenever you update this page.

Step 5

Completing CAS Questions Via the CAS Questions tab

The **CAS Questions** tab will be activated if your CAS Coordinator prepares the questions for you. If CAS Questions are created, you can access the **CAS Questions** tab on the top of each experience page.



The screenshot shows the user interface for completing CAS Questions. On the left is a dark sidebar menu with categories: GENERAL (Dashboard, Calendar, IB Manager, CAS, Extended Essay, Theory of Knowledge, Plan, Messages, Calendar, Files, Members) and ACADEMICS (Timetables, Classes, Portfolio, Reports, Reflections). The 'CAS' item is highlighted with a red box. The main content area is titled 'CAS Questions' and has three tabs: 'Summary', 'CAS Questions' (highlighted with a red box), and 'Reflections & Evidence'. Below the tabs, the experience is identified as 'Alauddin Orphanage, Kabul Support Program' with a 'Review Sent' button. There are four text input fields with the following prompts: 'What was your greatest challenge during this experience?', 'What was one lesson you learned from this experience?', 'How did you manage your time between school and this experience?', and 'What was one thing you would do differently if you were to do this again?'. At the bottom right, there is a 'Save Changes' button (highlighted with a red box) and a 'Cancel' link.

Step 6

Obtaining Supervisor Reviews Via CAS

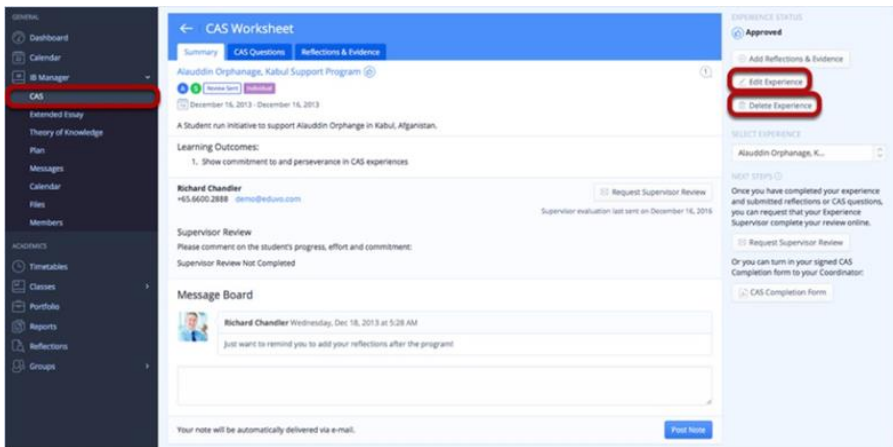
If the experience has been approved and all reflections and evidence have been added, students can click **Request Supervisor Review**. This will send an e-mail to the experience supervisor to review online. The Supervisor Review email will also contain the experience Reflections & Evidence.

Alternatively, students can click **CAS Completion Form**. This will create a PDF of the experience information which can be printed and signed by the experience supervisor. The Cas Completion Form will not include the Reflections & Evidence.

Note: The Supervisor email will be locked once students click Request Supervisor Review. Once the experience has been marked as **Complete**, students will no longer be able to add additional evidence or edit any of the experience details.

Step 7

Editing or Deleting a CAS Experience Via IB Manager > CAS



The screenshot displays the IB CAS Worksheet interface. On the left, a dark sidebar contains navigation options: Dashboard, Calendar, IB Manager, CAS (highlighted with a red box), Extended Essay, Theory of Knowledge, Plan, Messages, Calendar, Files, and Members. Below these are 'ACADEMICS' options: Timetables, Classes, Portfolio, Reports, Reflectors, and Groups. The main content area is titled 'CAS Worksheet' and shows details for a 'CAS Question' for 'Alauddin Orphanage, Kabul Support Program'. It includes the dates 'December 16, 2013 - December 16, 2013', a description of the program, learning outcomes, and supervisor information for Richard Chandler. On the right side, under 'EXPERIENCE STATUS', the status is 'Approved'. Below this, there are two buttons: 'Add Reflections & Evidence' and 'Edit Experience' (highlighted with a red box). Below these are two more buttons: 'Delete Experience' (highlighted with a red box) and 'Request Supervisor Review'. A 'SELECT EXPERIENCE' dropdown menu is also visible, currently showing 'Alauddin Orphanage, K...'. At the bottom right, there is a 'Post Note' button.

Navigate to any chosen CAS Experience within your CAS Worksheet. To edit or delete the experience, click **Edit Experience** or **Delete Experience** on the right.



Step 8

Unlocking a Completed Experience Via the CAS Worksheet

The screenshot shows the 'CAS Worksheet' page for a 'Cross Country Team' experience. The status is 'Completed', which is circled in red. A message states: 'This experience has been completed and cannot be modified further.' Below this, there are sections for 'Learning Outcomes', 'Supervisor Review' (by John Bauer), and a 'Message Board' with a message from Chloe Egelbaum. On the right side, there are 'NEXT STEPS' including 'Request Supervisor Review' and 'CAS Completion Form'.

If you are unable to add reflections or update an experience you must request that your CAS Advisor or Coordinator change the experience status from **Completed**. CAS experiences are most commonly marked as **Completed** if supervisor reviews are requested prematurely in advance of completion of the experience.

By clicking on the specific experience, your CAS Advisor or Coordinator simply needs to change the status to Approved. Once this is done, you will be able to update your experience and add reflections.

Step 9

Analyzing your CAS Experiences Via IB Manager

> CAS

Your CAS worksheet has two analytics tools designed to help you keep track of your added CAS experiences.

Outcomes



The **Outcomes** tab shows how many times a learning outcome has been selected during your CAS programme. Yellow bars indicate activities that have been planned and approved. Green bars indicate activities with completed reflections.

Timeline



The **Timeline** tab shows the length of each experience, as well as the type of experience (Creativity, Action or Service) it is. To zoom in on any section of the Timeline, click and drag your mouse over the desired area. The screen will automatically zoom in to show you the section highlighted by your mouse.

ENJOY CAS!

This is the most important thing – to participate in experiences that assist your personal growth and offer you a world of possibilities!

References

- **CAS guide** : Published March 2015
Published by International Baccalaureate
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Churchillplein 6, The Hague, 2517JW The
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Organization 2015
- **CAS handbook** : The Heritage School
,Gurugram, India
- www.google.com