

CAS Guide

Creativity*Activity*Service

**The Heart of the Hexagon*



SAND CREEK CAMPUS

District 49

He who wishes to secure the good of others, has already secured his own.

Confucius

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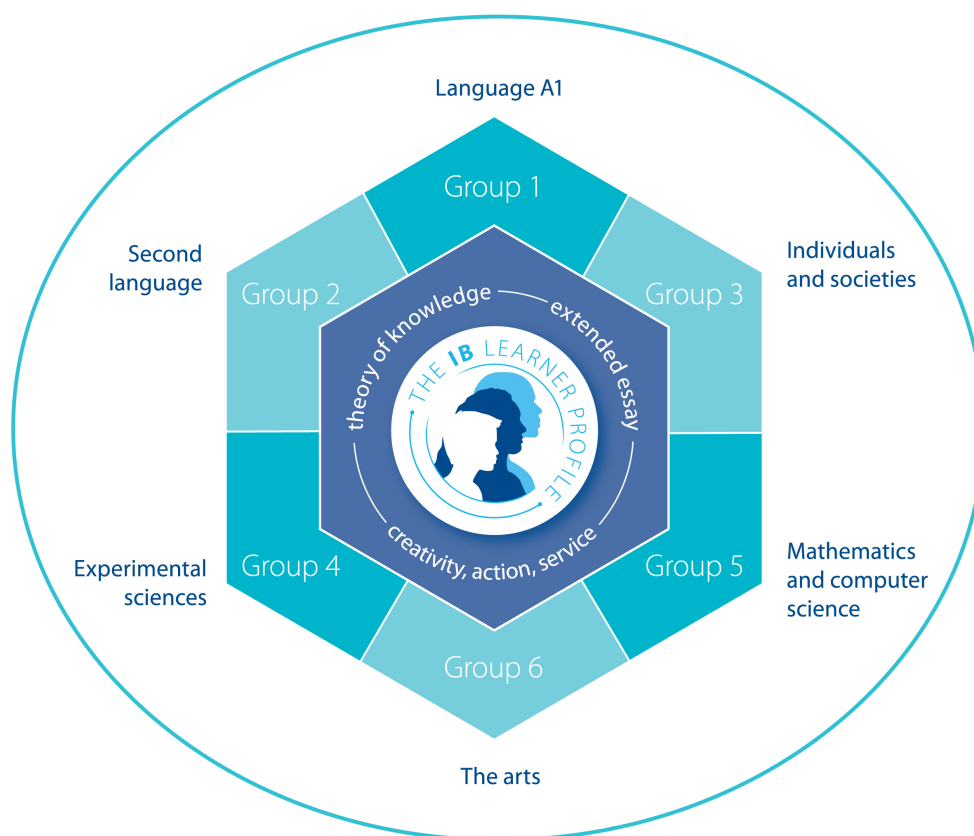
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IB MISSION STATEMENT

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These 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.



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.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

NATURE OF CREATIVITY, ACTIVITY, SERVICE

*...if you believe in something, you must not just think or talk or write, but must act.
Peterson (2003)*

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Each candidate must meet the CAS requirement to be awarded the diploma. A student's records along with the school and self-evaluations must clearly demonstrate quality, balanced content, and commitment for the student to meet the CAS requirement.

Sand Creek Campus will confirm with International Baccalaureate North America (IBNA) that all diploma candidates at the end of the two-year program have satisfactorily completed the CAS requirement. SCHS will report unsatisfactory performance to IBNA. Failure to meet the requirements will result in no diploma being awarded.

The three strands of CAS, which are often interwoven with particular experiences, are characterized as follows.

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.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

All proposed CAS experiences need to meet at least one of the three strands, with a reasonable balance between Creativity, Activity, and Service. It is also essential that they do not replicate other parts of the student's Diploma Programme work, although a CAS experience may grow out of and extend part of the required DP work.

Concurrency of learning is important in the Diploma Programme. Therefore, **CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.**

Successful completion of CAS is a requirement for the award of the IB diploma. **CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved each of the seven learning outcomes.** A school's CAS programme is regularly monitored by the relevant regional office.

International dimensions

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.

IB learner profile booklet (March 2006)

Creating “a better and more peaceful world” is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “**Think globally, act locally**”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

CAS and ethical education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics”. Meaningful ethical education—the development of ethical beings—happens only when people’s feelings and behavior change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

CAS and theory of knowledge

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards

another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, students can be encouraged to compare their learning in CAS with their subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these.

Aims

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect on 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.

Learning outcomes

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

Outcome 1:

- **identified their own strengths and developed areas for growth**
They are able to see themselves as individuals with various skills and abilities, some of which are more developed than others.

Outcome 2:

- **undertaken new challenges, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to 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.

Outcome 3:

- **planned and initiated CAS experiences**
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.
- **Outcome 4: shown commitment to and perseverance in CAS experiences**
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

Outcome 5:

- **demonstrated the skills and recognized the benefits of working collaboratively**
Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Outcome 6:

- **demonstrated 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 either locally, nationally or internationally.

Outcome 7:

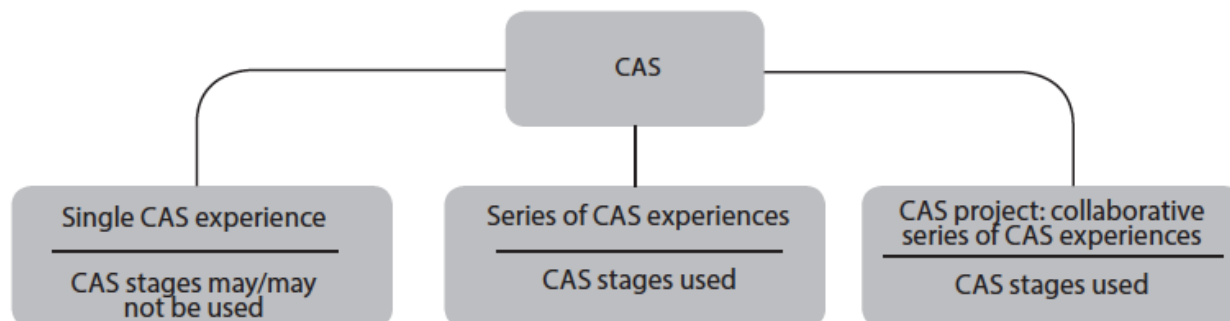
- **recognized and considered the ethics of choices and actions**
Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

*All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is **some** evidence for every outcome. The student must store this evidence in a CAS portfolio.*

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance, not the number of hours or experiences. The expectation is that each learning outcome is demonstrated with a reasonable balance between creativity, action and service.

THE CAS PROGRAMME

Each student creates his or her own **CAS programme**, which consists of multiple **experiences**. These experiences must be documented in a CAS **portfolio**. Some experiences can be spontaneous and unplanned, but most should be planned. The CAS programme will be more robust if many of those experiences contain a common thread. Students are required to complete a **CAS project** that lasts at least one month. Several of the experiences, and certainly the project, should use the CAS **stages** of design.



CAS experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands (Creativity, Activity, Service). Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

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".

Creativity, activity, and service opportunities

It is the intent of IBO to foster lifelong commitment in CAS philosophy. It is the responsibility of the IB/CAS student to take the initiative and pursue experiences which interest them. The CAS Coordinator will guide students, but cannot make direct referrals to specific organizations.

What is a CAS experience?

There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- 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
- not be used or included in the student's Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- 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?

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

What is not a CAS experience?

What is, or is not, CAS is a question which coordinators are frequently asked. The asking of the questions may show an inappropriate attitude. If CAS becomes a points-scoring exercise, rather than an interesting variety of experiences that the student finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to his/her community, then its purpose is lost. It is paramount that THE SPIRIT OF CAS BE CONSIDERED AT ALL TIMES.

Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or other people, results from what the student is doing, and no real reflection is possible. In such circumstances the student will be able to meet the learning outcomes of CAS only to a VERY limited extent. Examples of activities which would not be appropriate for CAS are listed below.

- Any class activity or project which is already part of the student's Diploma Programme.
- An activity for which a student is personally rewarded either financially or with some other benefit.
- Doing simple tedious and repetitive work like returning library books to the shelves.

- All forms of duty within the family.
- Religious devotion and any activity which can be interpreted as proselytizing.
- Work experience which only benefits the student.
- Fund-raising with no clearly defined end in sight.
- Activities which cause division amongst different groups in the community.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- A passive pursuit, such as a going to a museum, play, concert, art exhibition, or sporting event, unless it CLEARLY inspires work in a related activity in which a student is already engaged.
- Working in a nursing home when the student:
 - *Has no idea how the home operates
 - *Is just making sandwiches
 - *Has no contact at all with the residents
 - *Actually does no service for other people

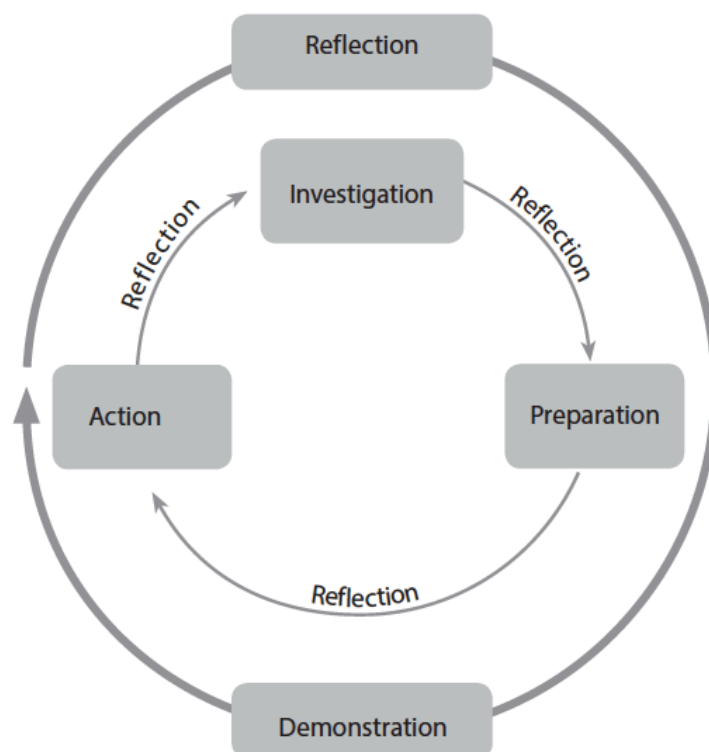
(The above example can be applied to many other activities purporting to be CAS)

Range and diversity of experiences

All students should be involved in CAS experiences that they have initiated themselves. Other CAS experiences may be initiated by the school.

CAS STAGES

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010)



The five CAS stages are as follows.

1. **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. In the case of service, students identify a need they want to address.
2. **Preparation:** Students 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.
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 response from others.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

THE CAS STRANDS

Creativity – Exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's 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. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

Creative experiences should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes? It may be useful to refer back to the section "The nature of creativity, activity, service", particularly to the second principle: **personal challenge**—tasks must extend the student and be achievable in scope. Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely "more of the same"

Activity – Physical exertion leading to a healthy lifestyle

Similar considerations apply here. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement, is vital. "Extending" the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards on offer.

Some excellent "activity" experiences are not sporting or competitive but involve physical challenge by demanding endurance or the conquest of personal fears. Alternatively, a student's "activity" may be physical exertion as part of a service activity.

As with all CAS experiences, students reflect purposefully on their engagement with activity and should look for moments of personal significance or inspiration as a call for reflection.

Service – Collaborative and reciprocal engagement with the community in response to an authentic need

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

As with all CAS experiences, students reflect purposefully on their engagement with service, and should look for moments of personal significance or inspiration as a call for reflection.

THE 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 programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

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.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion.

CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed

a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

THE CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. Students must keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS programme. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Individual student learning styles will dictate the type of portfolio that they use: digital, online, diary, journal, scrapbook or a blended approach. Students are encouraged to explore the different options available to them.

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and CAS coordinators and could include the following sections: "Profile", "Experiences", and "Evidence". Each section would be intended to assist students to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

Note: *These three sections are offered only **as an example** of one way to organize a portfolio. There are many ways, and students should have a role in determining their most effective organizing structure.*

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

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 programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

Types of CAS portfolios

There is no singular preferred method for the CAS portfolio. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website. *Sand Creek High School recommends students keep their CAS portfolio as part of their ICAP information on CollegeInColorado.org.*

Reflections/Self Evaluations

A reflection of personal performance is required from students for EACH activity. The self-evaluation process encourages the development of critical thinking skills and enhances students' awareness of their own strengths and weaknesses.

Students will consider in their reflections:

- The extent to which they have developed personally as a result of the CAS activity.
- The understanding, skills and values acquired through the experience.
- How others may have benefited from the experience.

All junior candidates are required to meet with the CAS coordinator four (4) times during the year. All seniors must meet two (2) times with the CAS coordinator first semester and then an exit interview.

Records will be maintained of all CAS experiences by the CAS coordinator. The reflection journals will be recorded and kept by each student. Self-evaluations will be maintained by the CAS coordinator.

This is your official documentation/evidence. PLEASE do not lose this journal!

CAS PROGRAMME EVALUATION

Evaluation Methods

IBO requires every diploma candidate's CAS performance to be evaluated in two ways.

1. Self-evaluations (reflections) by the student:

A reflection will be submitted upon completion of each experience

Within two (2) weeks of completion of an experience, the student must submit their reflection to the CAS Coordinator. A written reflection must be typed and summarize your activity. Reference your targeted **LEARNING OUTCOMES**, and indicate how you achieved them. The forms are available from the CAS Coordinator.

2. Exit Interview:

The Diploma Candidate will meet with the CAS Coordinator upon completion of the CAS Program. This interview will allow the student to share personal reflection, evidence of completion of the project(s), and connection to the IB Learner Profile, Aims of CAS, and the Learning Outcomes. This interview will take place between December and February of the Senior Year.

SAND CREEK HIGH SCHOOL IB CAS INTERNAL DEADLINES

ALL IB Junior Candidates are required to meet with the CAS Coordinator prior to starting a CAS project as well as three (3) additional meetings.

ALL IB Senior Candidates are required to meet with the CAS Coordinator twice, one time being before the Exit Interview.

The following dates are deadlines (the last date that submission will be accepted). Students must plan ahead in order to meet the required deadlines.

August 25

- Juniors meet with CAS Coordinator to review your “Initial Plan”

October 8

- Senior summer CAS reflections due
- Juniors meet with CAS Coordinator to clarify expectations and ensure proper reflection is being completed

December 15

- Deadline for Fall CAS reflections
- Seniors should be near completion of their CAS requirement

March 12

- Senior CAS requirements must be fulfilled

April 1

- Meet with parents and sophomore DP Candidates

May 3

- Junior deadline for second semester reflections

May 14

- Junior proposals for summer hours due
- Sophomore “CAS Initial Self Review” and proposal for “Initial Plan” due

If a deadline falls on a non-school day, then the preceding school day is the deadline.

PREPARING FOR AN INTERVIEW

1. Pick up and complete the required forms
2. Review the CAS Guide so that you understand how your proposed project will meet the requirements according to IBO. (IB Learner Profile, CAS Aims, and CAS Learning Outcomes)
3. Prepare a proposal identifying the Aims and Learning Outcomes and **MAKE A COPY** for your records.
4. Schedule a meeting with the CAS Coordinator at a time that is convenient for you both.
5. Bring your notebook and other resources.
6. Be on time!

SCHS CAS LETTER TO PARENTS/GUARDIAN

Dear Parent or Guardian,

As a part of the International Baccalaureate (IB) diploma, students must complete a programme called CAS, which stands for Creativity, Activity, Service.

The CAS programme aims to provide the student with challenges in three areas:

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance. This covers a wide range of creative activities, including the arts, and creative-thinking in carrying out projects.

Activity: physical exertion contributing to a healthy lifestyle . This includes sports and other physical exertion outside the normal curriculum.

Service: collaborative and reciprocal engagement with the community in response to an authentic need . This entails doing things for others and with others, in a relationship of mutual respect.

The students are expected to spend regular time (weekly, if possible) engaging in and reflecting on CAS experiences. They should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives. The chosen experiences should involve the active participation of the students. The students' reflection on their experiences is an essential part of the CAS programme.

I hope that this explains the general outline of the CAS programme and some of what your child will be doing during the coming two years.

Should you have any enquires regarding the CAS program, please contact me, Andrew Smith, at ansmith@d49.org.

Thank you for your support.

With regards,

Andrew Smith

CAS Coordinator

5. Will the task be achievable?

6. How will I plan the experience?

7. How will I review my progress in the experience?

8. How will I reflect on the outcome and on my personal learning?

LEARNING OUTCOME DESCRIPTORS

This section shows example descriptors for each CAS learning outcome. These descriptors are provided only as suggestions; they are not exhaustive, and can be adapted, edited, and more may be added. Further, not all descriptors must be met; it is the CAS coordinator's decision with the student as to whether the CAS learning outcome has been achieved.

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 activities according to own interests and talents
- is willing to participate in different activities
- 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 new or familiar experiences
- 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 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 or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience

- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

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 collaboratively

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 group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained 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

- identifies what is needed to know in order to make an 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
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

SCHS CAS EXPERIENCE PROPOSAL FORM

[This form should be filled in on the computer, then printed and signed by the appropriate persons]

Student name: _____

Activity title: _____

Experience area: ☐ Creativity ☐ Activity ☐ Service

The supervisor

Name of the supervisor:

Position of the supervisor:

E-mail:

Telephone:

Mobile number:

I have read the letter to the supervisor and agreed to supervise the above student.

Signature of supervisor

Date

Parental approval (for students less than 18 years of age)

I agree to my child or ward being supervised by the above signatory for the designated activity.

Signature of parent/guardian

Date

SCHS CAS LETTER TO THE EXPERIENCE SUPERVISOR

Dear Experience Supervisor

The International Baccalaureate (IB) diploma is a programme of education held at upper-secondary schools throughout the world. As a part of the IB diploma, students must complete a programme called CAS, which stands for Creativity, Activity, Service.

The CAS programme aims to provide the student with challenges in three areas:

Creativity: Exploring and extending ideas leading to an original or interpretive product or performance. This covers a wide range of creative activities, including the arts, and creative-thinking in carrying out projects.

Activity: physical exertion contributing to a healthy lifestyle . This includes sports and other physical exertion outside the normal curriculum.

Service: collaborative and reciprocal engagement with the community in response to an authentic need . This entails doing things for others and with others, in a relationship of mutual respect.

The students should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives.

Your cooperation as an experience supervisor would be greatly appreciated. Your understanding, support and guidance are important for the overall success of the young person in the experience.

As a supervisor, you will be asked to evaluate the student's performance. In particular, you will be asked to monitor the student's attendance, provide guidance and support relating to the experience, alert the CAS coordinator of any problems, and report on the student's performance.

Should you have any enquires regarding the CAS programme, please contact me, the CAS coordinator.

Thank you for your support.

With regards,

Andrew Smith
CAS Coordinator

SCHS CAS REPORT BY THE EXPERIENCE SUPERVISOR

Name of student supervised :

Experience supervised :

Please comment on the student's:

Punctuality

Reliability

Commitment

Please add any other comments that you feel would be useful.

Supervisor's name: _____

Supervisor's signature: _____

Date: _____

SCHS CAS PROGRESS FORM

[To be filled in together with the CAS adviser]

Name of student:

Name of CAS adviser: Andrew Smith

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS experiences			
First consultation between CAS adviser and student			

Second consultation between CAS adviser and student			
Student has submitted reflective work			
Third consultation between CAS adviser and student			
Student has submitted final reflections			

SCHS CAS COMPLETION FORM

[To be filled in together with the CAS adviser]

Name of student: _____

There is evidence that the student has fulfilled each of the following learning outcomes.

Learning outcome	Achieved (x)	Nature and location of evidence (weblog/date, journal/page, etc)
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges and developed new skills		
Planned and initiated experiences		

Shown perseverance and commitment in their experiences		
Demonstrated the skills and recognized the benefits of working collaboratively		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Additionally, the student has completed a CAS project lasting at least one month		

Name of CAS adviser: Andrew Smith

Signature of CAS adviser: _____

Date: _____

SCHS RESPONSIBILITIES OF THE CAS COORDINATOR

The coordinator is responsible for ensuring that students involved in CAS can meet the aims and objectives set out in the SCHS CAS Handbook. It is a specific and demanding responsibility for an integral and important part of the Diploma Programme.

The CAS Coordinator will:

- Liaise with IB Coordinator
- Have a good understanding of the nature and philosophy of CAS and its underlying aims and objectives
- Strongly believe in the importance of CAS as a key element of the Diploma Programme, with the objective of educating the whole student
- Ensure that all students are clearly informed about the rationale for CAS in such a way that they fully understand its aims and objective, and how they will benefit from it
- Ensure that all students fulfill the CAS requirements according to IBO guidelines
- Ensure that the school administration and ALL staff have a clear understanding of the rationale for CAS and support it as an integral part of the Diploma Programme
- Ensure that parents are fully informed about the importance, rational and requirements for CAS
- Work with students to identify worthwhile activities within and outside the school
- Allow students to create their own activities appropriate to the overall objectives
- Establish links with the local community, to give the students an insight into the society in which they live
- Establish a broad CAS structure, giving the opportunity for each student to engage in varied, challenging and meaningful activities
- Visit students at projects to document and liaise with supervisors
- Continually reappraise the relevance of the overall range of CAS activities to the needs and interests of the changing student body
- Create and continually reappraise a school CAS Guide that follows the key CAS guidelines but also meets the unique needs of the school and community
- Maintain and keep CAS records on file and in a safe location
- Assume the role of mentor for the students
- Ensure sufficient funding for the CAS program