

# The nature of creativity, activity and service

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

Creativity, activity, and service (CAS) is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of creativity, activity, and service:

**Creativity** This aspect is interpreted as imaginatively as possible to cover a wide range of activities outside the normal curriculum, exploring and extending ideas leading to an original or interpretive product or performance. Creativity will come from the student's talents interests, passions, emotional responses, and imagination; the form of expression is limitless. This could include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.

**Activity** This aspect includes activities that require physical exertion contributing to a healthy lifestyle. The aim of the "activity" strand is to promote lifelong healthy habits related to physical well-being. This 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.

**Service** This aspect consists of unpaid, collaborative and reciprocal engagement with the community in response to an authentic need. The rights, dignity and autonomy of all those involved are respected. 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 and opportunities for interactions and international-mindedness. Students should involve investigation, preparation and action that meet an identified need. Reflection on these experiences guides problem-solving and choices throughout the process; demonstration allows for sharing of their experiences to solidify their understanding and evoke response from others. Students should engage in service activities from the following four areas: direct service (interaction with people, the environment or animals), indirect service (a benefit to the community where the student does not see the recipients), advocacy (a service in which the student speaks on behalf of a cause or concern to promote action on an issue of public interest), and research (a service where the student collects information through varied sources, analyzes data and reports on a topic of importance to influence policy or practice).

CAS enables you to demonstrate attributes of the IB learner profile in real and practical ways, to grow as a unique individual and to recognize your role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. There are many approaches for experiences to meet one or more of the three strands, such as: ongoing creativity, school-based creativity, community-based creativity, and individual creativity. At the same time, CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. A CAS programme is individualized, therefore, according to student interests, skills, values and background. Each individual student has a different starting point, and therefore different goals and needs, but for many, CAS activities include experiences that are profound and life-changing.

## Aims

Why CAS? Because you are more than just a grade average. CAS is intended to move you out of the academic arena and help you learn through life experiences. Yes, as an IB student you are involved in many interesting activities. What you are being asked to do is to consider how these activities help you to become a better person. The CAS Programme 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

### 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

**ALL CAS experiences** need to meet the above four criteria. CAS experiences should continue on a regular basis throughout the programme. The CAS programme formally begins at the start of the Diploma Programme and continues, ideally on a weekly basis or four times per month, for at least 18 months with reasonable balance between creativity, activity, and service. Experiences from all three strands must begin at the onset of your programme. Each experience must be documented in your CAS portfolio.

All students must complete a project following the guidelines outlined in this handbook. Documentation, evidence of planning and implementation, and reflection for each project must be compiled into your student portfolio.

CAS is not...

- a class, activity or project which is already a part of the Diploma Programme
- an activity for which you are rewarded financially or with some other benefit
- doing simple, tedious and repetitive work (i.e. – making or serving food)
- working with others when the student...
  - has no idea of how the experience operates
  - is engaged in a repetitive task
  - has no awareness of the goals of an experience
  - actually does no service for others
- a passive pursuit, such as visiting a museum, art exhibit, theater, concert or sporting event
- all forms of duty within the family
- religious devotion and any activity that may be interpreted as proselytizing
- work experience which only benefits the student
- fund-raising with no clearly defined end in sight
- activities which may cause division amongst different groups in the community, including activities that are political in nature

## **Responsibilities of the Student**

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. The CAS programme is your responsibility by undertaking a variety of CAS experiences, ideally on a weekly basis or four times per month, for a minimum of 18 months. You should "own" your personal CAS programme. At least one CAS project must be undertaken with a minimum duration of one month. Reflection and other evidence on your CAS experiences and significant moments need to be submitted to compile your portfolio. Yes, we will provide you guidance; however, the CAS experience is personal and only you can build a programme and portfolio that meets your needs. There are, of course, requirements that must be met.

You are required 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 the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with your CAS advisor
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of all CAS experiences including evidence of achievement of the seven CAS learning outcomes
- evidence might be in the form of making scrapbooks, photo essays, journals, emails, videos/DVDs or web logs.. You are encouraged to then share these orally to peers, parents, teachers or at the CAS collaboration meetings.
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within your CAS programme
- communicate with your CAS advisor in formal and informal meetings at least once a month and come to the meetings prepared (students should always bring portfolio)
- ensure a suitable balance between creativity, activity, and service in your programme
- behave appropriately and ethically in your choices and behaviors

## CAS Project

**Students must participate in one CAS project of at least one month's duration in which students show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The project can address any single strand of CAS, or combine two or all three strands.**

The 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. Students should aim to undertake their CAS project locally and engage, if possible, in more than one CAS project over the duration of their CAS programme.

The CAS project requires that the student:

- participate in sustained collaboration of at least a month between a group of students or with members of the community
- work as part of a team, with all members being contributors to the project
- initiate part of or the entire CAS project
- use the CAS stages as a framework for implementation to ensure that all requirements are met
- design the project with a defined purpose and goal
- identify at least one learning outcome to be met

## CAS Stages

There are five CAS stages that offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service and the CAS project. The CAS stages are also applicable to many aspects of life. The five stages are: **investigation, preparation, action, reflection, and demonstration.**

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 timeliness, 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.

The stages allow students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile

## Learning Outcomes

All seven outcomes must be present for you to complete the CAS requirement. Over the 18-month period of the CAS programme, some of the outcomes may be met many times, by a variety of experiences and/or reflection, but completion requires that there is **evidence** for every outcome.

**1. Identify your own strengths and develop areas for growth**—You are able to see yourself as an individual with various skills and abilities. Some more developed than others, and understand that you can make choices about how you wish to move forward.

**2. Demonstrate that challenges have been undertaken, developing new skills in the process**—A new challenge may be an unfamiliar activity, or an extension to an existing one. A newly acquired or developed skill may be shown through experiences that you have not previously undertaken or through increased expertise in an established area.

**3. Demonstrate how to initiate and plan a CAS experience**—You 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. You may show your 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**—You demonstrate regular involvement and active engagement in CAS. You get involved in long-term CAS experiences and CAS project. You are able to foresee potential challenges to the initial plan.

**5. Demonstrate the skills and recognize the benefits of working collaboratively**—You 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 importance**—You are able to identify and demonstrate your understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally.

**7. Recognize and consider the ethics of choices and behaviors**—You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

This focus on the learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to your development) that is of most importance. **The guideline for the minimum amount of CAS engagement is that it begin with the Diploma Programme and continues regularly, ideally on a weekly basis or four times a month, for 18 months, with a reasonable balance between creativity, activity and service. It is the experience and reflection upon the experience that counts: this is not merely a logging of hours exercise. All reflections must be included in the CAS portfolio. Students should be prepared to discuss these with their advisors at the required semi-annual formal meetings.**

## Reflection, Recording and Reporting

We understand that reflection is a skill that needs to be developed. Not everyone is comfortable with this process and we do not assume that it comes naturally. Just as the kind of reflection that a critic applies to a work of art or literature is something that develops with time and experience, so the kind of reflections appropriate in CAS is something that requires guidance and practice.

Reflection is a dynamic means for self-knowing, learning and decision-making. Of any activity, there are four elements to assist in the CAS reflective process. The first two form the foundation of reflection.

1. Describing what happened (what did I do?): Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. Expressing feelings (how did I feel?): Students articulate emotional responses to their experiences. The following two elements add greater depth and expand perspectives.
3. Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
4. Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry. The difficulty lies in the complexity of possible answers.

## Extending Reflection

Moving on from “What happened?”, after understanding the four elements listed above, experiential learners develop higher-order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing their learning.

*What did I do?* could become:

- Why did I make this particular choice?
- What did I perceive?
- How did this experience reflect my personal ideas and values?
- What did the activity mean to me?

- In what ways am I being challenged to think differently about myself and others?

*How did I feel?* could become:

- How did I feel about the challenges?
- What happened that prompted particular feelings?
- What choices might have resulted in different feelings and outcomes?
- What did I learn from the activity and how might this learning (for example, a change in perspective) apply more widely?

If the activity is service, you might also want to consider ethical questions such as:

- What is a service?
- Why is a service to the family not considered a service?
- Am I trying to help or empower people with a service?
- What obligation do I have to the person who is being served?
- How do I finish a service relationship?
- What do I do if the person does not want my service?

## Types of Reflection

Different kinds of reflection work for different people. Reflection can be:

- public or private
- individual or shared
- objective or subjective

Students may reflect individually and/or privately to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.

Some students engage in group reflection with their peers to discover shared insights. For example, in a CAS group experience, the planning stages are largely public, so reflection on them can be largely public, shared and objective. The term “largely” is used because there may be individual views that arise independently, in terms of how satisfactory the process was for a particular student (who may enter and leave the activity with different personal experiences from others).

Carrying out the project is likely to be both public and private, both individual and shared, and both objective and subjective.

For some students and some kinds of reflection (such as private, individual and subjective), writing is the best tool for reflection. However, for many, reflective writing does not come naturally. It can, to some extent, be “modeled” in oral discussion of more public, less sensitive matters, either as an end in itself or as a prelude to writing.



Students may choose to reflect when significant moments have been achieved, for example when:

- a moment of discovery is happening
- a skill is mastered
- a challenge is confronted
- emotions are evoked
- achievement deserves celebration

**Students reflect at the beginning, during, and at the end of a CAS experience or series of CAS experiences.** This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

**You are encouraged to visit and make use of the CAS Connections Sessions in room 53 for reflection, advice and sharing. (Watch the bulletin for updates and times.)**

## Recording and Reporting

You must document your CAS experiences, noting in particular your reflections upon the experiences and keep these in your CAS portfolio. As previously indicated, the documentation may take many forms, including web logs, illustrated displays and videos, and written notes, but the reflections must be written following the reflection guidelines in this handbook. The extent of the documentation and reflection should match the significance of your particular experience. There is no point in writing lengthy accounts about relatively routine experiences. CDs and flash drives are acceptable documentation formats. **However, an accurate photo sampling, approximately a page, of what the electronic files contain must be kept in your portfolio.**

When your portfolio is submitted to IB to verify your completion of CAS, **it must be possible for the IBO evaluator to tell: what happened, why it happened, how it happened, what its value was, and what you learned from it, including how and where in your CAS experiences the seven learning outcomes were achieved.**

## CAS Probation

Students in the IB Diploma Programme will need to follow the deadlines that appear in the chart on the next page. Failure to meet CAS deadlines will result in the student being placed on CAS probation. If the student fails to meet any other deadline while on probation, the IB candidate will be required to meet with the school's IB Administrator and the IB Coordinator to evaluate the candidate's continuous enrollment in the IB Diploma Program



# Guide for CAS Reflections

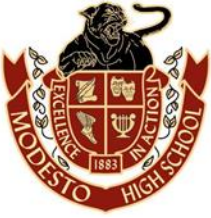


It is required that students participate in **service learning** throughout their CAS activities.

1. Students are required to keep an updated CAS portfolio during their junior and senior years. This portfolio must be taken to every meeting with the CAS advisor.
2. It is required that all full diploma candidates participate in at least one **CAS Project**. The CAS Project Proposal Form must be signed by advisee, CAS Advisor, Parent and CAS Coordinator. Certificate candidates are exempt from this requirement.
3. Students are permitted to count no more than 4 CAS Experiences per quarter for the same type of activity. For example, four games for a season of sports, or four performances for a production.
4. Students **MUST OBTAIN prior permission** for an activity if it is outside an organized school function. Students **MUST** submit the form “Proposal for CAS Activity” to their CAS advisor **before** beginning work on the related activity or the activity **WILL NOT** count for CAS.
5. An activity where there is no supervisor **MUST** be pre-approved. Furthermore, the activity **MUST** be documented through reflections, photos, logs, and interviews, for example. **Documentation is expected to be much more thorough when there is no supervisor.** Pre-approval is absolutely required when there is no supervisor. This will likely occur in the categories of Activity or Creativity rather than in Service. There must be a balance between supervised and unsupervised experiences. If in doubt, check with your advisor prior to an experience.
6. Self-Evaluation forms and documentation/evidence must be ongoing in order to meet established deadlines. Reflections and documentation/evidence must be kept in the CAS binder.
7. Seniors are required to submit a final reflection of their CAS activities in May of their senior year. This will be completed in TOK.
8. Students must keep this document in their portfolio.

## ***Required Materials of the CAS Portfolio***

1. The CAS Handbook
2. A page with important contact information for CAS advisor
3. A section for documentation: CAS Activity Self-Evaluation Form, which will include stapled proposals and evidence. These forms can be found on the IB website.
4. A section for CAS project and progress
5. Any other documentation that doesn't fit the above categories



# Proposal for CAS Activity

*When in doubt, fill it out!*

This form **MUST** be signed by the CAS advisor and placed in the proper section of the CAS portfolio.

*\*Required for ALL activities outside organized school functions or announced in IB English.*

Date \_\_\_\_\_ CAS Advisor \_\_\_\_\_

Student's Name \_\_\_\_\_

Estimated duration for this activity \_\_\_\_\_ Proposed dates of activity \_\_\_\_\_

Place where activity will be performed  
\_\_\_\_\_

On-site contact person if applicable \_\_\_\_\_

Type of Activity: \_\_\_\_\_ Creativity \_\_\_\_\_ Activity \_\_\_\_\_ Service

Describe the proposed activity including name of sponsoring organization if applicable.

Define how this activity will fulfill the *Aims & Learning Outcomes* associated with Creativity, Activity and Service. **(Be specific!)**

Explain how you will provide evidence for this activity:

CAS Advisor Approval Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# CAS Project Proposal



Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_ Date: \_\_\_\_\_

Complete sections A and B of this form prior to beginning your project. Submit your form to your CAS advisor prior to starting your project. You may attach a word processed sheet with your answers.

A. Project Description (address how this project meets the four criteria listed on the reverse side of this page):

B. Projects may meet **one or more** of the following strands. Determine which strand(s) your project meets by aligning your proposal with the definitions outlined on the reverse side of this page.

Explain how this project meets the **creativity** strand of C.A.S.

Explain how this project meets the **activity** strand of C.A.S.

Explain how this project meets the **service** strand of C.A.S.

Please check this box if this experience meets the CAS Project requirements listed on pages 4-5 of the CAS Handbook.

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

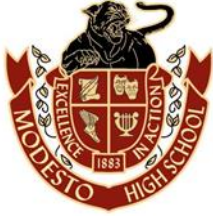
IB or CAS Coordinator's Signature of Approval: \_\_\_\_\_

*\*This form can be found on the MHS website in a writable PDF.*

**Note: This project is not a Modesto High School or Modesto City School District sponsored activity.**

Name \_\_\_\_\_ Graduation year: \_\_\_\_\_ Proposal submitted? \_\_\_\_\_

Name of Organization & Activity: \_\_\_\_\_ Date of Activity: \_\_\_\_\_ C \_\_\_ A \_\_\_ S \_\_\_  
(Type of Activity)



# Modesto High School IB

## CAS Activity Self-Evaluation Form

*..to be completed and kept in CAS portfolio for every activity  
Proposals are REQUIRED for some activities. See handbook!*



Name \_\_\_\_\_ Graduation year \_\_\_\_\_ Proposal submitted? \_\_\_\_\_  
 Name of Organization & Activity \_\_\_\_\_ Date of Activity \_\_\_\_\_ C. A. S. \_\_\_\_\_  
*(Type of Activity)*

**Classify your activity:** {Keep in mind that most activities will only achieve 2-3 outcomes.}

Learning Outcome	Achieved?	Evidence? ( <u>i.e.</u> photos, weblogs, videos, reflective journals, logs and photocopies of logs from agency) <i>*attach to back of form</i>
1. identify your own strengths and develop areas for growth		
2. demonstrate that challenges have been undertaken, developing new skills in the process		
3. demonstrate how to initiate and plan a CAS experience		
4. show commitment to and perseverance in CAS experiences		
5. demonstrate the skills and recognize the benefit of working collaboratively		
6. demonstrate engagement with issues of global importance		
7. recognize and consider the ethics of choices and behaviors		

➤ **Summarize what you did and how you interacted with others.**

➤ **Briefly describe how your experience included at least one or more of the three CAS strands (Creativity, Activity, Service)**

Complete below in ink:

Print Name and title of supervisor: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor contact information: \_\_\_\_\_



# Proposal for Individualized/Unsupervised Activity/Creativity Experience



This form **MUST** be signed by the CAS advisor placed in the proper section of the CAS portfolio.

**\*\* Required for ALL activities outside organized school functions or announced in IB English! For example, a cultural cooking experience or a yoga class. Remember THREE sessions count as ONE experience.**

Guidelines:

- Each stage of the activity must show development in the activity being carried out.
- There should be multiple pieces of evidence for the experience; aim to include the stages of development and reveal personal growth.
- The reflection should comment on all sections of the proposal form and will comprise the 200 word minimum. Even if the desired outcome is not met, it still counts, and should be put into the reflection.
- Students should reflect on the experience, how they felt during and after the experience and how they achieved the learning outcomes.

Date \_\_\_\_\_

CAS Advisor \_\_\_\_\_

Student's Name \_\_\_\_\_ ID # \_\_\_\_\_

Location \_\_\_\_\_

## Proposed Activity

What do you hope to achieve?

**First Experience** Date \_\_\_\_\_

Number of Hours \_\_\_\_\_

What was achieved?

Print name and title of supervisor \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Supervisor Contact

Info \_\_\_\_\_

**Second Experience** Date \_\_\_\_\_

Number of Hours \_\_\_\_\_

What was achieved?

Print name and title of supervisor \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Supervisor Contact

Info \_\_\_\_\_

**Final Experience** Date \_\_\_\_\_

Number of Hours \_\_\_\_\_

Final Outcome

Print name and title of supervisor \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Supervisor Contact  
Info \_\_\_\_\_





**Session #2** Date \_\_\_\_\_ Subject \_\_\_\_\_

Lesson Plan:

Advisor Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Hours \_\_\_\_\_

**Session #3** Date \_\_\_\_\_ Subject \_\_\_\_\_

Lesson Plan:

Advisor Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Hours \_\_\_\_\_



# Quick Reference Guide for CAS Reflections



Use this form, in addition to the questions pages 7–9 of the CAS Handbook, to guide your reflection. Please remember that there must be evidence in your folder for each outcome.

1. Describe the experience. With whom did you work? What did you hope to accomplish?
2. What was the outcome of the experience? Did you accomplish your goals?
3. What would you do differently if you did this experience again?
4. Describe how this experience represents Creativity, Activity, and/or Service.
5. How did I feel?
6. What did I perceive?
7. What did I learn from the experience and how might this learning (for example, a change in perspective) apply more widely?
8. Which learning outcomes did you satisfy with this experience? Describe, in detail, how you have met any of the following outcomes. Refer to page 6-7, as necessary.
  - a. Identify your own strengths and develop areas for growth.
  - b. Demonstrate that challenges have been undertaken, developing new skills in the process.
  - c. Demonstrate how to initiate and plan a CAS experience.
  - d. Show commitment to and perseverance in CAS experiences.
  - e. Demonstrate the skills and recognize the benefits of working collaboratively.
  - f. Demonstrate engagement with issues of global significance.
  - g. Recognize and consider the ethics of choices and actions.
9. How did the experience address the learning outcomes?
10. Highlight and number (in the margin) the 7 learning outcomes embedded in each reflection.



## The Official Cheat Sheet: New 2018-19 CAS Guidelines



### 1. Evidence and signatures on self-evaluation forms

- Evidence must be varied. If photos are used as evidence, there must be a more than one and the student must appear “in action” in the photo. Think “outside of the box” when submitting evidence – consider including flyers, logs, time schedules, or a race bib from an event, for example. In other words, the evidence should serve as a clear indication that the student was present at the event/activity.
- A signature and contact information must be obtained for all CAS activities. Additionally, the form must be signed by an adviser who is 18 years or older and not enrolled at MHS. When a there is a question about whether a signature is authentic, the CAS Coordinator follow-up with a call.

2. **The CAS Reflection Record** must be up-to-date and kept in the binders of **both** advisor and advisee. The entries should be identical for both advisor and advisee.

### 3. CAS Reflections

- Must be typed and double-spaced.
- Students will now highlight the one or more 7 learning outcomes met. The number of the outcome mentioned in the reflection should also appear in the margin next to the sentences that address the corresponding learning outcome.

### 4. Elective courses may be used for CAS Activities under certain conditions

- Experiences must not be linked to assignments required for the IB diploma/assessments.
- Experiences must be goal oriented with a clear objective stated. Evidence must show growth toward the stated objective.
- A proposal form must be submitted prior to initiating activity.

### 5. Tutoring of other students may be used under certain conditions

- The tutoring must take place in the AVID or Trio room, or in a setting where an MHS instructor or supervisor can sign-off on the self-evaluation form.
- A proposal must be submitted prior to the tutoring sessions.
- Tutoring must take place at least 3 times to count as 1 CAS Experience. Students may use tutoring a max of 4 times per quarter.
- Evidence must demonstrate a clear objective and a lesson plan toward achieving the stated goal.

### 6. Self-Initiated Creativity or Activity Experiences

- A proposal form must be submitted and approved by advisor.
- The evidence must be varied, abundant and account for each phase of the experience.

- The reflection should detail how the student achieved one or more of the 7 learning outcomes. Additionally the reflection must account for how the stated in the proposal goal was met or how personal growth was achieved.

7. **Students may count an experience that might take place in a religious setting under certain conditions.** In the required proposal for this kind of experience, the student must justify how the activity does not involve proselytizing. For example, a student might help at an event that takes place in a religious setting, such as a carnival or babysitting during a service.

## 8. **CAS Projects**

- All of the documentation for the CAS Project should be together in a separate tab in the CAS binder.
- Evidence must be varied and extensive with the aim of showing the “journey” the student undertook from the initial phases to the final stages of the project.
- Certificate candidates are exempt from this requirement.

## 9. **Intervention for students who are falling short of the expectations for CAS**

- The student will meet with the advisor and the CAS Coordinator to discuss a remediation plan and establish goals.
- If the student continues to fail to meet expectations, he or she will appear before a panel including the IB Coordinator, CAS Advisor and the CAS coordinator.



## CAS Progress Form-*(for advisor use only)*



Student Name: \_\_\_\_\_ CAS Advisor: \_\_\_\_\_

Year 1- 11 <sup>th</sup> Grade	<u>Complete By:</u>	<u>Advisor Signature</u>
Initial meeting with CAS advisor. Student must bring organized CAS portfolio.	August	
Second meeting with advisor. Submit evidence/documentation and reflections on an ongoing basis and bring with portfolio to monthly advisor check-in meetings	1 <sup>st</sup> Rubric	
Third meeting with CAS advisor Bring updated portfolio with documentation/evidence and reflections so far and be prepared to discuss progress	2 <sup>nd</sup> Rubric	
Fourth meeting with CAS advisor Bring updated portfolio with documentation/evidence and reflections so far and be prepared to discuss progress in your CAS journey, including completion or plans for the CAS project	3 <sup>rd</sup> Rubric	
Fifth meeting with CAS advisor. Bring updated portfolio with documentation/evidence and reflections so far and be prepared to discuss progress on your CAS journey, including assessing CAS Project progress.	4 <sup>th</sup> Rubric	
<b>Year 2 – 12<sup>th</sup> Grade</b>		
Sixth meeting with CAS advisor Bring updated portfolio with documentation/evidence and reflections so far and be prepared to discuss any activities over the summer. Also be prepared to discuss CAS goals for the senior year. Assess CAS Project progress.	1 <sup>st</sup> Rubric	
Seventh meeting with CAS advisor. Submit evidence/documentation and reflection on an ongoing basis and bring with portfolio to monthly advisor check-in meetings	2 <sup>nd</sup> Rubric	
Eighth meeting with advisor Submit all documentation evidence and reflection in portfolio. Review and discuss advisor check sheets. Be prepared to discuss the highlights of your CAS journey with your CAS advisor.	3 <sup>rd</sup> Rubric	
Final meeting with CAS Advisor. Exit interview/signature signifying that student has achieved all seven learning outcomes and fulfilled all the CAS requirements outlined in the CAS handbook.	4 <sup>th</sup> Rubric	

### Junior and Senior – IB CAS Rubric

☆ *Advisors, please complete this form in ink and deliver (to Ms. Pereira for seniors and Ms. Glenn for juniors) by established deadline.*

Requirement to be addressed	Possible Points	Points Earned
Necessary proposals completed prior to activity.	10	
Minimum number of self-evaluation forms completed.	10	
Quality evidence submitted.	10	
All appropriate signatures, dates and contact information appear on forms.	10	
All reflections completed.	10	
Candidate is making progress toward CAS project completion or project is completed.	10	
Candidate has scheduled and regularly attended meetings on time.	10	
Student’s binder is organized. (3-hole punched and inserted in chronological order – no loose papers.)	10	
This form completed by agreed upon May meeting.	20	
<b>TOTAL POINTS</b>	<b>100</b>	

Rubric 1 = Juniors 4 CAS Experiences due September 28, 2018

Seniors 8 CAS Experiences due September 28, 2018

Rubric 2 = Juniors and Seniors 9 CAS Experiences due November 30, 2018

Rubric 3 = Juniors and Seniors 9 CAS Experiences due March 1, 2019

Rubric 4 = Juniors and Seniors 8 CAS Experiences due May 3, 2019

<b><u>Grand Totals</u></b>	
<u>Sept. 28</u>	<u>March 1</u>
Juniors 4	Juniors 22
Seniors 37	Seniors 55
 <u>Nov. 30</u>	 <u>May 3</u>
Juniors 13	Juniors 30
Seniors 46	Seniors 63

Name of IB CAS Advisee \_\_\_\_\_

Name of Advisor \_\_\_\_\_

Signature of Advisor \_\_\_\_\_

Date signed \_\_\_\_\_