

**INTERNATIONAL BACCALAUREATE DIPLOMA  
CAS HANDBOOK**

**2019-2021**

**TUALATIN HIGH SCHOOL**



NAME	
EMAIL ADDRESS	
PHONE NUMBER	

MISSION: To develop responsible global citizens and leaders through academic excellence.

# CAS stands for Creativity Activity Service

## I. The Aims of CAS

CAS aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities toward each other and the environment
- active participants in sustained, collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

## II. What is CAS?

Creativity, activity, service (CAS) should involve:

- real purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

The emphasis is on learning by doing real tasks that have real consequences, and then reflecting on these experiences over time.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of your CAS schedule, you are reminded of the equal importance of all three areas: CREATIVITY, ACTIVITY, SERVICE. There must be a balance among the three. Appropriate activities might include:

- physical assistance to the elderly
- helping with rehabilitation at the local hospital
- establishing and coaching a sports team for disadvantaged children
- establishing and leading a music ensemble for visually impaired people
- involvement in a theatrical production to which children are invited
- environmental restoration and protection.

Activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account your aptitudes and preferences. Do not seek activities that will shock you, as this would be counter-productive to the educational aims of CAS. Your activities should be rewarding and enrich all involved. When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance.

Successful completion of CAS is a requirement for the award of the IB Diploma.

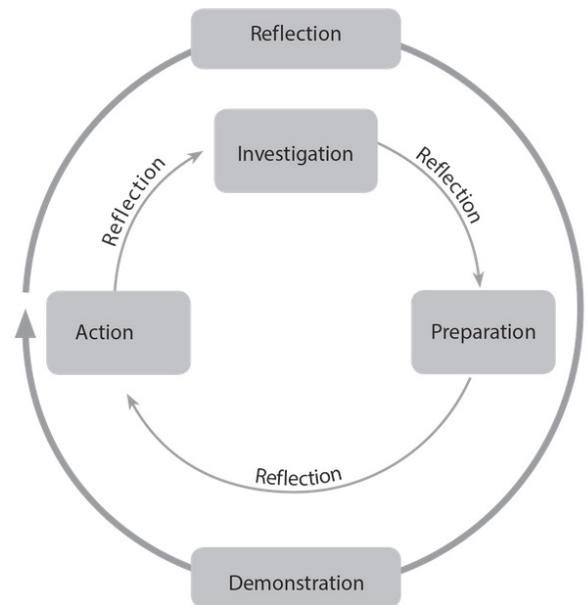


Figure 4  
The five CAS stages

## CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum, which include creative thinking in design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in group activities, and especially in new roles, whenever possible; however, individual commitment to learning an art form IS allowed when it respects the requirements for all CAS activities:

- that goals are set, and
- you reflect on progress

## ACTIVITY

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside of the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in a sport or other activity requiring physical exertion – such as camping trips, hiking, and yard work. Again, you are encouraged toward group and team activities, and undertaking new roles, but an individual commitment is acceptable when the general requirements of CAS are met:

- that goals are set, and
- you reflect on progress

Incorporating the service element can enhance both creativity and activity. For example, if you become involved in the arts or physical activities, you might consider coaching young children or seniors in residential homes.

## SERVICE

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local area, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

## III. What is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of activities, which at first sight would appear to be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Programme
- an activity for personal or financial reward or benefit-in-kind (like course credit)
- simple, tedious and repetitive work
- a passive pursuit (ex: museum, theatre, exhibition, or concert visits)
- part of a family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division among different groups in the community
- working in a retirement home or nursery school when you:
  - have no idea how it operates
  - are just performing a simple task, like preparing snacks
  - have no contact at all with the elderly or children there
  - actually do no service for other people

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

## IV. Learning Outcomes

To complete the CAS requirement, at the end of the programme, you must provide evidence that all eight learning outcomes described below have been met. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is evidence for every outcome.

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

- Increased their awareness of their own strengths and areas for growth  
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
- Undertaken new challenges  
A new challenge may be an unfamiliar activity, or an extension to an existing one.
- Planned and initiated activities  
Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small, student-led activities.
- Worked collaboratively with others  
Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project involving collaboration and the integration of at least two of creativity, activity, and service is required.
- Shown perseverance and commitment in their actions  
At a minimum, this implies attending regularly and accepting a share of responsibility for dealing with problems that arise in the course of activities.
- Engaged with issues of global importance  
Students may be involved in international projects, but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
- Considered the ethical implications of their 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.
- Developing new skills  
As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

To demonstrate these learning outcomes have successfully been met, you will need to present the evidence you have collected over your two years in the program. This evidence will be in a variety of forms. For example, evidence can be written reflections, photos, videos, podcasts, or any other suitable medium.

## V. Steps to Success in CAS – Your Responsibilities

### Pre-planning

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS program. This will involve identifying your interests, strengths, weaknesses, and resources. (Complete questionnaires and forms will be provided to you during meetings, or on the CAS/Managebac website)

### Create your CAS Plan

You must take part in a range of activities, including at least one project, some of which you initiated yourself. You should take part in activities that involve you in the school community, local community, national community, and the international community. You should plan on spending half a day per school week (three to four hours per week, or approximately 150 hours in total) with a reasonable balance between creativity, activity, and service.

### Carry out your CAS Plan

You must plan your activities, carry them out, and reflect on what you have learned.

All activities must be pre-approved by the CAS Coordinator before you start an activity. It would be a shame to work on something for 50 hours only to find that it doesn't fit CAS. Remember, CAS activities should continue on a regular basis for as long as possible throughout the program.

### Recording and Reporting

You must reflect on your CAS experiences. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note your thoughts, feelings, and observations. Once you have completed your meaningful reflections, you should then apply this learning to the next activity or situation.

Reflections may not come naturally to you. To help you get started, you should consider the following key questions:

- What did I plan to do?
- What did I do?
- What were the outcomes for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped me and how did they help?
- How did this activity/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual? How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on those issues? What have I done to address those issues?

Reflect at the end of each activity, or after about every 10 hours for longer-running activities. An activity worth 20 hours would require two reflections. Reflections are a huge part of CAS, and you will learn how to do it and how to improve.

## Examples of good reflections (from the International School of Panama)

### Volunteer at the Minneapolis Children's Hospital – Service

"...The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these very sick children, I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children's was that as a result of my work, I would feel good about myself for giving my time to these children. In fact, I did feel good about myself, but it was not because of what I had given. Instead it was the children who gave to me. From them, I learned how positive and selfless people can be..."

### Volunteer at Walker Methodist Centre – Service

"I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson's Disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne's only disease is effect of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her. As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their own lives. Now they are slowed down, but maybe because it's time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation that I can have their attitude – life is what it is and the best thing to do is accept it and be happy."

### Writing poetry – Creative

"For the past two years, I have kept a journal of poetry and stream of consciousness pieces that I have written. It now contains about 30 works. I write in it rather sporadically, either as ideas come to me that I feel would make good poems, or I feel the need to vent my emotion on paper. I have shown this journal to certain teachers and friends, and I have submitted several of them to Mosaic. For me, this journal is a way to stay sane, sort of catharsis for my soul. By writing poetry about situations that I am in, I can think through my options and how best to deal with them. Similarly, it helps me to understand better what I am feeling. And if someone else can benefit from my writing through Mosaic, all the better. After all, art is not only beneficial for the artist, but also for the observer of that art."

### Service Activity

"As one of my service activities, I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental nurse, so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady, whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need.

On one day, the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche. At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her. Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people."

## An example of a poor reflection

“Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile.”

Whether it was for a long period or short, this student reflecting on their social service missed the point. This student was surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, need and concern. There were more than a dozen health-related, trades-related, professional-related careers to observe and experiment with. There were people with wisdom to draw upon and pains to ease. From their observations and reflections, this student experienced nothing.

It’s not supposed to be that way. People can learn from experience. In fact, it is not only a possibility but also a necessity. Aldous Huxley said, “Experience is not what happens to a person; it is what a person does with what happens to him or her.”

A necessary part of turning what you experience into what you know is reflection – time to sit down and consider:

- What you saw and didn’t see
- Who needed you and why you were there
- What you learned and what you taught

Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. Reflection on experience can give you the following abilities:

**Taking charge:** Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.

**Increasing your problem-solving ability:** Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills.

**Power to assess your personal impact:** Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.

It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- you made links with the local community and developed longer-term goals
- your academic disciplines were complemented by your real life experience

## VI. CAS CALENDAR 2017-2019 – PROCEDURES AND MAJOR DEADLINES

End of 10th through 11th grade		End of 11th through 12th grade	
May 2019 (grade 10)	CAS Information Session	April 2020 (grade 11)	Make an appointment to see the CAS coordinator if you are not on track.
May/June 2019 (grade 10)	Study this handbook. See CAS Coordinator to ask questions about CAS. Review the CAS Plan handout and Getting Started Checklist. Commit to a CAS adviser and share that person's name with Mrs. Lacy or Mr. Malone.	May 2020 (grade 11)	Your CAS program should be <u>at least half way complete</u> by the end of this month. <u>Submit all reflections and evidence to Managebac</u> . Plan summer CAS activities.
August 2019 (grade 11)	Your CAS program starts on the first day of school. Activities undertaken before the first day of school cannot count for CAS. Complete CAS Plan packet, due to Mrs. Lacy on first day of school.	June - Aug. 2020 (grade 12)	Vacation - time for outside school CAS activities! Remember to reflect on activities that you did right after doing them, or you won't remember the details.
September 2019	Undertake activities, collect evidence and write reflections. 1st CAS Plan meeting. See adviser.	September 2020	Undertake activities, collect evidence and write reflections. 3rd CAS plan meeting.
October 2019	Undertake activities, collect evidence and write reflections.	October 2020	Undertake activities, collect evidence and write reflections.
November 2019	Undertake activities, collect evidence and write reflections.	November 2020	Undertake activities, collect evidence and write reflections. Discuss progress with adviser / CAS coordinator.
December 2019	Undertake activities, collect evidence and write reflections.	December 2020	Undertake activities, collect evidence and write reflections. Turn in CAS Powerpoint slide for IB Dessert to Mr. Malone.
January 2020	2nd CAS Plan meeting	January 2021	You should be nearly done! Compile your evidence that you have met the 8 learning outcomes.
February 2020	Undertake activities, collect evidence and write reflections.	February 2021	Undertake activities, collect evidence and write reflections. Finalize everything this month.
March 2018	Make possible changes to CAS plan if necessary. Undertake activities, collect evidence, write reflections.	March - April 2021	Program complete. Schedule final interview with CAS Adviser. Submission of CAS Completion Form by CAS Coordinator

### Monthly:

- Discuss your progress with your group members
- Meet with your CAS adviser or CAS coordinator, if necessary
- Check that your reflections are up to date
- Take photos and/or videos, and keep your records

## VII. Range and Diversity of Activities – Your CAS plan in more detail

When creating your CAS plan, you should choose to involve yourself in activities that have the following characteristics.

- A group activity
- Activities should vary in length and in the amount of commitment required from the student, but none should be trivial
- An activity that combines two of the three areas
- An activity that is a new challenge to you
- An activity that is an extension of an existing one
- An activity where you learn a new skill
- Involvement with international projects (either locally, nationally, or internationally)
- An activity involving collaboration with others
- One activity that you initiated

Remember, it is your attitude toward your CAS activities, and the reflections on your learning, that are important. However, a convenient way to measure the weight of an activity is in hours. The following points are meant as a guideline only.

- All CAS activities must be pre-approved before you start. See your adviser, Mrs. Lacy or Mr. Malone for approval.
- No CAS activity should be trivial. You should be considering activities that require a time commitment between 10 and 20 hours. However, it is the quality of a CAS activity that is of most importance, not the hours spent on it.
- You should plan to spend time every week engaged in CAS experiences, with a reasonable balance among creativity, activity, and service.
- A portion of CAS experiences and involvement should be completed outside of the school community.

As a rough rule of thumb, you will be taking part in between six and eight substantial activities over the two-year CAS program, with at least two activities in each category.

Abrupt withdrawal from an activity is not encouraged. You may not be demonstrating perseverance and commitment to your activities, which is a required learning outcome of the CAS program.

Note: You may spend many more hours on your activities. That is commendable. Remember, though, you should balance your commitments within the CAS program.

## VIII. Some Potential Activities

Notice there are always overlaps among the three areas.

CREATIVITY	ACTIVITY	SERVICE
Art/photography	Aerobics	Model United Nations
Assembly contribution	Badminton	Environmental Club
Calligraphy	Basketball	Alumni Association
Class website	Gymnastics	Global Vision Club
Choir	Kickboxing	Coaching kids' sports
Speech and debate	Marathon running	Hospice visit
Drama production	Dance class	Pay it Forward Club
Create a project	Soccer	Food Bank
Art classes not for diploma	Sports event	NHS projects
Jazz/rock band	Squash	Ambassador Club
Learn an instrument	Swimming	Student Council
Needle work	Table tennis	Peer tutoring
Fashion Show	Tai chi	Key Club
Talent Show	Tennis	Fundraising project
Pottery	Volleyball	Individually designed project
Music composition	Yoga	Homeless Services/Soup Kitchen
Creative Writing/poetry	Strength training	Yard maintenance for elderly

## GETTING STARTED

Use these pages for your copy. You must complete the other copy (green packet) and turn it in to Mrs. Lacy on the first day of school.

### GUIDE TO STUDENT VOLUNTEERING

NAME: \_\_\_\_\_

A personal inventory – see copy included in green CAS Plan packet.

- List the subjects you like most in school.
- List activities in which you participate regularly (sports, music, drama, etc.)
- State your career interests.
- List community/national/global problems that concern you the most.
- What would you like to learn more about?
- Consider all your current responsibilities. How much time do you realistically have to commit each week?
- What skill would you like to use in your volunteer work?
- What days and times are most convenient for you?
- Do you want to work directly with people? If yes, would you prefer to work with children, adults or the elderly?
- How long do you plan to carry out your commitment – three months? Six months? One year?

# CHECKLIST

The following checklist should help you to get started on your CAS journey at Tualatin High. Sign your name in each box when you are sure that you fully understand. (Fill out copy of form in green CAS Plan packet, due on the first day of school to Mrs. Lacy.)

	Your Signature	Date
I have carefully read through the information contained in this CAS handbook and I fully understand the CAS requirements.		
I know who the CAS coordinator is and where the IB office is.		
I know that I can always discuss CAS issues and concerns with my CAS coordinator or my CAS adviser.		
I am responsible for keeping my CAS materials organized and documenting my CAS experiences/meetings.		
I am aware of the two-year CAS timetable and I will follow it.		
I should have my own CAS plan for two years.		
I know that I must try and maintain a balance among Creativity, Activity and Service.		
My family has been informed about the CAS program and its requirements.		
I will set myself goals for each activity and I will reflect carefully on each activity I undertake.		
I will keep all the written records, photos, websites, etc., that are related to my experiences and upload all evidence to Managebac at regular intervals.		
I understand that I will need to meet with my CAS adviser at least three times during my two years in the program to discuss my progress.		
I understand how to get help if I need it.		
I clearly understand that in order to complete my IB Diploma requirements, I must complete my CAS program in a satisfactory and timely way. This is my responsibility, not my CAS adviser's.		

CHECKED BY THE CAS COORDINATOR: \_\_\_\_\_

DATE: \_\_\_\_\_

Complete this plan in the green CAS Plan packet. It is due on the first day of school to Mrs. Lacy.

YOUR CAS PLAN

NAME: \_\_\_\_\_

Your plan will probably adapt over time as you reflect on your activities and your interests and preferences change. This plan, therefore, is not set in stone, but is an excellent place to start.

Which activities will you get involved in? (You can place an activity in more than one box)

	Activity Description	Date (month/year)	Approximate duration (in hours)
A group activity in which you will collaborate with others			
An activity that combines two of Creativity, Activity, and Service			
An activity that will be a challenge for you			
An activity through which you will learn a new skill			
Involvement with an issue of global importance (either locally, nationally, or internationally)			
An activity that will continue through your two years in the program			
An activity/project that you will initiate and carry out with help from others			

Which activities will be based at school?

Which activities are further away from school but still in the local area?

There should be two in each category. You can include more than two activities in each.

CREATIVITY	ACTIVITY	SERVICE

Reflect on your plan. Do you have any questions, comments, concerns? Where do you see problems arising? What will you need to do to make your activities happen?

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

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

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

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

\_\_\_\_\_  
CAS Coordinator's Signature

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

# DOES AN ACTIVITY QUALIFY?

Student Name: \_\_\_\_\_

You must have your CAS activities approved in advance by the CAS Coordinator. This sheet will help you determine if your planned activity is suitable for your CAS portfolio. You only need to complete this sheet if your coordinator asks you to.

Complete the guiding questions below and complete the CAS Activity Evaluation Rubric on the next page.

Activity Title: \_\_\_\_\_

Is the activity a new role for me? How so?

Is it a real task that I am going to undertake? Explain.

Does it have real consequences for other people and for me? What are they?

What do I hope to learn from getting involved?

How can this activity benefit other people?

How does this activity relate to the eight Learning Outcomes?

How can I reflect on this activity?

Have you found an adult supervisor for this activity?

Email address is:

Phone Number is:

Name is:

(Cannot start activity without this information)

# DOES AN ACTIVITY QUALIFY?

Circle the box that best describes your proposed activity and add together the points this indicates.

		1 point	2 points	3 points	4 points
<b>A</b>	Challenge	Attendance only required	Gives opportunity for student to extend him/herself	Presents a difficult and challenging target	Pushes student beyond previous limits
<b>B</b>	Opportunities for service, benefit to others	No benefit other than to student	Has some benefit to others	Outcome is directed towards benefiting others	Results in identifiable benefit to others
<b>C</b>	Acquisition of skills and interests rather than practicing those already acquired	No level of skill required	Requires skills any student of this age would be expected to have already	Develops existing skills	Develops new skills
<b>D</b>	Initiation and planning by students	Activity organized by school	Activity organized by outside agency	Organized by group of students with adult leader	Planned, organized and run by student(s)
<b>E</b>	Establishing links with community and furthering international understanding	Does not involve working with others	Involves working within the school community	Involves working with the community but may only be with student's own nationality or international community	Involves working with and within the local community and/or in the local language.
<b>F</b>	Active rather than passive nature	No active participation	Student required to participate but not initiate	Requires active participation	Requires active participation and input from the student
<b>G</b>	Project nature - combining a range of experiences (Creativity, Activity, Service)	Activity is a "one-off" or single episode of short duration. Only one type of experience.	Combines two types of experiences on more than one occasion or one for longer duration	Has elements of all three types of experiences on more than one occasion or two types for a longer duration	Has a good balance of the three types of experiences combined into a long-term project

Total Points: \_\_\_\_\_

A high score indicates your activity may well qualify for your CAS portfolio.

Write a paragraph or two describing why this is a valid CAS activity. (Describe the goals you plan to achieve; reflect on your motivation for choosing this activity; and explain how you think you activity will affect you and others. Comment on anticipated difficulties and explain how the activity is in the spirit of CAS.)

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

# EVALUATION

## CAS COORDINATOR'S EVALUATION NOTES

Below is a sample of the form the CAS Coordinator will use to assess your progress and completion of the CAS requirement for the IB Diploma Programme.

Name of student: \_\_\_\_\_

Name of CAS adviser: \_\_\_\_\_

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
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			
Student has submitted evidence that learning outcomes are met			
Student gave satisfactory presentation of the CAS portfolio.			

There is evidence that \_\_\_\_\_ has:

Learning Outcome	Achieved?	Nature/Location of Evidence w/ dates (Ex: website/blog , journal [page], progress form, photos)
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		
Developed new skills		

Describe how the student demonstrated that the learning outcomes were met:

---



---



---



---



---



---



---

Name of CAS Adviser (print please): \_\_\_\_\_

CAS Adviser Signature: \_\_\_\_\_

CAS Programme Completion	Y	<input type="checkbox"/>	N	<input type="checkbox"/>
--------------------------	---	--------------------------	---	--------------------------

Signed by the CAS Coordinator: \_\_\_\_\_

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

---

IN SUMMARY, here's what you need to do:

- Complete the CAS Plan packet (green sheets) by the first day of school. This will be your first graded assignment for ToK.
- Compile your CAS plan.
- Always get your activities approved by the CAS Coordinator/adviser before you start them.
- Write meaningful reflections. Post them on Managebac as you do them to keep from getting behind.
- Keep all evidence of your CAS learning: take photos, videos, have an adult supervisor that is not a family member sign off on your work.
- Complete the CAS requirement by March of your senior year.
- Talk to your CAS Coordinator if you have difficulties.