

CAS GUIDE





IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



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Rafic Hariri High School Mission Statement

Our Vision statement

- Empowering a community of self-directed learners and responsible global citizens.

Our mission statement

- RHHS aims to develop compassionate, respectful and lifelong inquirers. We are committed to promoting well being, education for sustainability, and innovation, nurturing learners to become proactive change agents in an interconnected world.

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.



What is CAS?

Along with Theory of Knowledge and the Extended Essay, CAS is one of the three components that make up the core of the IB Diploma Programme. It is an Acronym for Creativity, Activity and Service which offers learners an enjoyable, meaningful learning experiences outside the academic studies. Through CAS Students are "encouraged to grow both personally and socially, developing skills such as cooperation, problem-solving, conflict resolution, and creative and critical thinking as well as developing their own identities", all of which strengthen the learning strategies they develop in their classes.

CAS is organized around the three strands

Creativity:

- The IBO defines creativity as arts and other experiences that involve creative thinking. Learners are encouraged to explore and extend ideas outside the academic curriculum to create an original or interpretive product or performance. Although the classic experiences may involve dance, theater performance, music, art, CAS does not limit itself to this. Speech, Debate, Model United Nations, Model Arab League or even leaning to knit may be other examples that could be performed through CAS

Activity:

- The definition of activity is physical effort that supports a healthy lifestyle. Sports participation or other physically demanding pursuits like hiking, camping, yoga, and martial arts are examples of activities. Learners are encouraged to participate in team and group activities, as well as taking on new positions; an individual commitment is appropriate.

Service:

- In answer to a genuine need, service is a collaborative and reciprocal engagement with the community. Service opportunities might develop citizens of the world. In order to provide service, one must engage and establish relationships with local people and organizations. Beyond doing things for others, service experiences can involve working with people and forming lasting relationships with them. There are several service types, including direct, indirect, advocacy, and research.

The Aims of CAS

The CAS program aims to develop students who:

Enjoy and find significance in a range of CAS experiences.

Purposefully reflect upon their experiences.

Identify goals, develop strategies, and determine further actions for personal growth.

Explore new possibilities, embrace new challenges, and adapt to new roles.

Actively participate in planned, sustained, and collaborative CAS projects.

Understand they are members of local and global communities with responsibilities towards each other and the environment.

(CAS subject guide, IBO)

CAS LEARNING OUTCOMES

The goal is that, through your CAS experiences, you grow as a person. The CAS learning outcomes help to identify areas growth may be seen. They will help you reflect on your own growth – some may show up in many experiences, some may only show up in one or two. Throughout your CAS experiences, you need to identify and reflect on all learning areas.

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6	Demonstrate engagement with issues of global significance
Descriptor	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.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

The Responsibility of the CAS Student

Personal involvement, choice, and pleasure of CAS experiences are essential components of a student's CAS program. Students engage in a range of CAS activities during the diploma program, ideally on a weekly basis for at least 18 months. In addition, they are required to complete at least one CAS project that lasts for a minimum of one month. At pivotal times during CAS, students reflect on their CAS experiences and keep a CAS portfolio. Students will show accomplishment of the seven CAS learning objectives to the CAS coordinator's satisfaction using evidence from their CAS portfolio.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- 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 CAS experiences including evidence of achievement of the seven CAS learning outcomes
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

CAS Subject Guide – IBO

The CAS Experiences

An actual activity in which the student interacts with one or more of the three CAS strands is referred to as a **CAS experience**.



A CAS experience can be a single event or maybe an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

A student's CAS program often blends planned/unplanned one-time experiences with continuous activities. All are worthwhile and could promote personal growth. However, more than random or unique encounters are required for a useful CAS program. For a more engaging CAS program, a series of scheduled CAS encounters are advised.

One or more of the CAS strands may be present in CAS experiences. For instance, the "Activity" strand may have only one experience: climbing a mountain. Making arrangements for several trips to a nursing home will produce a number of CAS experiences under the "Service" thread.

Planning and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service".

Criteria for a CAS Experience

- Fit within one or more of the CAS strands
- Connected with one or more of the learning outcomes
- 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.

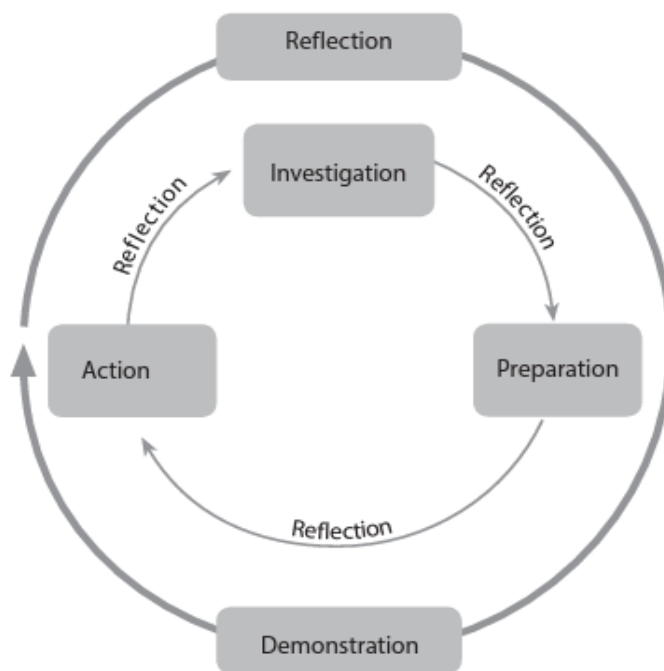
- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which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

While it is not essential for every CAS encounter to address a CAS learning objective, CAS students are nonetheless obliged to submit documentation proving they have met all CAS learning outcomes by the time the CAS program is through.

CAS Stages

As CAS students think about what they would like to achieve in CAS, create plans, and implement their ideas, the CAS phases provide a useful and supportive framework and continuity of process. The three strands of creativity, activity, service, and the CAS project are all compatible with the CAS phases.

These CAS levels depict a procedure and a progression that can help students in a variety of spheres of their lives. They follow a process whereby they look into a subject that frequently sparks interest and questions, get ready by learning more, take some sort of action, think back on what they did along the way, and then show that they grasp the subject and the process. Students gain a solid yet adaptable foundation that they may confidently use in subsequent scenarios by applying these steps to CAS.



The graphic indicates that there are two sections. The four main stages of the process are represented by the center: research, planning, action, and reflection (occurring intermittently in response to significant experiences). The two sections of the outer circle—reflection and demonstration—help students summarize their experience.

The Five CAS Stages Are as Follows

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.

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.

Action:

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

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.

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 CAS stages provide a framework that enables 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.

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 coordinator ensures that CAS advisers and other supporting staff, as well as CAS students, understand the CAS stages so they are readily applied to advance the students' CAS programme.

CAS Strands - Creativity -Activity -Service

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

Approaches to creativity

- There are many approaches to creativity, such as:
 - **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity.
 - **School-based creativity:** A student could be part of timetabled creativity sessions, or other opportunities such as dance , film , reading or music clubs)
 - **Community-based creativity:** Students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
 - **Individual creativity:** Students may engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits.

Some Examples for Creativity: Shout magazine, singing, photography, art club, debating, drama productions, creative writing, designing a website, writing a blog, learning a skill, assembly performance.

Activity

- **Physical exertion contributing to a healthy lifestyle**
- The aim of the “Activity” strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Approaches to activity

- There are many approaches to activity, such as:
 - **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise.
 - **School-based activity:** These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. S
 - **Community-based activity:** students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
 - **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time.

Some Examples for activity: Basketball, soccer, jogging, habitat for humanity, badminton, dance, hiking, tennis, swimming, cycling, fitness

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 for best practice.

Four types of service:

- **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

Service Can be

- **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action.
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. Students can decide to establish regular visits to retirement facility when they realize their efforts are valued and have reciprocal impact.
- **Immediate need service:** In response to a disaster, students often want to move towards immediate action.
- **Fundraising:** Students develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised.
- **International service:** When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Additionally, schools must undertake risk assessment to ensure the safety of students.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group.
- **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act.

Some Examples for Service: Volunteering at school yearbook, coaching a sport, shout magazine, honor council, visiting elderly, fundraising projects

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.**

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.

CAS Timetable

DP1	DP2
<ul style="list-style-type: none"> • Check in meeting with CAS coordinator (fall) • Interview I with CAS coordinator (winter) • Working on/complete at least 5 CAS experiences • Reflect on CAS experiences and provide evidence • Communicate with your CAS coordinator as needed • Make plan for CAS Project • Interview II with CAS coordinator (May) • Summer opportunities meeting (late spring) • CAS experiences over summer 	<ul style="list-style-type: none"> • Check-in meeting with CAS coordinator (fall) • Continue engaging in CAS experiences • Reflect on CAS experiences and provide evidence • Complete CAS Project • Interview III with CAS coordinator (March/April) All experiences and reflections need to be completed, with evidence.

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on **a weekly basis, for a minimum of 18 months**. They must also undertake **at least one CAS project with a minimum duration of one month**. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

Reflection

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognise and understand how to be reflective as well as deciding the best methods and appropriate timing. Student learning is enhanced by reflection on choices and actions.

This enables students to

- grow in their ability to explore skills, strengths, limitations and areas for further development.
- examine ideas and consider how they might use prior learning in new contexts.
- improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities.

What might a reflection look like?

- Includes a brief description of the activity
- Shows evidence of the Learning Outcomes you have checked (if you checked 5 outcomes, all 5 should be clearly addressed in your writing.)
- Be yourself – discuss your thought process. The only people reading your reflections are the CAS advisors and coordinator. Reflections are not passed along to supervisors listed.

Some questions to guide your reflection:

- What did you do? What planning took place?
- Was there a moment that left an impact?
- What challenged you in your work?
- How did you handle a time you needed to make a decision that impacted others?
- Did your experience have global impact? In what way?
- What strengths did you develop? What challenges did you encounter?
- How did you work with others?
- Look over Learning Outcome descriptions

Your reflection can be:

- Public or private
- Individual or shared
- Objective or subjective

Forms of Reflection

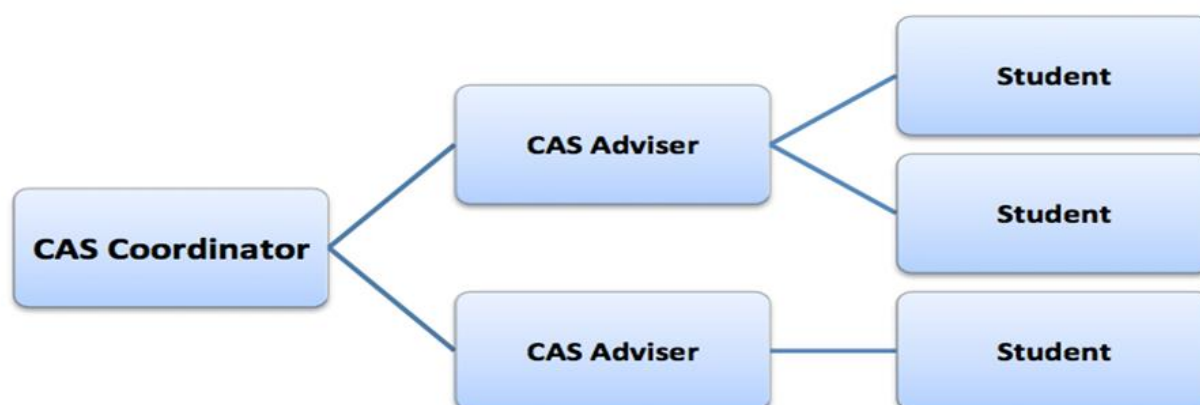
- In private thoughts that you keep for yourself
- In writing, such as in your diary or journal, in the planning and evaluation forms, etc.
- In oral presentations to other students and to parents, such as in a CAS fair.
 - In photo essays, DVDs, weblogs, or some other ICT medium

As you develop your skills of reflection, you may begin to consider some of the following:

- How did I feel?
- What did I perceive?
- What did the activity mean to me?
- What value did the activity have?
- What did I learn from this activity?
- How could this new insight be applied more widely?

The Role of CAS Coordinator and Support Staff

The CAS Team within the school



The role of the CAS coordinator

- The CAS coordinator is the key to the success of a CAS programme. The CAS coordinator is knowledgeable about the role of CAS in the Diploma Programme. The CAS coordinator is the nominated member of staff who facilitates understanding of CAS and oversees the effective implementation of CAS experiences, working directly with students, staff, CAS advisers and CAS supervisors. The CAS coordinator is responsible for reporting the progress of CAS students to the Diploma Programme coordinator.
- CAS coordinators are ultimately responsible for determining whether students have met the CAS learning outcomes at the end of the Diploma Programme, and for reporting as required by the Handbook of procedures for the Diploma Programme.

The CAS coordinator has two specific areas of responsibility.

1. Implementation and advancement of the CAS programme to:

- familiarize students, colleagues, parents and the wider community with CAS
- promote the importance of CAS to students, colleagues, parents and the wider community
- identify safety issues (risk assessment and child protection)
- develop a school-specific CAS handbook and resources
- administer the CAS budget
- manage CAS records and reports
- periodically engage in interviews with students
- report on student progress to school and parents
- promote and publicize student achievements in CAS
- develop and maintain CAS policy statements
- provide leadership for the CAS team
- provide professional development and supervise CAS advisers where appropriate
- inform and work with CAS supervisors where appropriate
- ensure consistency across the programme through ongoing contact with CAS advisers and supervisors
- inform and work with outside providers in their involvement in CAS experiences
- report completion/non-completion of CAS to the IB on IBIS.

2. Works directly with the CAS students (if there are no CAS advisers) to:

- educate students on all aspects of the CAS programme
- educate students on the meaning and purpose of the CAS learning outcomes
- assist students with clarifying and developing the attributes of the IB learner profile
- support students in understanding ethical concerns and international-mindedness
- develop purposeful reflection skills through individual interviews, group discussions and
- teaching strategies (see the CAS teacher support material (CAS TSM) for examples)
- provide feedback on student reflections
- assist students in identifying personal and group goals
- discuss goals and achievements in regular meetings
- provide ongoing guidance and support to students
- monitor the range and balance of experiences undertaken by individuals
- advise and monitor progress towards meeting the CAS learning outcomes
- periodically review students' CAS portfolios
- meet each student in three formal documented interviews.

The role of the CAS adviser (if applicable)

- Working with individual students on their CAS programmes takes time and requires personal knowledge of the student. In schools with a large number of students, a team of CAS advisers under the guidance of the CAS coordinator is highly recommended. It is essential for the CAS adviser to be aware of the importance of CAS in the Diploma Programme and to be familiar with all elements of CAS. In this case, CAS advisers, instead of the CAS coordinator, provide the vital ongoing contact for a student. It is vital for CAS advisers to have sufficient contact time with students. The adviser's responsibilities are outlined under the second section of responsibilities for a CAS coordinator.

The role of the CAS supervisor (if applicable)

- The CAS supervisor assists, offers guidance and oversees the students' CAS experiences when needed. A supervisor may not be necessary if a student is able to undertake a CAS experience without assistance or supervision. Students should take responsibility for their own CAS experiences where possible and be provided with opportunities to report on their own attendance and participation. Dependent on the nature of the experience, the school should decide whether a supervisor is required to guide and assist the student, to ensure safety and to provide feedback on student involvement to the school. CAS supervisors can be teachers, non-teaching members of the school or wider community, or volunteers with the skills and/or knowledge of the CAS experience undertaken by the student.

CAS supervisors should:

- be familiar with elements of the CAS programme as applicable
- be responsible for student safety and risk management procedures
- provide students with guidance, support and feedback on the CAS experience
- encourage reflection
- comment on the student's engagement with the CAS experience if required

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.”
(CAS Guide 2015, p41)

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. The CAS coordinator/adviser must ensure the students 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.

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 portfolio.

Profile

- In this section, students include their interests, skills and talents, plans and goals for 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. While the CAS coordinator can make this determination, involving the students in having a choice would improve the level of engagement. Students may have preferences that allow for differentiation, for example, a scrapbook, video log, blog, files, or school-organized website.

CAS interviews

Meetings with CAS Coordinator

There are three documented “interviews” you must have with your CAS Coordinator.

- The first interview is at the beginning of the CAS program (January DP1)
- The second interview is at the end of the first year (May DP1)
- The third interview is at the end of the CAS program (March DP2)

During these interviews, the CAS advisor will make sure that you understand the expectations about CAS, answer any questions the student might have, provide feedback on ideas he/she may have, provide approval for projects or other experiences as needed, and check in to make sure he/she is on track with all CAS requirements.

These meetings are meant to support the student in his/her journey through CAS. The advisor will also hold additional group meetings to share ideas and clarify questions. The student shall feel free to reach out to his/her advisor at any time if he/she has a question or need individual approval of an experience or project.

CAS Overview

In order to successfully complete CAS, you will need to:

- Complete and document CAS experiences over a span of 18 months
- Show a balance in the CAS strands (Creativity, Activity, and Service)
- Meet with your CAS advisor periodically. At least 3 documented interviews are required over the 18 months. Your advisor is a resource for you to ask questions, collaborate on ideas, approve your project, and make sure that you are on track for CAS completion.
- Purposefully create your own CAS experiences in a way that you have met all **7 CAS learning outcomes**.
- Demonstrate and provide evidence of implementing the **5 CAS stages**. Investigation, Preparation. Action.
- Reflection.
- Demonstration.
- Complete a **CAS project**.
- Complete a **CAS portfolio** that provides evidence of CAS experiences and growth.
- Complete **CAS reflections** on your CAS experiences to demonstrate connection to the learning outcomes, growth, and personal awareness

A rubric for the CAS Learning Outcomes

Showing achievement in the learning outcomes being a key part of CAS, questions about what constitutes good evidence. Further, no rule applies in regard to the number or type of pieces of evidence to be provided by students. A key point to keep in mind is that evidence should not only be age-appropriate, but also reflect the individual student.

Decisions on whether a student has achieved the learning outcomes are to be made on the evidence provided by the student in their CAS Portfolio in addition to information gathered during CAS interviews.

To assist in determining if a student has achieved a CAS learning outcome, it is helpful to unpack the learning outcome descriptor into a number of statements that best suit the context of the school and student. The following descriptors are suggestions only, are not exhaustive, and can be adapted/edited/added. Further, not all descriptors must be met; it is the CAS coordinators decision as to whether the student has achieved the outcome.

CAS LEARNING OUTCOMES	Consistently	Frequently	Sometimes	Rarely
LO1 - Identifying their own strengths and develop areas for personal growth Suggested descriptors:				
aware of his/her strengths and weaknesses				
Open to improvement and growth opportunities				
Able to propose activities according to his/her interests and talents				
Willing to volunteer in different activities				
Able to undertake a thoughtful self-evaluation				
Able to see themselves as individuals with various abilities and skills, some more developed than others				
LO2 - Demonstrate that they have undertaken challenges, developing new skills in the process. Suggested descriptors:				
Willing to go beyond his/her comfort zone Implements activities that demand a personal challenge (new activities, or a step forward in ongoing ones)				
Willing to get involved in unfamiliar environments/situations				
Acquires new skills and abilities Increases expertise in an established area				
A new challenge may be an unfamiliar CAS experience or an extension of an existing one.				
Newly acquired or developed skills may be shown through CAS experiences not previously undertaken or in increased expertise in an established area.				
LO3 - Demonstrate how to initiate and plan a CAS experience Suggested descriptors:				
Able to articulate the steps and stages from conceiving an idea to execution of a plan for a CAS experience or series of CAS experiences.				
May demonstrate knowledge and awareness by building on a previous CAS experience.				
May demonstrate knowledge and awareness by launching a new idea or process.				
Shows initiative				
Suggests creative proposals.				
Proposes improvements based on a reflective observation				
Shows responsible attitude to project planning.				

Able to develop a coherent action plan taking into account goals, activities and resources				
LO4 - Show commitment to and perseverance in their CAS experiences Suggested descriptors:				
Demonstrates regular involvement and active engagement with projects/ CAS experiences.				
Able to foresee potential threats to the initial plan and consider valid alternatives				
Demonstrates adaptability to uncertainties and changes				
Gets involved in long-term CAS experiences/projects				
LO5 - Demonstrate the skills and recognize the benefits of working collaboratively Suggested descriptors:				
Shares skills and knowledge				
Listens respectfully to proposals from peers.				
Willing to take on different roles within a team				
Shows respect for different points of view and ideas				
Makes valuable contributions				
Is responsible for his/her participation in the group				
Able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.				
LO6 - Demonstrate engagement with issues of global significance. Suggested descriptors:				
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 projects addressing global issues in a local, national or international context				
Able to identify global issues in the local or national community				
Develops awareness and responsibility towards a shared humanity				
LO7 - Recognize and consider the ethics of choices and actions Suggested descriptors:				
Able to recognize ethical issues				
Able to explain the social influences on one's ethical identity				

Able to articulate ethical principles and approach to ethical decisions				
Shows accountability for his/her choices and actions				
Aware of the consequences of his/her actions regarding him/herself, regarding others involved and the community				
Shows awareness of the consequences of choices and actions in planning and carrying out CAS experiences.				

Resources

International Baccalaureate, (2022). *Creativity, activity, service Guide*. Retrieved January 1, 2023, from [https:// resources.ibo.org/](https://resources.ibo.org/)