



*Create The Difference*

**PODAR ORT  
INTERNATIONAL SCHOOL**

**IBDP CAS Handbook**

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## **SCHOOL MISSION**

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values, especially appreciation and respect for different cultures to become proactive and responsible world citizens.

## **SCHOOL VISION**

Achieving excellence by creating globally competent, ethical, high performing international – minded citizens through a world class education.

## **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.

## **CAS AND IB DIPLOMA PROGRAM**

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 gives the student a chance to extend beyond the formal curriculum of study and apply knowledge in ways that will benefit both the student and the community.

### **What is CAS?**

CAS (Creativity, Activity, Service) is one of the core elements of IB and PODAR - ORT International School Grades 11-12 programme. It involves students taking part in a wide range of artistic, sporting, physical and service learning experiences that enriches your school experience. The aims of CAS challenge students to explore opportunities for self-determination, collaboration, accomplishment and enjoyment at a local to global level.

CAS is organized around the three strands of creativity, activity and service defined as follows.

### ***Three strands of CAS***

- **Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity:** Physical exertion contributing to a healthy lifestyle (team sports, personal fitness program and more. No sweat = no action)
- **Service:** collaborative and reciprocal engagement with the community in response to an authentic need.

Building for a better community. The community maybe school, local district, national or international level. (a sustainable project, developing a real commitment. Not a 1 time event!)

As a shining beacon of our values, CAS enable students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their 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. CAS complements a challenging academic Programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. Students are expected to devote **3-4 hours** each week on your explorations of passion and interested experiences. Sustainability and balance are the essential mind-set!

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of event. Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS Programme, the second at the end of the first year, and the third interview is at the end of the CAS Programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

## **CAS association with other subjects**

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements. Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

Group 1 students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

Group 2 students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

Group 3 students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

Group 4 students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in "walk to school" groups.

Group 5 students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

Group 6 students could take dance lessons that lead to a theatrical performance; participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities. Additional suggestions on the links between Diploma Programme subjects and CAS can be found in the Creativity, Activity, Service teacher support material.

## **CAS and TOK**

TOK guides students in making sense of their experiences as learners, and this includes their experiences in CAS. CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and cultures.

CAS also provides links to other areas of the TOK course. For example, a student participating in a visual arts experience for creativity could reflect on the roles of intuition and imagination as "ways of knowing" in the arts area of knowledge. Some students make links between CAS and TOK when carrying out a TOK assessment task. For example, a student's CAS experiences may also provide rich real-life situations for students to use as the basis for their TOK oral presentation. Further, CAS experiences provide the basis from which knowledge questions can be derived

## **CAS and Extended Essay**

Through CAS experiences, a student's exposure to particular global issues at a local level may give rise to an interest in furthering their understanding of these issues through academic research. Both the extended essay and the world studies extended essay allow students to explore the issues that may have arisen during CAS.

In the extended essay, students may research and explore personal interests that link with a subject of the Diploma Programme. The world studies extended essay provides students with an opportunity to undertake an in-depth, interdisciplinary study of an issue of contemporary global significance manifested at a local level. The world studies extended essay provides opportunities for a well-grounded appreciation and understanding of themes, which in turn may lead to a more considered involvement.

### **AIMS OF CAS**

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.

### **OBJECTIVES OF CAS**

Having completed the CAS requirement, candidates should be able to demonstrate:

- Self-confidence and modesty
- Attitudes and values which respect human dignity and which transcend barriers of race, class, religion, gender, and politics.
- An awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national, and international perspective
- A willingness to interact meaningfully with others
- A sense of responsibility towards all members of the local, national, and global communities, and a commitment to be of value to those communities
- Personal qualities of curiosity, honesty and self-criticism
- An ability to reflect on and to learn from experiences
- A spirit of discovery, commitment, initiative, determination, and perseverance
- The ability to meet challenges and an awareness of personal limitations
- Practical skills which can be used in the service of others and in a future career

## **CAS LEARNING OUTCOMES**

As CAS Student you must see that all the learning outcomes are accomplished in the two year CAS Program

### **1. Identify own strengths and develop areas for growth**

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

### **2. Demonstrate that challenges have been undertaken, developing new skills in the process.**

A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

### **3. Demonstrate how to initiate and plan a CAS experience**

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

### **4. Show commitment to and perseverance in CAS experiences**

Students demonstrate regular involvement and active engagement in CAS.

### **5. Demonstrate the skills and recognize the benefits of working collaboratively**

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

### **6. Demonstrate engaged with issues of global importance**

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.

### **7. Recognize and consider the ethics of choices and actions**

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

Students will exhibit learning outcomes being through ManageBac entries.

Failure to provide evidence of any single outcome means a student will **NOT** have met the requirements to pass CAS.

## The CAS stages

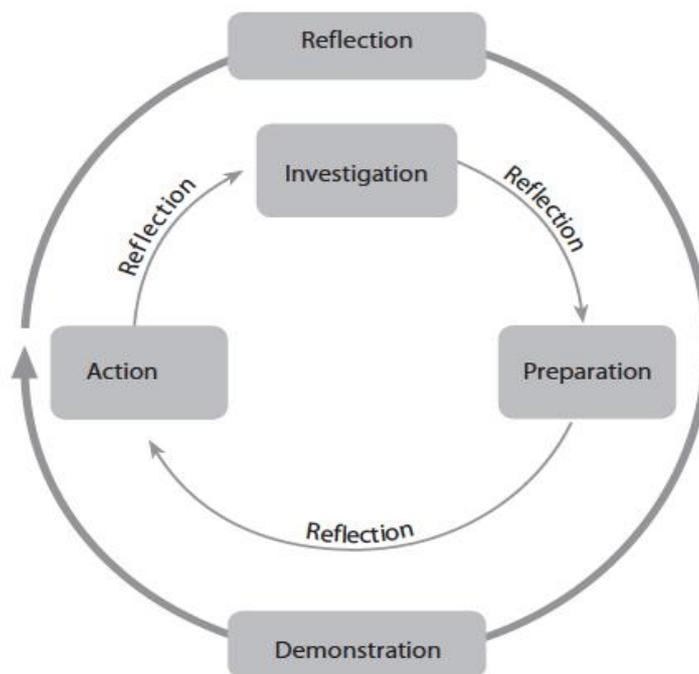


Figure 4

*The five CAS stages*

The CAS Stages are used with the CAS project, CAS Service, and may be used with other CAS experiences

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 project

Students must be involved in at least one CAS project during IB CAS.

CAS project:

- A collaborative “team” effort with other students or members of the community
- A series of CAS experiences
- Lasting minimum one month from planning to completion.
- Involve one or more of the three strands of CAS.
- Use the CAS stages as a framework.
- Challenges students to show initiative
- Demonstrate perseverance/commitment.
- Develop skills of cooperation, problem solving, and decision making

Interested activities and projects **MUST** fulfill the following before starting:

- Complete **CAS Plan**
- Approval from CAS coordinator
- Have fun and enjoy exploring!

Examples of CAS projects:

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organise 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.

## Guiding Questions for CAS Activities

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on or during this activity?

CAS can assist in discovering the true meaning of life, and in finding one’s own place in the world by transcending cultural and socio-economic barriers. This “own place in the world” has a number of dimensions including:

- Within oneself.
- Through interaction with others within the community.
- Within a period of history.

## **What activities/projects CANNOT be used for CAS?**

CAS is not taking place when you are passive, when nothing of real value, either for you or for other people. It is not a points-scoring exercise with no meaning.

### ***What CAS is NOT***

***(examples of activities which, at first sight, would appear to be inappropriate)***

- Any class or activity which is assigned as part of the student's courses responsibility.
- An activity in which a student is personally rewarded financially (getting paid).
- Doing simple repetitive and tedious work without a goal and experience, like returning school library books to shelves.
- A passive pursuit with no purpose (visit to museum, theatre, exhibition, concert visits)
- Working in an elderly or children's home when the student:
  - Has no idea how the home operates
  - Is just preparing food
  - Has no contact with the elderly or children
- All forms of duty within the family
- All forms of religious devotion and obligations
- Work experience that only benefits the student
- Fundraising with no clear goal and NGO attached
- An activity when there is no responsible adult/leader on site to evaluate your performance
- An activity that is supervised by parents/ relatives
- An activity that causes division amongst different groups in the community
- An activity that is repeated over and over again with no learning goals

## **CAS Experience**

Student engagement in CAS program can be a single event or may be an extended series of events.

CAS is a privileged way to build one's own place. It has transformed the lives of those who undertake a commitment to it.

Your CAS program should be an interesting variety of activities, which you will find intrinsically worthwhile and rewarding. Your activities should be mutually beneficial to you and your community.

CAS is not taking place when you are in a passive role. There should be interaction. If you are passive, nothing of real value, either for you or others, results from what you are doing, and no real reflection is possible

## 4 Types of Service Action

1. Direct service
  - interaction involves people, the environment or animals. Examples: one-on-one tutoring/ developing a garden in partnership with refugees/ working in an animal shelter.
2. Indirect service
  - though not seeing the recipients of indirect service, you have verified your actions will benefit the community or environment. Examples: re-designing a non-profit organization's website/ nurturing tree seedlings for planting.
3. Advocacy
  - speak on behalf of a cause or concern to promote action on an issue of public interest. Examples: initiating an awareness campaign on hunger/ performing a play on replacing bullying with respect/ creating a video on sustainable water solutions.
4. Research
  - collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. Examples: conduct environmental surveys to influence your school/ contribute to a study of animal migration.

## Approaches to Service

- **On-going service**
  - investigating a need that leads to a plan of action implemented over time. Perseverance and commitment.
- **School-based service**
  - students are encouraged to participate in meaningful service that benefits the community outside school.
- **Community-based service**
  - participating in service within the local community. Awareness and understanding of social issues and solutions. Sustainability.
- **Immediate need service**
  - in response to a disaster. Quick attempt to assess the need and devise a planned response. Resilience.
- **Fundraising**
  - connecting with organization of choice to support. Interest, skills and talents to plan the method and manner of fundraising for a cause.
- **International service**
  - participate locally in service BEFORE considering service outside of their country.
- **Volunteerism**
  - Volunteer in 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 RESPONSIBILITIES

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.

- 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 mission statement
- To determine personal goal
- 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 outcome
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences

## REFLECTION

Reflection is central to building a deep and rich experience in CAS. Developing a culture of reflection helps students recognize 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. Through reflection students examine ideas and consider how they might use prior learning in new contexts. Reflection leads to improved problem-solving, higher cognitive processes and greater depth of understanding in addition to exploring how CAS experiences may influence future possibilities. After every CAS experience a student puts the reflection on Managebac

The overarching intention of reflection in CAS includes the opportunity for students to:

- Deepen learning
- consider relevance of experience
- explore personal and group values
- identify strengths and areas for development
- gain a greater understanding of self and others
- place experience in a larger context
- generate relevant ideas and questions
- consider improvements in individual and collective choices and actions
- transfer prior learning to generate and receive constructive feedback
- Develop the on-going habit of thoughtful, reflective practice

## Forms of Reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

## Element of Reflection

Reflection is a dynamic means for self-knowing, learning and decision- making. Four elements assist in the CAS reflective process.

The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and success
- Expressing feelings: Students articulate emotional responses to their experiences

The following two elements add greater depth and expand perspective.

- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and on-going inquiry

## RISK ASSESSMENT

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. As such, schools need to strike the right balance between protecting students from risk and allowing students to participate in CAS experiences.

In PORTIS for any activity a pre assessment is made with regards to the risk involved and proper arrangements are made like having trained personals, proper equipment.

The risk factor is assessed by using the OUT DOOR RISK ASSESSMENT and HAZARD AND RISK ASSESSMENT form.

For all purpose across school the PORTIS\_GENERIC\_RISK\_ASSESSMENT doc is referred to and the STUDY TRIP manual is made available to all

## **CAS ACTIVITIES AT PORTIS– Mumbai**

Although activities are grouped according to category, what you do within an activity may allow you to bring in a second or third category.

This list will give you an idea of the possibilities at PORTIS that are acceptable as CAS activities. You are not restricted to the list. This is list of activities that CAS students over the year in PORTIS have been involved in. You may use your own initiative and creativity in planning your CAS program. Every CAS activities must be approved by the CAS Advisor before it begins. This is done by uploading the Activity before the start with its aims and goals and the learning outcomes on Managebac and getting it approved by advisors.

### **CREATIVITY**

- Elocution, Debate, Speech and Drama
- Various Model United Nations delegate and officer Student newspapers and publications Yearbook
- Art (painting, pottery, sculpture) Drama Productions
- Photography Computer graphic
- Music...Vocals, various instruments Honors band, chorus, orchestra Assembly contributions
- Personal Hobbies (subject to approval)
- Music, dance lessons, etc. (Must include performance) this is realized in the form of the school's Annual Play.
- Hindi Diwas
- Independence Day
- Taking part in MUN

### **ACTIVITY**

Various activities promoted at PORTIS PORTIS

- Marathon
- Football
- Cricket
- Basketball
- Table Tennis
- Badminton
- Athletics
- Hockey
- Adventure trips
- Tchouk ball
- Base ball
- Personal hobbies (outdoor pursuits, subject to approval)

## **SERVICE**

- Working with various NGO
- Organizing Sports Day for NGO children
- Organizing Sport Day,
- Organizing Fund Raising ...PORTIS CAS Mela showcasing their creativity On-going collaboration with
- Staff empowerment programme
- Tata Marathon run for a Cause
- Terry Fox Run for cause
- IT Literacy coaching for In-House staff.
- Relay for Life
- Run Against hunger
- Christmas party with Specially abled children/Housekeeping staffs' children
- You can also encouraged to start work on your own with approval

## **TIMELINE FOR CAS IN PORTIS**

### **YEAR ONE Semester 1**

- AUGUST: CAS Orientation by CAS/ DP Coordinator Students plan their CAS journey
- SEPTEMBER: First Consultation with CAS Advisor (1st CAS INTERVIEW)

Student plan their first activity Teacher's Day

- OCTOBER: CAS Fete...Diwali Mela
- DECEMBER: CAS Camp

### **Semester 2**

- JANUARY: CAS Camp
- AUGUST: Consultation with CAS Advisor on their CAS journey (2nd Interview)

### **YEAR TWO Semester 3**

- JANUARY: CAS Reflection completion on Managebac
- MARCH: Self Evaluation and Final Interview with CAS Coordinator

## **CAS FORMS**

These are the forms you will need for your CAS work.

The Background Information Form and CAS Planning Form will be given to the CAS Coordinator at the time of your initial interview, the like of which should be uploaded as Aims and Goals on Managebac.

The CAS Activity Proposal must be filled whenever you plan an activity which should then be discussed with the Advisor/Coordinator before uploading on Managebac.

The CAS Log form may be used for CAS projects and uploaded as evidences on Managebac. Each Student is registered on Managebac under a CAS Advisor

However a student can use the CAS completion form from Managebac as and when required.

### BACKGROUND INFORMATION FORM

Please write clearly!

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date of birth \_\_\_\_\_

E-mail address \_\_\_\_\_

List your hobbies, sports, and other activities and interests. Include information in appropriate length of time, level of competence and involvement.

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What are your plans for future education and career?

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Why are you in the CAS program? What do expect to get from the pro- gram besides the CAS hours needed for your IB Diploma?

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**CAS PLANNING FORM**

Please write clearly.

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

Please list your planned CAS activities at this point. This form simply gives us an idea of your plans for your CAS career

**CREATIVITY**

Planned activities and brief descriptions of each. If you know who the adult supervisor will be, please include the name.

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**ACTIVITY**

Planned activities and brief descriptions of each. If you know who the adult supervisor will be, please include the name.

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**SERVICE**

Planned activities and brief descriptions of each. If you know who the adult supervisor will be, please include the name

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## **EVALUATION**

Reflection and self-evaluation by the student on Managebac

Records of activities/Self-reflection on the activity in line with the learning outcome

The student evaluation should focus on the following:

- A CAS journal, file or portfolio containing written, and visual, evidence of the candidate's involvement
- Evidence of planning and organization
- Evidence of commitment and effort
- The candidate's personal achievement and development, taking into account skills, attitudes and values at all stages from Investigation, Preparation, Action and Reflection.
- Activity Evidence of reflection throughout their CAS activities all maintained on Managebac Students are reminded that a record must be kept of each CAS activity undertaken on Managebac
- Reflective comments, in writing, should be made at the conclusion of each series of regular activities and at regular intervals in the course of a project.
- Students are required to record aspects of their CAS activities with photographs,
- Video clips, audio clips, references, certificates etc. These can provide a useful reference when completing the formal evaluation report. At the end of their CAS activities, students must make a final self-evaluation by listing all their activities and projects and then writing a critical reflection of their entire CAS experience, addressing the questions provided. A form will be provided for this purpose. The guiding questions should be used to structure this final self-evaluation.

This self-evaluation is to be submitted at the time of Final CAS Interview.

### **Evaluation by the school**

- Evaluation by the supervising adult, including comments on each activity/project supervised.
- Each student is registered with an Advisor on Managebac who constantly guide and monitor the CAS journey of the student
- Evaluation by the CAS Advisor/Coordinator, including guidance given during the course of CAS
- Managebac is used to keep a record of hours and activities over the two years.
- Comments are used to communicate progress with parents.
- At the end of each semester, a report is included in the CA report which is sent home.

### **The CAS Final Self-Evaluation**

At the end of the two-year CAS program, each IB diploma candidate must write a final self-evaluation when all other CAS requirements have been completed. This final report, like the individual activity self-evaluations, should relate closely to the performance criteria and should be a critical reflection on your entire CAS experience. You should look back at your Journal entries and self-evaluations to help you. Your essay should address:

### **Evidence from CAS**

- What did you most enjoy about CAS?
- What has the role of reflection been in your whole CAS programme? Describe any way your experience with reflection has been helpful and memorable.
- How could you use something similar to a CAS portfolio in future endeavours?
- In what ways has the process of reflection and collecting evidence of your CAS experiences helped you develop the attributes of the IB learner profile? What would you do differently?
- Describe your CAS project: how you planned, who collaborated, your roles and responsibilities and the results of your collaboration. How were your expectations met or exceeded?

### **CAS learning outcomes**

- How did you improve and develop your planning skills?
- What did you learn about yourself and others?
- What have you learned through working in collaboration with others?
- What abilities and skills did you develop most significantly in CAS?
- Did CAS help you to consider issues of global importance? How?
- Which learning outcome did you find most easy to achieve? Most difficult to achieve?
- What qualities did you discover and develop? What areas for growth were evident?
- What challenges did you face, and how did you overcome them?

### **Closing Questions**

- What could be improved about the way CAS is organized in school?
- What advice do you have for upcoming CAS students regarding making CAS enjoyable, sustained over time and meaningful?
- Five years from now, what will you remember most about your CAS programme?

Your Final Self-Evaluation should also include a commentary of your other activities that could have been used for CAS, but which were not. This does NOT include activities lost because you failed to follow the CAS guidelines and deadlines. If you finished your CAS hours early, be sure to include evidence that you continued CAS-type activities during your second year of the IB diploma program.

There is no definite length assigned. Certainly it should be more than one page, but it should not be volumes of empty words used to fill space. Your essay must address the criteria listed, and should be well written. It should be interesting.

The essay must be completed and presented to the CAS Coordinator in person no later than 31st March.

## For Further reference

- Appendix 1- PORTIS\_ Generic \_ Risk \_ Assessments
- Appendix 2- Study Trip Manual
- Bibliography
- IB Creativity, activity, service guide for students graduating in 2017 and after.
- Published March 2015
- St Edmund Preparatory High School, Brooklyn, NY <http://www.stedmundprep.org/> [Lord District Catholic School Board, London www.ldcsb.ca](http://www.lordschoolboard.com/)
- Ruamrudee International School, [www.rism.ac.th](http://www.rism.ac.th)
- [Goshen Community School, Purl Street, Goshen www.goshenschools.org](http://www.goshenschools.org)
- [www.worldquotations.com](http://www.worldquotations.com)
- [www.uplands.org](http://www.uplands.org)
- <http://pwh.district70.org/wp-content/uploads/2017/01/CAS-2017.pdf>