



## **INTERNATIONAL BACCALAUREATE DIPLOMA**

### **CAS HANDBOOK**

*Creativity, Activity, Service*

For students graduating in 2021 and thereafter

## **SHINE UE SCHOOL**



### **IB Mission Statement**

*The International Baccalaureate Organization 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 IBO 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.*

### **Shine Ue School Mission Statement**

*We aim to develop active, compassionate and responsible learners who approach everything they take on with great sincerity while promoting the development of one's native language and a preservation of one's own heritage. Our programs are developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens with respect to other cultures and backgrounds.*

IB DIPLOMA COORDINATOR Name: Khandjav Terbish

Phone: +976 9111-7811

Email: [khandjav@shineue.edu.mn](mailto:khandjav@shineue.edu.mn)

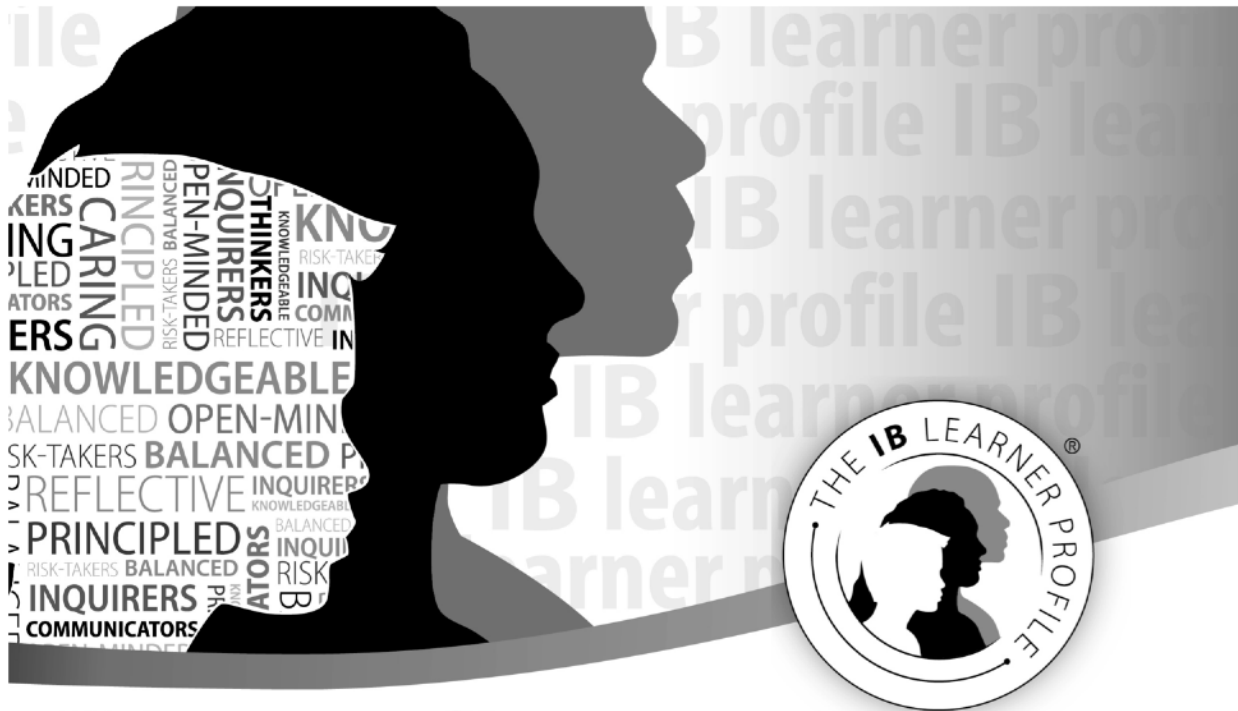
Office: Shine Ue School, Sukhbaatar district, UNESCO Street - 12, Room 107

IB CAS COORDINATOR Name: Orgil Ulziidelger

Phone: +976 8989-4580

Email: [orgil@shineue.edu.mn](mailto:orgil@shineue.edu.mn)

Office: Shine Ue School, Sukhbaatar district, UNESCO Street - 12, Room 110



## 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.

**Table of Contents**

The nature of CAS	5
The three strands of CAS	6
The seven learning outcomes	8
The CAS stages	10
Reflection	11
The CAS project	14
Guiding questions	15
Sample CAS Experiences & Projects	16
The CAS portfolio	17
The CAS student's responsibility	18
Step-by-step guide to CAS	19
Appendix 1	20
Appendix 2	22
Appendix 3	25
Appendix 4	26

## The nature of CAS

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

“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 from the PYP (Primary Years Programme) and MYP (Middle Years Programme).

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

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to 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.” (Creativity, activity, service guide, 2017, p.8)

### The three strands of CAS

1. *According to the IB guidelines, CREATIVITY refers to “arts, and other experiences that involve creative thinking.”*

You may start a newspaper, make a film, choreograph a dance, direct or act in a theatre piece, learn an instrument, study a new language, participate in a musical production, or teach younger students.

*Remember that all your activities should have a very clear goal or outcome.* Your CAS activity should push your boundaries and not just be a continuation of something that you have always done. For example, if you have been playing the guitar for the past five years, you could turn this into a CAS activity by deciding to learn a very difficult piece or trying a new style of playing that you've never played before. You could take part in a performance aimed at raising funds for a charity or give a presentation about guitar playing to younger students.

2. **ACTIVITY refers to “physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.”**

You may participate in sports, dance, personal training, fund awareness raising events like sponsored distance running, go on an expedition, do some extreme sports like snow skiing and much more. Again, you should set yourself a very clear, well-defined objective that you aim to achieve. If your sport has always been individual, you could try a team game. If you have gained certain skills, you could extend them into a CAS activity by coaching younger students and passing your knowledge on to others.

3. **SERVICE refers “an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.”**

Serve your community by getting involved with an NGO, local or global community organization, or a social entrepreneurship project. The focus here is on doing things with others, and not only for others. As always, keep a clear goal of what it is that you aim to achieve through your service activity/project.

## **Creativity, activity, and service opportunities**

The following are suggestions to help you think about the multitude of opportunities you could be involved in. You are encouraged to discuss additional organizations with your CAS coordinator if you are unsure CAS experience requirements. Some organizations may cover multiple CAS strands.

### *Creativity*

- Chess club
- Chorus
- Debate team
- School Magazine
- Instrument lessons (learning or teaching)
- Web page design for a group activity
- Photoshop program teaching

### *Activity*

- Wrestling competitions
- Participation on an organized sports team
- Walking, running, hiking, biking with an organization
- Yoga lessons service
- Modern/classic dance lessons service
- Ballet dance lessons service

### *Service*

- Environmental clean-up
- Non-profit summer camp volunteer
- Hospital volunteer
- Local library volunteer
- Public library volunteer
- Retirement and elder care
- Tutoring at middle / elementary schools

### The seven learning outcomes

According to CAS guide all of your CAS activities must include at least three of the seven outcomes listed below. Please read the outcomes carefully and decide which ones apply to the project/activity you would like to start. Over the course of the two years of your IB Diploma all seven outcomes must be present for you to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. Always refer to the outcomes and give specific examples of how you are achieving your outcomes when you write your mid-term or final reflections.

**1. STRENGTHS AND GROWTH.** This means that your projects and activities should give you the chance to increase your awareness of your personal strengths and areas for growth. Think about what your strengths are. Are you a good communicator, organizer, learner, or leader?

**2. CHALLENGE AND SKILLS.** This means that your CAS activity should always be something which is a new challenge for you. *This doesn't mean that you must do something you don't like or are not interested in.* It means that you should think about what you are passionate about, what interests you, what you are already doing. Are you already involved in music, sports or art? Choose an activity or projects which give you the opportunity to experience and learn *new things*. Get out of your comfort zone. Try something totally different and unexpected.

**3. INITIATIVE AND PLANNING.** What do you choose to do for CAS should give you the opportunity to plan and initiate all or part of the activity or project? What role do you play in making your activity actually happen? What decisions will you make? How exactly are you going to make it happen?

**4. COLLABORATIVE SKILLS.** This means that you should work collaboratively. *Be a part of a team, work with others!* Think about how your actions, attitudes and decisions will affect the whole group of people you are working with and plan and act accordingly. A team effort means better decision making and better understanding of the bigger picture.

**5. COMMITMENT AND PERSEVERANCE.** You should always show commitment and persevere.

**6. GLOBAL ENGAGEMENT.** You should do something that addresses a problem faced by people all over the world such as homelessness, poverty,



discrimination, old age, pollution, disease, etc. What can you do here in Mongolia that will have implications for people everywhere? What can you do for our environment? Here are some topics to get you thinking...Human rights, animal rights, global warming, public health disparities, etc.

**7. ETHICS OF CHOICES AND ACTIONS.** You should do something which gives you the opportunity to think about the ethical implications of your actions. We all may intuitively “know” what the right thing to do is, but knowing how to do it, or being able to think through long-term consequences are challenging and often stop us from action. What does it mean to be morally autonomous? How are your actions perceived by others? What are the short and long term effects of your actions on yourself, an individual’s, a group of people’s, or an entire community’s beliefs, social and economic status, health status, sustainability, freedom, safety, legal status, living standards and quality of life?

## **The CAS stages**

*According to CAS guide the CAS stages are as follows:*

**1. Investigation:** Identify your interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for your CAS experience. In the case of service, identify a need you want to address.

**2. Preparation:** Clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

**3. Action:** Implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups.

**4. Reflection:** 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 your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

**5. Demonstration:** Make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication solidify your understanding and evoke response from others.

## Reflection

### **Elements of Reflection**

“Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process.” (Creativity, activity, service guide, 2017, p.26)

*The first two elements form the foundation of reflection.*

- Describing what happened: retell your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.

- Expressing feelings: articulate emotional responses to your experiences.

*The following two elements add greater depth and expand perspectives.*

- 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 ongoing inquiry.

### **Extending reflection**

Having established an effective understanding of the four elements of reflection develop higher order thinking skills by critically examining thoughts, feelings and actions, thereby synthesizing your learning. The theory of knowledge (TOK) course provides you with critical thinking skills to develop and extend your reflections. For example, during TOK you consider your emotions, ability to reason and how to use language.

You can be encouraged to move forward through deeper questions. For example:

*What did I do? Could become:*

- Why did I make this particular choice?
- How did this experience reflect my personal ideas and values?
- In what ways am I being challenged to think differently about myself and others?

*How did I feel? Could become:*

- How did I feel about the challenges?
- What choices might have resulted in different feelings and outcomes?

Following reflection, feedback from the CAS coordinator and/or adviser is beneficial and necessary. Feedback can take many forms such as part of an informal or formal discussion, as a written response to a blog posting, during group discussion or conversation. *You may also advise on your preferred method for feedback.*

### **Time for reflection**

You are not expected to reflect on every CAS experience; you should identify moments worthy of reflection.

The preferred emphasis is for you to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- Choose significant moments as the basis for reflection, for example when:
  - a moment of discovery is happening
  - a skill is mastered
  - a challenge is confronted
  - emotions are provoked
  - achievement deserves celebration.
- Reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for your next CAS experience.
  - Engage in group reflection with your peers to discover shared insights.
  - Reflect at the beginning, during, and at the end of a series of CAS experiences. This enables you to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

### **Forms of reflection**

Reflection can appear in countless forms. You should be able to identify forms of expression that have personal meaning and best enable you to explore your experiences. For example:

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

Your reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. It is possible you may wish to keep private certain reflections. As such, it is recommended that you decide which reflections will be placed in your CAS portfolio. You should include reflections in your CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

### **Deadline**

All CAS requirements must be completed and turned into the CAS Coordinator on April 1st of the senior year. If April 1st falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in delays in the awarding of the diploma.

## The CAS project

“A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS programme.” (Creativity, activity, service guide, 2017, p.24)

A CAS project challenges you to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making. A CAS project involves collaboration between a group of students or with members of the wider community. A CAS project offers you the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities to enhance and integrate your 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 collage.*
- *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, activity, and service: Students rehearse and perform a dance production for a community retirement home.*

A minimum of one month is recommended for a CAS project, from planning to completion. As expected throughout CAS, you should reflect on your CAS project experience.

### Guiding questions

The following guiding questions may help you determine whether an intended experience/project qualifies as CAS:

1. Will this experience allow me to have a new role?
2. Is it a real task that I am going to undertake?
3. Does it have real consequences for other people and for me?
4. What do I hope to learn from getting involved?
5. How can this experience benefit other people?
6. What can I reflect on during this experience?

Who will be my adult supervisor?

---

Which strand(s) of CAS will this experience/project cover?

   C    A    S

Which of the learning outcomes does this experience/project meet?

   1    2    3    4    5    6    7

### Sample CAS Experiences & Projects

CAS and the Diploma Programme Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:

	Sample CAS Experience/Project	Creativity	Activity	Service
Group 1 (Language & Literature)	Producing audiobooks for the blind	*		*
Group 2 (Language Acquisition)	Provide language lessons to those in need	*		*
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	*		*
Group 4 (Sciences)	Form an astronomy club for younger students	*	*	*
Group 5 (Mathematics)	Maintain financial accounts for a local charity			*
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	*	*	

#### *Additional Sample CAS Experiences & Projects*

Activity	C	A	S
Teaching children with disabilities to swim	*	*	*
Coaching a softball team	*	*	*
Teaching young students how to play the guitar	*		*
Working with children to paint murals	*	*	*
Choreographing a routine for the marching band	*	*	



Leading a hiking expedition	*	*	*
Rehearse and perform a dance production for a community retirement home	*	*	*
Exchanging artistic or musical skills with other local schools	*		*

### **The CAS portfolio**

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

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed.” (Creativity, activity, service guide, 2017, p.30)

A successful CAS Portfolio must contain:

- Evidence of planning for CAS experiences
- Meaningful reflections on CAS experiences
- Evidence that the student has completed all seven Learning Outcomes
- Documentation of the student’s CAS Project. The CAS Portfolio should be an ongoing project, and students should update their CAS Portfolio continually with reflections and evidence.

*What form should my CAS Portfolio take?*

There is no requirement as to what format you may use for your CAS Portfolio. Possible formats include weblogs, written journals (typed or handwritten), videos, or illustrated displays.

The CAS portfolio is used to showcase your CAS project and should be a source of pride for you. To highlight its significance, you could have the choice of how the CAS portfolio is assembled, what you include and how it is shared. Your individual learning style will dictate the type of portfolio that you use: digital, online, diary, journal, scrapbook or a blended approach. You are encouraged to explore the different options available to you.

### **The CAS student's 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.” (Creativity, activity, service guide, 2017, p.13)

*As a CAS student you 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, be sure to apply them when undertaking a CAS project
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project that extends over at least one month
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme, challenge yourself!
- 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 your CAS project
- 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 your CAS project
- behave appropriately and ethically in your choices and behaviors.

### **Step-by-step guide to CAS**

- 1) Read the CAS Handbook and sign *the CAS Student Agreement* (Appendix 1)
- 2) List your potential CAS Projects and begin filling out *the CAS Planning Form Part 1* (Appendix 2)
- 3) Meet with the CAS coordinator for initial interview 1 (Term 1 of 11th Grade)
- 4) For each CAS Project listed in the *CAS Planning Form Part 1*, fill out the *CAS Planning Form Part 2* (Appendix 2)
- 5) Begin filling out your CAS Portfolio, keep track of what you are doing and collect artifacts that prove you participated in each CAS experience, put these artifacts in your portfolio.
- 6) Write a reflection at the end of each CAS project.
- 7) Meet with the CAS coordinator for interim interview 2 (Term 1 of 12th Grade)
- 8) Begin filling out the CAS Student Checklist and evaluate against it.
- 9) Fill *the CAS Final Programme Evaluation* (Appendix 4)
- 10) Meet with the CAS Coordinator for final interview 3 (Term 3 of 12th Grade)

***GOOD LUCK!***

## **The CAS Student Agreement**

I \_\_\_\_\_,

(your name)

have read the Shine Ue School's CAS handbook for students and I understand that my CAS experiences:

- must be continuous and include a minimum of 18 months
- must continue through at least February of the senior year

### **I will:**

- self-review at the beginning of my CAS experience and set personal goals for what I hope to achieve through my CAS programme
- plan, do and reflect (plan activities, carry them out and reflect on what I have learned)
- communicate with the CAS coordinator throughout the process over 18 months.
- discuss with the CAS coordinator my plans and progress at least monthly
- take part in a range of activities, including at least one project involving teamwork, some of which I initiated
- keep records of my activities and achievements
- show evidence of achievement of the seven CAS learning outcomes.

### **My CAS activities should involve:**

- more than volunteering
- real, purposeful activities, with significant outcomes
- a personal challenge – tasks must extend me and be achievable in scope
- thoughtful planning, reviewing of progress and reporting
- reflection on outcomes and personal learning.

I understand that usually Shine Ue School does not sponsor activities but provides me with guidance, direction, and support.

In case if I will choose the CAS activity which is not sponsored by the school it becomes my and my parent’s responsibility to schedule events and transportation to and from this events. My parents will take all legal responsibility for my safety.

I wouldn’t have any claims for damages and compensations to Shine Ue School in case of injures or any mishap in connection with my participation in CAS activity within or outside school premises. In the event of illness or accident I give permission for first aid to be administered.

I also hereby give my permission for my photograph to be taken for records or internal school education purposes.

I sign this agreement stating that I, the student, understand the requirements of CAS and will be actively involved in monitoring my progress in meeting the CAS requirements.

---

Your name

---

Date

---

Your signature

---

Your phone number

---

Your e-mail address

---

Your CAS coordinator’s name and signature

**CAS PLANNING FORM / Part 1**

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

List all your potential experiences in the appropriate columns (there should be at least two in each category).  
You must participate in creativity, activity and service experiences monthly.

<b>Date</b>	<b>CREATIVITY</b>	<b>ACTIVITY</b>	<b>SERVICE</b>
<b>11<sup>th</sup> Grade – Autumn/Winter</b>			
<b>11<sup>th</sup> Grade – Spring</b>			
<b>11<sup>th</sup>/12<sup>th</sup> Grade – Summer</b>			
<b>12<sup>th</sup> Grade – Autumn/Winter</b>			
<b>12<sup>th</sup> Grade – Spring</b>			

**CAS PLANNING FORM / Part 2**

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

**The name of the project**

--

**The goals of the project**

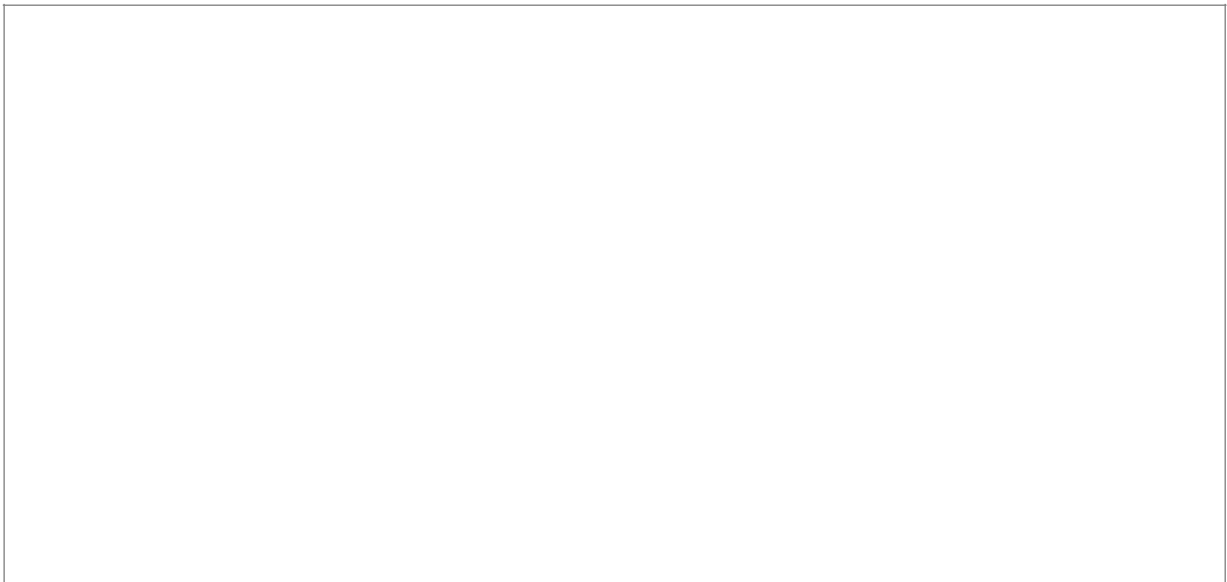
*Use your experiences in Part 1 and list them next to the learning outcomes below to make sure that you achieve all seven*

<b>CAS Learning Outcomes</b>	<b>CAS Experience Description</b>
Identify own strengths and develop areas for growth.	
Demonstrate that challenges have been undertaken, developing new skills in the process.	
Demonstrate how to initiate and plan a CAS experience.	
Show commitment to and perseverance in CAS experiences.	
Demonstrate the skills and recognize the benefits of working collaboratively.	
Demonstrate engagement with issues of global significance.	
Recognize and consider the ethics of choices and actions.	

**The list of necessary resources**



**Risks**



**Reflect on your plan.** Any questions, comments, or concerns? Where do you see problems arising? What will you need to do to make your experiences happen?

**Submit CAS Plan and begin filling out your CAS portfolio.**

CAS Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved \_\_\_\_\_ Not approved \_\_\_\_\_



**The CAS student Checklist**

<b>My CAS Programme</b>	<b>Y/N?</b>	<b>Notes/Date</b>
Evidence of planning a CAS programme		
Regular commitment over at least 18 months		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity, and service		
At least one planned project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth		
Evidence of undertaking new challenges and developing new skills in the process		
Evidence of initiating and planning a CAS experience		
Evidence of commitment and perseverance in CAS experiences		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively		
Evidence of engagement with issues of global significance		
Evidence of recognizing and considering the ethics of choices and actions		
Reflections completed on significant CAS experiences		
Verification of CAS hours by supervisor		
CAS Interview 1 (Initial review) completed		
CAS Interview 2 (Interim review) completed		
CAS Interview 3 (Final review) completed		
CAS Portfolio completed		

**CAS FINAL PROGRAM EVALUATION**

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

Graduation Year: \_\_\_\_\_

<b>My CAS Program</b>	<b>Yes / No?</b>	<b>Notes</b>
Evidence of planning of a CAS Program		
Regular commitment over at least 18 months to CAS		
Understanding and ability to use the CAS stages when planning CAS experiences		
Balance between creativity, activity and service		
At least one initiated project undertaken over at least one month		
Evidence of achieving all seven learning outcomes		
Evidence of identification of strengths and areas for personal growth		
Evidence of undertaking new challenges and developing new skills in the process		
Evidence of initiating and planning a CAS experience		
Evidence of commitment and perseverance in CAS experiences		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively		
Evidence of engagement with issues of global significance		
Evidence of recognizing and considering the ethics of choices and actions		
Reflections completed on CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		

CAS interview 3 completed		
CAS portfolio completed		
CAS demonstration completed		

**CAS Coordinator's Comments/Feedback:**

**CAS Program Completed:** Yes  No

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