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# Creativity, Activity and Service

## IBMA

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# Objectives

- Rationale for the new way in which CAS will be evaluated
  - From monitoring of CAS to a full CAS evaluation
- Clarify doubts
- Share DP advantage video

# CAS evaluation

**Until May 2016:** CAS sample monitoring

**As of 2017:** CAS becomes an integral part of the self-study.

(Self-study to be prepared during the academic year 2016-2017)

## Reasons:

- Monitoring fostered the isolation of CAS
- Monitoring produced a very partial evaluation of CAS
- No consequence for poor implementation

# A Philosophy

**Practice A5.** The school promotes responsible action within and beyond the school community.

- Provide examples of ways in which the whole school community gets involved in CAS.
- The IB will evaluate this practice by reviewing the CAS documentation.

## **B2 Resources and support**

**Requirement B2.1.a.** The allocation of funds includes adequate resources and supervision for the creativity, activity, service (CAS) programme and the appointment of a CAS coordinator.

1. What percentage of the CAS coordinator's weekly schedule will be devoted to CAS responsibilities?
2. CAS coordinator time allocation

## B2 Resources

**Practice B2.2.** The school provides qualified staff to implement the programme(s).

- How does the school identify CAS advisers to ensure that the students are helped to make the most out of their CAS experience? [250 words]
- For how many students does each CAS adviser have responsibility?
- How does the CAS coordinator guide and supervise the advisers? [250 words]

## B2 Resources and support

**Practice B2.10.** The student schedule or timetable allows for the requirements of the programme(s) to be met.

2. How often do CAS interviews with each student take place? Indicate length of interview and main objectives?  
[500 words]

## **B2 Resources and support**

**Requirement B2.10.c.** The schedule respects concurrency of learning in the DP.

3. Indicate the weekly time allocation for CAS activities. Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for CAS activities.
4. Weekly time allocated for students to meet with CAS coordinator/advisers
5. Weekly time students devote to CAS activities



# C1 Collaborative planning

**Practice C1.1.** Collaborative planning and reflection addresses the requirements of the programme(s).

1. Describe how the school uses collaborative planning to establish links between CAS, TOK, Extended essay and other subjects.

## C2 Written curriculum

**Practice C2.5.** The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

1. How does the school ensure that the students are given opportunities to choose their own CAS experiences? Give three examples of student's initiatives. [500 words]
3. How are the students advised to plan their CAS programme, taking the learning outcomes into account? How do you ensure that each student's plan shows balance between creativity, activity and service? [500 words]

## C4 Assessment

**Practice C4.5.** The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

- How does the school record the progress of the student's CAS programme?
- How does the student record his/her CAS experiences and reflections?

## C4 Assessment

- **Practice C4.6.** The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
  2. How does the school report on the student's CAS programme to parents?
  3. How does the school promote the student's achievements in CAS within the school community?

# Supporting documents

Evidence will include:

- CAS handbook (hard or soft copy)
- schedules of checkpoints, meetings, interviews
- CAS budget
- CAS coordinator's job description.

## **In addition, schools will be required to submit**

Examples of CAS experiences undertaken by students that demonstrate:

- How all learning outcomes are met
- Student engagement in each of the three strands (creativity, activity and service)
- How CAS experiences are initiated by students
- How global issues are addressed
- The integration of one or more CAS strands in at least one project.

Examples of student work may be selected from throughout the five-year review period.

## Coming soon:

- A revised *Programme evaluation guide and self-study questionnaire: Diploma Programme* with the new CAS requirements will be published in **March 2016** for schools submitting their self-study after May 2017. The revised guide will have detailed guidance regarding the process and the evidence that must be submitted.

# DP Advantage

## CAS experiences

[https://s3-eu-west-1.amazonaws.com/international-baccalaureate/Advantage\\_videos/cas\\_experiences.mp4](https://s3-eu-west-1.amazonaws.com/international-baccalaureate/Advantage_videos/cas_experiences.mp4)

Link to the DP Advantage site

- <http://www.ibo.org/professional-development/which-type-of-training-is-right-for-me/online-pd/dp-advantage/>