

## Learning outcomes

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

- **increased their awareness of their own strengths and areas for growth**

They are able to see themselves as individuals with various skills and abilities, and understand that they can make choices about how they wish to move forward.

- **undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, as well as in small student-led activities.

- **worked collaboratively with others**

Collaboration can be shown in many different activities. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

- **shown perseverance and commitment in their activities**

At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **engaged with issues of global importance**

Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally

- **considered the ethical implications of their actions**

Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

- **developed new skills**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present for a student 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.

## Need more information?

- Contact your CAS advisor.
- Read the Creativity, Action, Service Guide (Copies may be obtained from your CAS Coordinator or IB Diploma Coordinator. The guide is also available on your school website.)
- Review the list of potential CAS ideas and opportunities - available from your CAS Coordinator or IB Diploma Coordinator.

### Annapolis High School (410-266-5240)

Nancy Heiles, IB Coordinator

Gail Tucker, CAS Coordinator

[www.aacps.org/html/schol/High/Anhs.asp](http://www.aacps.org/html/schol/High/Anhs.asp)

### Meade High School (410-674-7710)

Jennifer Quinn, IB Coordinator

Tony Andrione, CAS Coordinator

[www.aacps.org/html/schol/High/Mhs.asp](http://www.aacps.org/html/schol/High/Mhs.asp)

### Old Mill High School (410-969-9010)

Patricia Newgent, IB Coordinator

Valerie Cielewich, CAS Coordinator

[www.aacps.org/html/schol/High/Oldmhs.asp](http://www.aacps.org/html/schol/High/Oldmhs.asp)

*I found out not only was it easy to participate in CAS activities, but it was FUN!*

-Becca Butler, Old Mill High School  
Class of 2008

## Anne Arundel County Public Schools

Annapolis High School

Meade High School

Old Mill High School



CAS

Handbook

Creativity, Action,  
Service

The heart of the International Baccalaureate  
Diploma Programme:

Effective beginning with Class of 2010

## The Nature of Creativity, Action, Service

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

Creativity, action, service (CAS) is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

**Creativity:** arts, and other experiences that involve creative thinking.

**Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student.

CAS enables students to enhance their personal and interpersonal development through experiential learning. CAS should be both challenging and enjoyable, a personal journey of self-discovery.

For student development to occur, CAS should involve:

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

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. Successful completion of CAS is a requirement for the award of the IB diploma.

All CAS activities should have a direct connection to the IB theme: "Sharing Our Humanity"

## Portfolio Requirements

The CAS portfolio will be used to provide evidence of, and reflection about, the CAS hours. The portfolio must show evidence of attainment of the CAS learning outcomes and reflection of the CAS Journey, completed CAS Coordinator meeting log, and will be evaluated on presentation. The quality of the CAS Portfolio should support the quality of the CAS Journey. Please see the CAS Coordinator for the CAS Journey/ Reflection Rubric.

Students may count participation on an extra curricular athletic team or in a marching band, and performances with an extra curricular drama club toward their CAS Journey as long as learning outcomes and reflection meet CAS guidelines, as set forth by IBO. IB Diploma candidates must set goals, provide evidence of activity, reflect regularly on their activity and identify the CAS Learning outcomes achieved. Dialogue with the CAS coordinator and use of the pre-approval form is strongly encouraged to ensure that student's activities will meet CAS guidelines.

*The CAS component of my IB experience encouraged me to engage in a variety of meaningful extra-curricular activities as a high school student, and I have voluntarily continued to engage in many of my service activities as an honors student at the University of Maryland.*

-Maroulla Plangetis, Annapolis High School  
Class of 2007

## The CAS Coordinator

The coordinator is involved in all aspects of the school's CAS programme: Including:

- Developing and maintaining policy statements and program opportunities
- Providing leadership for all staff and community members involved with CAS
- Ensuring that the community is kept informed about CAS & publicizing achievements
- Preparing students for the challenges they will face
- Reporting student achievement to IB

## Aims

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who are:

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

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.

*IB learner profile booklet (March 2006)*