



AIS IB-DIPLOMA PROGRAMME



**CAS HANDBOOK
FOR STUDENTS & PARENTS
2022-2024**

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AIS MISSION STATEMENT

We believe that education is a continuous process that has to be developmental in nature and keep pace with the changing times. We are firmly committed to change. Our objective is to develop “self learning” which brings about the process of “life-long learning” in our pupils.

It is this SWAYAM that we seek.



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 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.

Introduction

Creativity, Activity and Service (CAS) is one of the three elements of what the IB Organization refers to as the Core in the Diploma Programme. Theory of Knowledge (TOK) and the Extended Essay (EE) make up the rest of the Core.

This handbook has been designed to help the students understand CAS. It will help the students to consider CAS as an important part of their personal development as an individual at Ahmedabad International School. It will help the students to recognise why CAS is an integral part of the Diploma Programme and how it can help develop all areas of learning and potential.

It is a guide to the criteria and learning outcomes of the CAS Programme and an explanation of what qualifies as a CAS experience. The first stage of CAS is really exciting as it will help to plan activities and projects of CAS. The students will know about CAS experiences which will further lead to discovery about themselves and the world around them.

A guidance is also provided on how the students may reflect upon their experiences and realize their own personal growth along with the learning outcomes.

A CAS calendar with a deadline is included to help the students plan CAS Programme alongside the other Diploma commitments and to make sure that they fulfill all the requirements for CAS. Finally, there are some very useful forms that will be used to keep the CAS Programme on the right track from initial planning stages, to interviews with the CAS Coordinator and all the way through to completion of CAS.

CAS teaches the students about taking initiative, commitment, learning about own capabilities and how to be compassionate.

“Man only exists when he thinks” – Jacques-Henri Meister.

Education is not about absorbing knowledge without ever questioning it

Nature of CAS

At the heart of the IB Diploma Programme, CAS holistically strengthens and extends students' personal and interpersonal learning.

Students gain this learning through the three strands of creativity, activity and service.

- 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 balances a challenging academic programme and develops skills, attitudes and characteristics by providing opportunities to explore students' interests, passions, personalities and perspectives. These holistic experiences provide chances for self-determination, collaboration, accomplishment and enjoyment.

A meaningful CAS Programme will allow students to discover more about themselves and others and can be a profound and life-changing experience. Each individual student will have a different starting point and different goals; therefore, a CAS Programme will be individualised according to students' needs, interests, skills, values and background.

Successful completion of CAS is required for students to be awarded the IB Diploma. The CAS Programme formally begins at the start of the Diploma Programme (first year) and continues regularly, ideally on a weekly basis, for at least 18 months. There should be 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. This portfolio is sustained through google classroom. In order for students to successfully complete CAS, they will need to show achievement of seven learning outcomes.

Students engage in CAS experiences which involve one or more of the three CAS strands. These individual experiences may be a single event or may be an extended series of events.

Furthermore, students will engage in a CAS project of at least one month's duration that

challenges them to develop new skills, show perseverance and initiative, and work to problem-solve, and make decisions based on prior knowledge. The CAS project can involve one or more of the three CAS strands.

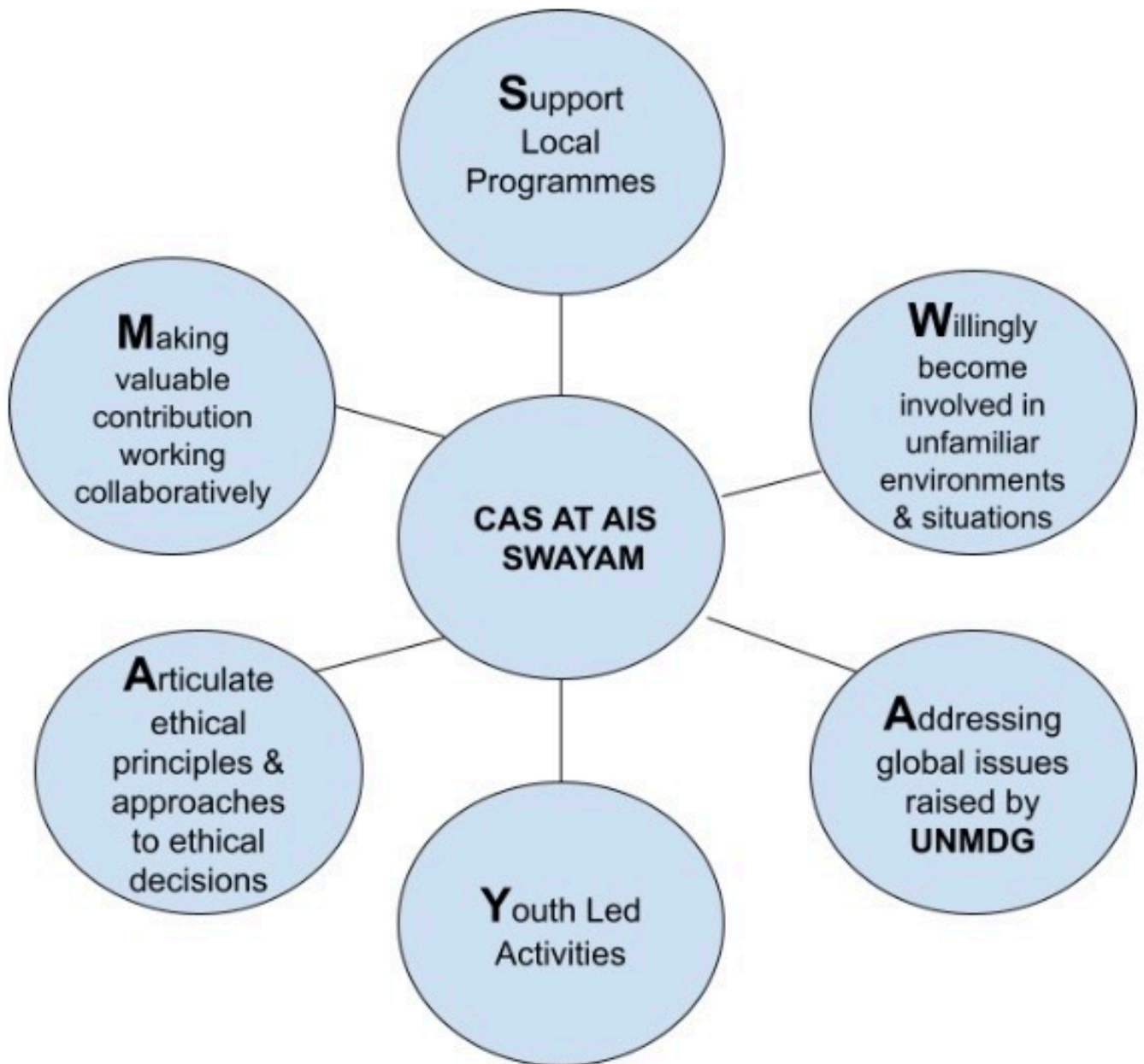
There are three formal documented interviews conducted during the 18 months between the students and the CAS coordinator. During these interviews students and the coordinators will work to outline goals, review reflections and explore new ideas for continued CAS experiences and projects.

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 context.

CAS AT AIS



Recommended CAS at AIS

CREATIVITY	ACTIVITY		SERVICE	
	Standalone	Ongoing	Standalone	Ongoing
Clay Modelling	Outdoor camps	Several sports options	Tree plantation	Working with NGO – sewa café
Art and Craft	Organising sports day in AIS	Field trips	Manav Sadhna	Yuva
Cookery	Organising student parliament /AIMUN and fare well		Blind people association	Teaching Sneh shrushti students (underprivileged)
Dance	Environmental Awareness		Cleanliness drive	IT learning to helpers / peons of our school
	Charity Walk			
Web design			Medical check up	Cleanliness drive in slums
Stitching/ Embroidery				
CAS Project	CAS Cambodia trip CAS Gir trip Habitat for Humanity			

AIMS of CAS

The 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

Learning Outcomes

Completion of CAS is dictated by students achieving the seven CAS learning outcomes. As students move through their CAS journey, the learning outcomes should be expressed through their experiences.

Some learning outcomes may be achieved many a times, while others may be achieved once or twice. It's important to note that not every CAS experience is going to lead to a CAS learning outcome being met, but students are expected to show achievement of all seven learning outcomes by the conclusion of the 18 months period.

The students and CAS coordinator will discuss appropriate evidences necessary to demonstrate achievement of each CAS learning outcome during the documented interviews.

In CAS, there are seven learning outcomes.

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.

Student's Responsibility

Personal engagement, choice and enjoyment are key components of the CAS experience. In order to show progress through the seven learning outcomes, students reflect on CAS experiences at significant moments in the experience and maintain these reflections in 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 and discuss plans for CAS experiences with the CAS coordinator
- understand and apply the CAS stages wherever 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 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 behavior.

The role of the CAS coordinator

The CAS coordinator is the key to the success of a CAS Programme. 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.

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
- 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

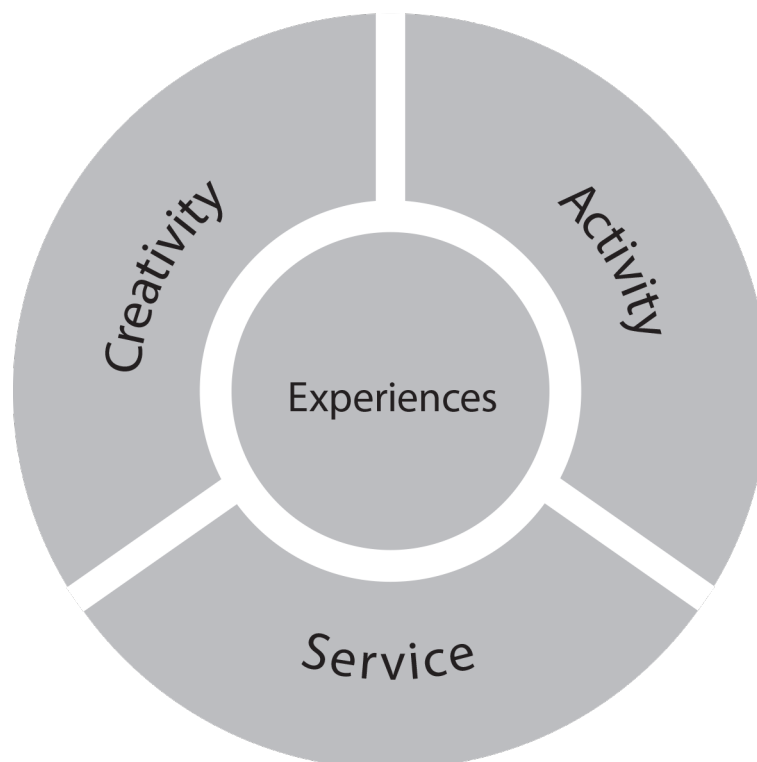
The role of the CAS adviser (if applicable)

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

CAS Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.



CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

Guidelines to CAS experiences

The CAS coordinator assists students in understanding what may or may not be a CAS experience. There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands.
- 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.

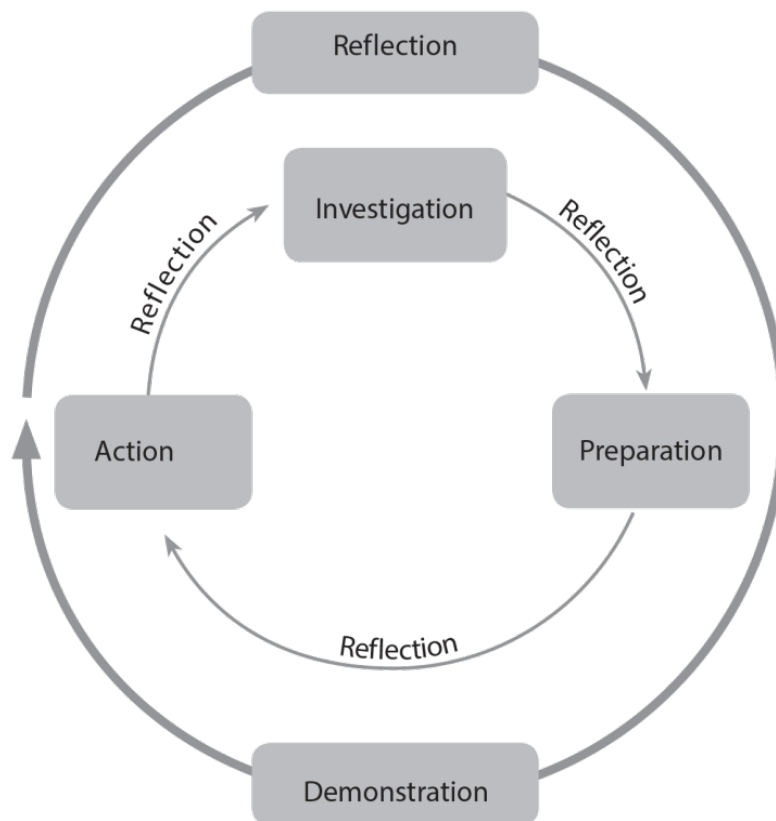
To further assist students in deciding on a CAS experience, the following questions may be used for students to consider.

- 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 necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS Programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

CAS Stages

The CAS stages are a process and a sequence that can assist students in planning their CAS experience and projects. By applying the stages of investigation, preparation, action, and reflection, students have a reliable yet flexible structure they can then apply to future situations with confidence.



The centre represents the process with four key parts: investigation, preparation, action and reflection. The outer circle has two parts and guides students in summarizing their experience: reflection and demonstration.

The five CAS stages are as follows:

1. 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.
2. 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.
3. Action: Students implement their idea or plan. This often requires decision-making and problem- solving. Students may work individually, with partners, or in groups.
4. Reflection: Students describe what happens, 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.
5. 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.

CAS Strands

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. Experiences dealing with creativity drawn from a student's talents, interests, passions, emotional responses, and imagination. The form of expression may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. As with any CAS experience, students are encouraged to break out of their comfort zones and partake in creative endeavours that go beyond the familiar.

Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Activity

Physical exertion contributing to a healthy lifestyle.

The activity strand of CAS is meant to involve students in pursuits that lead to lifelong healthy habits related to physical well-being. These 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 expected to participate in the activity strand at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation and skill. Through creating personal goals, exploring different training models or becoming involved in a new sport.

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. 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.

From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents.

Four types of service action

It is recommended that students engage with different types of service within their CAS Programme. These types of action are as follows.

- **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, analyze 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.

CAS Project

A CAS project is a series of experiences that engages students in at least one of the three CAS strands, involves the students in sustained collaboration with others for a month or longer (from planning to completion) and allows the students to use the CAS stages as a framework for implementation to ensure that all requirements are met.

Students must engage in at least one CAS project during their CAS Programme.

All CAS projects should be designed with a defined purpose and goal in mind. Through sustained, collaborative work students can begin to identify learning outcomes to further guide their role and responsibility.

Students should aim to undertake their CAS projects locally and, if possible, engage in more than one CAS project during the duration of their CAS Programme, although only one project is required.

Service Project

When a student takes part in a project that addresses the service strand (known as a service project), he/she must consider the opinions and expectations of others involved and focus on meaningful and authentic needs. Understanding the impact of their actions and the possible consequences should be a vital part of the planning process for students engaged in service projects.

When work on a service project involves collaboration with outside entities, such as non-government organizations or commercial providers, students must take care to ensure that the facilitators work in accordance with the IB mission statement, district missions and values, and CAS requirements.

If a service project takes place outside of the local context, it is recommended that there be some form of continuation. For example, students could research the community they plan to serve and educate themselves about the issues involved so that they can understand their impact and develop a greater awareness of a related need in their own community.

For any service project it is important that there is:

- a genuine need for the project, which has been agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community
- an understanding of the level of student participation that is feasible
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

As the community needs changes, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant

CAS Reflection

Being reflective is a major part of the IB learner profile. Student learning is enhanced by reflecting on their choices and actions and may lead to improved problem-solving, higher cognitive processes and greater depth of understanding.

Elements of reflection

There are four elements that will assist students in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: simply retell any memorable moments, identify what was important or influential, what went well or was difficult, and any obstacles and successes.
- Expressing feelings: articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- Generating ideas: rethink or re-examining choices and actions increases awareness about self and situations.
- Asking questions: ask questions about people, processes or issues prompt further thinking and ongoing inquiry.

Time for reflection

Reflection during CAS is about quality not quantity. Students are not expected to reflect on every CAS experience, but are expected to identify moments worthy of reflection.

Students can 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

Students reflect at the beginning , during and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress and personal growth.

Forms of reflection

CAS reflections can appear in a variety of forms. Students should be able to identify forms of expression that they are comfortable with and best enable them to explore their experiences. The following are some examples of different reflections:

- 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.

It is possible that students will write certain reflections that they wish to keep private. It is recommended that students decide which reflections will be placed in their CAS portfolio. Remember that student portfolios should include evidence of achieving each of the seven CAS learning outcomes.

Understanding Reflection

One way to explain reflection is to clarify what reflection is and what is not. This chart shows examples of what students may list and discuss.

Reflection is:	Reflection is not:
▪ honest	▪ forced
▪ personal	▪ right or wrong
▪ done in many different ways	▪ good or bad
▪ sometimes difficult	▪ marked or graded
▪ sometimes easy	▪ difficult
▪ sometimes creative	▪ copying what someone else said
▪ building self-awareness	▪ predictable
▪ what I did, combined with how I felt	▪ only a summary of what happened
▪ surprising	▪ done to please someone else
▪ helpful for planning	▪ a waste of time
▪ done alone or with others	▪ only written
▪ about thoughts, feelings, and ideas	▪ only discussion
▪ adding perspective	▪ only led by teachers

CAS Portfolio

All CAS students are expected to keep track and complete a CAS portfolio as evidence of their engagement in their various experiences and achievement of the seven CAS learning outcomes.

Students assemble their CAS portfolios on Google Classroom. Subsequently, Google Drive will be used by the students to plan their CAS Programme, reflect on their CAS experiences and gather evidences of involvement in CAS. This is not formally assessed though.

The CAS portfolio is discussed in the scheduled meetings and appropriate encouragement and advice is given. Notes are made, recommendations and concerns that may arise are noted in the CAS Documents.

The CAS Portfolio showcases the student's CAS Programme and should be a source of pride for the student. Students can highlight the significant points of their CAS portfolio. The students do have a choice on how the CAS Portfolio is assembled and do have the liberty to choose and share whatever they want.

Individual student learning styles will dictate the type of portfolio that they use: digital, online, diary, journal, scrapbook or a blended approach. Students are encouraged to explore the different options available to them.

A three-part structure can help students keep track of their evidence and provide the students a better platform for them to plan and reflect on their CAS Programme.

- Profile

This section of the portfolio could include their interests, skills and talents, plans and goals for their CAS Programme. At the beginning of their CAS Programme, students are expected to consider how their personal value systems aligns with the values expressed by the IB learner profile. Students can gather this information through initial meetings with the CAS Coordinator.

- Experience

This section will chronicle the student's journey in CAS, which can include a variety of reflections, learning moments, personal achievements, and how they utilized the CAS stages. This is also where they will incorporate the CAS proposals. The proposals will include a brief explanation of the experience and potential learning outcomes that could be met.

- Evidence

This section will include a variety of evidence that students have been successfully involved in CAS. Evidence could include, but not limited to, planning documents, letters, emails, certificates, acknowledgements of participation and achievements, photographs, videos, and so on. Reflections could also be a source of evidence.

CAS Proposals

In order to keep a track of a student's experiences and projects, they will be required to use the google drive. Each experience, whether planned or unplanned, and all the projects will be described here, so that the CAS coordinator can review the proposals to determine whether the experience or project is suitable for CAS. Such conversations between the coordinator and student will be done as per the requirement.

To ensure the description of the experience or project has enough information, students should include the following:

- What do you intend to do?
- When do you intend to do it, and how regularly?
- Where will it take place?
- Who will be involved in the activity with you?
- Why are you doing this activity?

Goals for the experiences or projects are not the same thing as the learning outcomes. It's best to make these goals SMART:

Specific. Be exact about what you want to achieve.

Measurable. You should be able to tell whether or not you have accomplished it.

Attainable. Pick something challenging but not impossible.

Relevant. It should be a goal helpful and interesting to you.

Timed. You must have a cutoff point when you will assess your achievement.

Along with descriptions, students will check what learning outcomes the students will expect to achieve during the experience or project. These learning outcomes can be amended at any time.

CAS Calendar

Month	Year 1	Year 2
June- August	Orientation for Students Complete Self Review and Evaluation – submit to CAS Coordinator Begin to develop a CAS Plan Begin Activity Proposal Process Formal Interview #1	Informal meetings with CAS Coordinator Update two year plan: reflection and evidence
September	CAS experiences begin and CAS reporting	CAS Reflections-Update
October	CAS coordinator evaluation in progress Must submit at least 3 CAS experiences with reflections.	Submit monthly CAS Reflections-Update – reflection and evidence and all seven learning outcomes
November	CAS Informal meeting Submit monthly CAS Reflections	Evidence and progress-checking of the Project
December	CAS evaluation in progress Must submit at least 5 CAS experiences with reflections	Parents will be notified for the portfolio

January	Formal Interview#2 Submit monthly CAS Reflections	Final CAS Portfolio is due
February	Informal meetings-Submit monthly CAS Reflections	All CAS experiences and projects must be completed in classroom Final Interview : Evaluation with CAS Coordinator Prepare for CAS demonstration
March	CAS evaluation on progress-Submit monthly CAS Reflections	Celebration of CAS accomplishments
April	Continue progress Submit monthly CAS Reflections CAS Project Orientation Draft Plan to be submitted to CAS coordinator	Final CAS Assessment entered in IBIS
June onwards	Continue progress and reflections	

CAS Requirements and Planning Forms

Students must have their CAS activities approved in advance by the CAS Coordinator. All CAS must involve personal learning. These forms can be used to help plan the CAS Programme, and to outline the final presentation. At the end of 18 months students are required to attach the below mentioned forms for their final CAS Portfolio.

- CAS Proposal Form
- CAS Planning Form 1
- CAS Planning Form 2
- CAS Reflection and Evidence Form
- CAS Final Programme Evaluation : Progress Form A
- CAS Final Programme Evaluation : Progress Form B
- Candidate Declaration Form

CAS Planning Form : 1

Use the experiences in CAS proposals and list them next to the learning outcomes below to make sure that the students' achieve all seven.

Name: _____

Year : _____

Description of creativity/ activity/ service:

CAS Learning Outcomes	CAS Experience Description
Identify your 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.	
A long-term group project of creativity, activity or service. (At least 1 month long, collaborative, student initiated)	

CAS Planning Form : 2

Use this sheet to help plan your CAS Programme and to outline your final presentation.
Use separate sheets for different experiences.

Name: _____ Year : _____

Name or description of experience/project:

Date range of experience/project: _____

Is this your long-term, group CAS Project? YES / NO

Indicate the area(s) that the experience /project will encompass:

(circle all that applies) CREATIVITY / ACTIVITY / SERVICE

Check one or more of the specific CAS learning outcomes you plan to meet through this experience

- _____ 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

PREPARATION:

- Briefly describe the initial goals for this experience/project.

- Clarify roles and responsibilities for yourself and others.

- Develop a plan of actions to be taken to accomplish this experience.

- Identify specified resources needed and timelines to accomplish this experience.

- Identify skills you may need to develop to engage in this CAS experience

CAS Coordinator signature for approval: _____ Date: _____

CAS Reflection and Evidence Form

Use this sheet to help outline your reflections for individual CAS experiences. This form needs to be filled in during and at the end of an individual CAS experience. Use separate sheets to record different experiences.

Name: _____

Year: _____

Date of this reflection: _____

Date(s) of CAS Experience: _____

Title of Experience: _____

1. Briefly describe the CAS activity. What did you hope to accomplish?

2. What was the outcome of the activity? Did you accomplish your goals?

3. What would you do differently if you did this activity again?

4. Which of the following learning outcomes have you addressed with this activity?
(Choose all that apply.)

- _____ 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

5. How does the activity address these learning outcomes?

6. Present the evidence to support the learning outcomes achieved through the CAS experience.

CAS Final Programme Evaluation : Progress Form A

Name of the student:

Name of the CAS advisor: _____

Learning outcome	Achieved (Y/N)	CAS	Nature/location of evidence (For example weblog(date), journal (page)	Comment
Increased awareness of own strengths and developed their areas for growth				
Undertaken new challenges and developed new skills in the process				
Planned and initiated activities				
Showed commitment to and perseverance in CAS experiences				
Demonstrated the skills and recognize the benefits of working collaboratively				
Demonstrated engagement with issues of global significance				
Recognized and considered the ethics of choices and actions				

CAS Coordinator's Evaluation - Progress Form B

To be completed by the CAS coordinator

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
First consultation between CAS advisor and student			
Second consultation between CAS advisor and student			
Submission of student's reflective work			
Third consultation between CAS advisor and student			
Final submission of student's reflective work			
Student's submission of evidences for learning outcomes			

Name of student: _____

Name of coordinator: _____

AHMEDABAD INTERNATIONAL SCHOOL

Candidate Declaration Form

Examination Session - May 2024

To whom so ever it may concern

This is to inform that the work submitted for CAS Project is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Date:

Name of the candidate:

Signature of the candidate:

REFERENCE:

1. https://internationalbaccalaureate.force.com/ibportal/IBPortalLogin?lang=en_US