

International Baccalaureate
CAS Handbook



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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.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

CAS Handbook

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WHAT IS CAS?

Creativity:

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that includes creative thinking in the design and carrying out of service projects or structured, personal improvement.

This could involve doing dance, theater, music, art, or supervised tutoring, for example. You should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: *that you set goals, reflect on your progress, and in some way benefit others through this activity.*

Activity:

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as hiking expeditions and camping trips. Try to get involved in group and team activities and in undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: *you set goals, you reflect on your progress, and you benefit others.*

Creativity and action can be enhanced by incorporating the service component. If you are involved in arts and in physical activities, you might consider coaching young children, seniors in residential homes, homeless children, etc.

Service:

Service projects and activities are often the most transforming element of the Diploma Program. They have the potential to nurture and mold the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things *with* others and developing a real commitment with them. *The relationship should show respect for the dignity and self-respect of others.* **W-L encourages service commitments reaching beyond the school community.**



WHAT IS NOT CAS?

It is important to consider the spirit of CAS! The purpose is lost if this becomes an hour counting exercise, rather than a rewarding experience.

Here are some examples of what would *not* count as CAS:

- Any class, activity or project that is already part of your Diploma Program
- An activity for which you are personally rewarded (financially or some other benefit like receiving a grade or credit) unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks)
- Working in elderly care facilities when you:
 - Have no idea how the facility works
 - Are just making sandwiches
 - Have no contact at all with the elderly
 - Actually do no service for the elderly
- A passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family
- Religious devotion and any activity that can be interpreted as proselytizing
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance. This adult cannot be a member of your family.
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)



CAS Activities

The International Baccalaureate has designed the CAS – the Creativity / Action / Service requirement – to ensure that all IB Diploma students are involved in extra-curricular activities as well as in academic pursuits. At Washington-Lee High School we encourage each candidate to design a CAS proposal that meets personal needs and interests, supports all CAS guidelines, provides challenge, and includes a balance of group and individual activities. In general, there is a lot of freedom in what you do, and the more creative you are in coming up with a good combination of activities, the more you will get out of the time you invest. Although many CAS opportunities will come along during your 11th and 12th grade years, you will be asked to have an overall plan prepared and approved early in your junior year. Among other expectations, this plan must also include one experience designated as a **CAS Project**. The following activities are intended to give you some ideas:

CREATIVITY = Personal Enrichment

- ❑ Participation in WL Band / Chorus / Orchestra / Theatre performances*
- ❑ Private lessons in Music,* Art,* Dance, Theatre,* Photography,* etc.
(competitions, performances, shows, parades, recitals, and lessons associated with above)
- ❑ Special classes taken outside of school that benefit others as well as yourself (Examples: a sign language course, computer camp, etc.)
- ❑ Planning events and projects for school, community or other organizations to which you belong
- ❑ Participation in the WL newspaper, literary publication, yearbook*

***These activities may not be part of any class for which you will receive a certificate or diploma, or receive credit/grade.**

***These activities count for the extra-curricular aspects of these activities (not for what you complete in class)**

ACTIVITY = Physical Fitness

- ❑ Sports teams; intramurals at WL
- ❑ Recreational teams that are coached by an adult
- ❑ Club activities which involve physically active participation
- ❑ Scouting activities
- ❑ Taking an aerobics/Pilates/yoga class; supervised 'working out' at a health club (personal trainer)
- ❑ Dance classes and recitals

SERVICE = Reaching out to Others Locally and Globally

- ❑ Volunteering at a hospital, nursing home, public library, museum, animal shelter, etc.
- ❑ Participating in a summer or weekend community work project
- ❑ Working with Habitat for Humanity or other similar projects
- ❑ Participation in W-L's **Key Club**, or other service club projects
- ❑ Church or youth group service projects of an outreach nature (that do not proselytize)
- ❑ Representing W-L in athletic and academic competitions

- o All Supervised by an advisor (who is not a family member)

Some things do NOT count toward CAS ...

When in doubt about whether a given activity qualifies as a CAS activity, it is always a good idea to check with the CAS Coordinator. The International Baccalaureate does not recognize activities such as the following:

- Unsupervised tutoring or helping a friend with his/her homework
- Activities in which you proselytize your religious beliefs to others or do work affiliated with a political party
- Volunteer work with a business or other “ for-profit” organization
- Self-taught skills, projects, or activities without a supervising adult instructor
- Special classes that focus on self-benefit, like SAT preparation or Driver’s Education

Sample CAS Activities

The letters C, A and S correspond to “Creativity,” “Activity” and “Service.” Depending on the details of the activity, not all categories will apply.

- Physical assistance to the elderly (S)
- A structured series of visits to a home for orphans (S)
- Helping with rehabilitation at the local hospital (S)
- Teaching basic literacy (C,S)
- Establishing and coaching a sports team for disadvantaged youngsters (C,A,S)
- Establishing and leading a musical ensemble for visually impaired people (C,,S)
- Involvement in a theatrical production to which refugee children are invited (C,,S)
- Teaching the use of computers (C,S)
- Environmental restoration and protection (A,S)
- Teaching children who have a disability to swim (A,S)
- Coaching a softball team (A,S)
- Teaching guitar to children (C,S)
- Writing for the school newspaper (C,S)
- Working with abandoned children to paint murals in their institution (C,S)
- Teaching English to newly arrived immigrant children (C,S)
- Inter-generational learning and friendship (C,S)
- Leading a mountain expedition (A,S)
- Clearing a beach of oil pollution or litter (A,S)
- Organizing a walk-a-thon to raise money for guide dogs (C,A,S)
- Organizing student participation in and raising funds for the Model United Nations (C,S)
- Raising money for Amnesty International/Greenpeace/World Wide Fund for Nature (C,S)
- Creating and maintaining a service-oriented website (C,S)
- Assisting victims of a natural disaster (C,A,S)
- Learning to paint landscapes (C)
- Performing Wieniawski’s *Violin Etude No.3* on a Fender Stratocoaster (C)
- Learning to scuba dive (A)
- Gymnastics (classes, team practice, competition) (A)
- Joining a running club (A)



What to Do

Planning

CAS Proposal Document

This Proposal is submitted signed by you and your parent/guardian after the CAS Orientation meeting held during the spring of your sophomore year. The Proposal must be submitted by the published deadline. During September and October of your junior year, you will have an advisement meeting with the CAS Coordinator in which you will discuss your selected activities/CAS Project submitted on your CAS Proposal. The focus of this meeting is to revise or adjust your plan to complete your CAS diploma requirement over the 18 month time frame. Use the **“Planning Guide” on page 13** to review CAS guidelines and organize your proposal. The Proposal document that you must submit is located on pages 14-15.

Check with the CAS Coordinator before changing an approved proposal!

Doing CAS

CAS Online Documentation

As you complete each activity, you will submit documentation online in a CAS management system- **ManageBac**. The documentation consists of an activity description and uploading evidence in varying formats. In addition, there is a “CAS Completion Form” you must generate online. This form must be entirely filled out for each activity by your supervising adult, accompanied by an **original signature (no faxed or scanned signatures)**. A hard copy of this form must be submitted to the CAS Coordinator by published deadlines.

Documentation Deadlines: *Diploma students who do not adhere to published deadlines are subject to academic probation.*

First Year

Date	Documentation
November	Advisement & Introduction Meetings for CAS
January	Project Proposal Approved by Coordinator
March-April	Mandatory Junior Advisement Meetings
June 1	All Junior Experiences Fully Documented
June - July	Coordinator Review. Candidate Revision.
End of Summer	All Junior Activities Approved

Second year

October 1	Summer Activities Documented
First Quarter	80% Documented C/A/S
December	Mandatory Senior Advisement Meetings
March 1	Final Documentation
March-April	Coordinator Review. Candidate Revision
May	CAS Closing Interviews

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 during this activity?

Your CAS activities should involve:

- Deep involvement (rather than a passive role)
- Real value (for the student and other people)
- Real reflection (you can find meaning in what you accomplished)

CAS Closing Interview Questions

Diploma seniors will be interviewed at the end of the 18 month CAS experience. Applying CAS guiding questions to your activities can help prepare for this interview. These examples are potential interview questions:

1. Select one activity in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this activity?
2. Select one activity. What difficulties did you encounter and how did you overcome them?
3. What types of knowledge did you gain through your CAS experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?
4. Of the eight CAS learner outcomes, which one did you feel was the greatest challenge for you and why?
5. Ethics as an area of knowledge is primarily concerned with how we determine what is the right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?
6. CAS guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?
7. Discuss your CAS project: in what way(s) was this project a new role for you?
8. Leadership is an integral part of the learner outcomes. In which activity did you demonstrate leadership, what was your role, and how would you evaluate your success?
9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular CAS activity?
10. In what ways did CAS experiences clarify or change your sense of what is important?

Evaluation Components of CAS

CAS Hours

The focus is the experience and reflection upon the experience, not the mere logging of hours. Hours recommended support depth in an experience that enhances successful documentation:

While it is not REQUIRED, you should have approximately 150 CAS hours documented with CAS evidence and supervisor's evaluation for a WELL-ROUNDED CAS.

These hours are submitted online through ManageBac when an activity is completed. A CAS Time Log to record hours during an activity is not required; however, a copy is included in this handbook on page 23 as an organizational tool. When you have completed the logging of an activity, then submit online the total hours dedicated.

CAS Evidence

A **minimum of ten to fifteen pieces** of evidence in varying formats must be submitted. This evidence, submitted through CAS ManageBac, may be journal entries, photos, uploaded documents, videos, blogs, and websites. Please read carefully and use the "Tips for Posting Evidence in ManageBac," pages 20-21.

CAS Activities

- Guidelines require that candidates engage in **at least two different type activities per category C/A/S.** For example, for action, a student may use WL soccer one year and Marching Band another. Therefore, 6 activities would fulfill at least 6 pieces of evidence of the 10 required.
- The remaining 4 of the 10 required pieces of evidence may be submitted for 4 additional, new activities; for any activity a student participates over both school years; or a combination thereof.
- A student must engage in at least one activity that integrates two or more of the categories C/A/S.
- A student must assume a leadership role in at least one activity.
- A student must engage in at least one collaborative activity.
- A student must provide evidence that the eight learning outcomes were addressed. This evidence is provided in two formats: ManageBac and the CAS Closing Interview.
- One activity must be designated as a CAS Project. (explanation on page 12)

CAS Project

The CAS Project is one activity of the minimum six that addresses the following expectations. Each student must designate a CAS project:

- Must take place over an extended period of time: junior year, senior year or both. If during the summer only, *the duration of time must be approved by the CAS Coordinator.*
- Must incorporate at least two of the three categories C/A/S
- Must be collaborative with others.
- Must involve some planning and initiating of activities during the project.
- Must, in some way, challenge toward a new role.
- Must include some global and/or ethical implications.

CAS Closing Interview

The CAS Closing Interview is an authentic assessment of each student’s experience while fulfilling the CAS requirement. This interview will occur at the conclusion of the 18 months and will allow a student the opportunity to prepare a meaningful documentation of his experiences. The interview is ten minutes. Students will select five questions to prepare. Careful preparation within the ten minute time frame is essential. Preparation tips for these questions are listed on page 22. Student performance must demonstrate a “satisfactory” rating for each question, using the following standards:

- Depth of experience is evident.
- Depth of reflection is demonstrated
- Multiple examples are provided as evidence.
- Preparation is obvious.
- Interview criteria such as poise, appearance, and voice are addressed.
- Time frame is addressed.

CAS Documentation Approval

- An activity is approved by the CAS Coordinator when the activity summary (including hours), reflective evidence, and the signed “CAS Completion Form” are submitted successfully on ManageBac for each activity, according to published CAS deadlines. This includes the CAS Project.
- The CAS Closing Interview is **rated satisfactory for all responses.**



CAS Learner Outcomes

Through any or all activities, a diploma candidate must provide evidence of having met these 8 outcomes:

- **Increased your awareness of your own strengths and areas for growth**
You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you 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. However, you yourself must be in a leadership role.
- **Worked collaboratively with others**
Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in an after school elementary program. At least one project or activity must involve collaborative experiences.
- **Shown perseverance and commitment in 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**
You may be involved in international projects, but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, hunger, caring for elderly).
- **Considered the ethical implications of one's actions**
Ethical decisions arise in almost any CAS activity of dedicated time engagement. Examples are in unique club experiences such as Model UN, leadership roles, and in relationships with others, particularly children. Evidence of thinking about ethical issues can be shown in various ways which should include reflective writing.
- **Developed new skills**
As with new challenges, new skills may be shown in activities that you have NOT previously undertaken, or in increased expertise in an established area.

All eight 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. The focus on learning outcomes emphasizes that it is the *quality* of a CAS activity (its contribution to your development) that is of most importance.

CAS Proposal Planning Document

Instructions: Please read the CAS Handbook thoroughly and think about guidelines and expectations. Complete the information below to plan your CAS proposal.

THE CAS PROPOSAL DOCUMENT (PAGES 14-15) IS DUE IN MAY of First Year
(The planning guide is for personal use. You are not required to submit this guide.)

Be as specific as you can at this time in planning your CAS Proposal:

Creativity activities (at least two different ones)-

- 1.
- 2.

Action activities (at least two different ones)-

- 1.
- 2.

Service activities (at least two different ones.

One activity should reach **beyond the W-L community.**)-

- 1.
- 2.

What activity are you designating as your CAS Project?

Which activity(s) will engage your leadership role?

Which activity(s) will be collaborative?

Which activity(s) will integrate at least two categories?

Which activity(s) will engage ethical issues? Global significance?

Ethical~

Global~

Do your activities address recommended hours (approximately 50 per category C/A/S)?

Will your activities provide you with an opportunity for significant reflection that is necessary to succeed in the CAS Closing Interview (15 hour minimum engagement)?

How will you provide reflective evidence for each activity in varying formats (10 minimum)?

Diploma candidate name _____

Graduation date _____

In planning your 18 month proposal for completing CAS which does include the summer prior to senior year. Students must also provide evidence in the eight learning outcome areas:

1. Increased their awareness of their own strengths and areas for growth
2. Undertaken new challenges
3. Planned and initiated activities** *Leadership guideline*
4. Worked collaboratively with others ** *Collaborative guideline*
5. Shown perseverance and commitment in their activities
6. Engaged with issues of global importance ***Specific activity*
7. Considered the ethical implications of the actions ** *Specific activity*
8. Developed new skills

Two different activities must be planned per category of C/A/S.

The CAS Project must be designated with an **.

Guidelines 3,4,6,7 must be addressed with a specific activity and/or the CAS Project.

(The CAS Proposal Planning Document and CAS Handbook Verification are due together.)

CAS HANDBOOK VERIFICATION

- Each student is responsible for reading, discussing, and reviewing the CAS Handbook. We request that parents also be familiar with guidelines in order to support their student in this diploma requirement.
- Failure to meet the CAS expectations as specified by the junior year documentation deadline, by the senior year documentation in November and/or the final documentation in March will result in a conference with you, the CAS Coordinator, the IB Coordinator, and parents to develop a CAS success plan.
- No college recommendations will be written for students who have failed to demonstrate adequate progress in meeting CAS guidelines by the end of the 11th grade and/or by the end of first quarter of the 12th grade.
- The CAS Handbook should be read completely prior to signing this verification.

THIS VERIFICATION IS DUE WHEN YOU SUBMIT YOUR CAS PROPOSAL

I HAVE READ THE CAS HANDBOOK, UNDERSTAND CAS GUIDELINES AND EXPECTATIONS, AND USED THE HANDBOOK TO PREPARE MY CAS PROPOSAL DUE ON MONDAY, MAY 14:

Student Signature _____

Parent/Guardian Signature _____

Date _____

FAQ's



GENERAL:

Q: What is CAS?

C-A-S is shorthand for the IB requirement that all Diploma Candidates propose, participate, and document extracurricular activities in -- Creativity, Activity and Service.

Q: How much time do I have to participate in and document these activities?

IB Diploma Candidates may begin participating in September of the junior year. All activities to fulfill the requirement must be documented by the first week of March of the senior year. This deadline accommodates any needed revisions prior to the deadline in which all attendant documentation must be submitted to the IBO.

Q: When should I submit documentation?

Ideally, you will submit documentation as soon as you complete an activity. That way, your CAS online records are always up-to-date & there is less chance of losing or forgetting something. However, the following deadlines will be observed:

- Before November 1 of junior year: proposal is approved.
- During first week of June of junior year: all activities documented for junior year
- By October 1 senior year: all summer activities documented
- By end of first quarter senior year: approximately 80% of activities documented, balanced among all 3 categories
- During first week of March of senior year: final documentation submitted for senior year activities
- By IBO deadline of senior year: revised and approved final documentation submitted to IBO

Q: How are C-A-S activities verified? And can the student or his/her parent or other family member or a friend sign off as the “sponsor” of these activities on the CAS Completion Form?

C-A-S hours must be verified by an adult sponsor (for example, a coach, a club sponsor, a teacher, or a program supervisor) who completes and signs the online “CAS Completion Form.” The student is responsible for turning in this signed form to the CAS Coordinator by published deadlines. Parents or other family members may not act as sponsors. (For unusual circumstances – e.g. when a parent *is* the team coach or program supervisor – please seek the advice and approval of the IB Coordinators before undertaking the activity.)

Q: Can I “finish” my C-A-S in grade 11?

No – You must be participating in some aspect of your CAS throughout the 18 months you are involved in the IB diploma program. However, some activities naturally take place in a short, compacted amount of time (e.g. a week spent on a Habitat for Humanity project) while others span several months (a sport season, class or CAS Project).

Q: If I have a question about certain activities qualifying for C-A-S, what is the best way to get answers?

Because the IB Diploma Class is large and because of the diversity of C-A-S related questions, the best way to accommodate questions is via e-mail. Please send your C-A-S questions by e-mail to the CAS Coordinator who will provide you with a prompt written response, which you should keep on file in your C-A-S Handbook. The IB Center will stand behind written guidance it gives to IB Diploma Candidates.

Q: If I have questions on C-A-S, who can I contact for assistance?

During the school year, the CAS Coordinator is available to answer your C-A-S questions in G020. Or you can reach her by email. (sarafloyd@ozarktigers.org)

QUESTIONS ABOUT SERVICE:

Q: Can I dedicate service by simply “helping out” at school?

No. Learning outcomes specifically encourage service beyond the school community. Please refer to the “CAS Service Opportunities” handout in this notebook for activity suggestions, or discuss with the CAS Coordinator.

Q: Can I volunteer for any “non-profit” organization or simply by doing something on my own?

Just because an organization is “non-profit” does not mean that volunteer work done for the organization automatically qualifies as service. Service also involves interaction – not simply doing things for others, but doing things with others – that benefits those in need and that builds linkages with individuals or groups in the local, national or international community. Volunteer work performed without a sponsor or without community involvement will not qualify as Community Service under CAS guidelines.

Q: Can I count as service activities at my church?

IB distinguishes between service that benefits members of one’s own faith community (church, synagogue or mosque) and service that benefits the larger community. For example, church-sponsored activities that benefit individuals or groups outside one’s church to extend to the community can qualify for service, but volunteer activities that primarily serve or benefit church members only are not eligible to be credited as C-A-S activities

QUESTIONS ABOUT ACTIVITY:

Q: Do I have to be on one of the W-L athletic teams?

No. There are several ways to participate in action activities. Students on athletic teams can participate in practice up to 10 hours weekly. Besides W-L athletics, students can also participate in organized activities like rec teams or ones that involve physical fitness, including weight training or aerobics, hiking or bicycling, rowing or bowling. Students may also engage in organized service activities requiring physical labor, such as building Habitat homes, cleaning streams, etc., to diversify action participation.

QUESTIONS ABOUT CREATIVITY:

Q: Can time I spend planning and organizing W-L club or class activities (for example, a club field trip or a class fundraising event) count as Creativity participation?

Yes, they represent a leadership role, such as a club or class officer or captain of an academic/sports team.

Q: If I am involved in one or more of the Theatre Department's plays, or if I'm a member of the Marching Band, the Concert/Symphonic/Jazz Bands or the Orchestra, am I allowed to use that participation for Creativity?

Yes, students involved in W-L drama productions (either on stage or as a member of the tech team), in bands, in orchestra or in choir can use that participation beyond class time toward Creativity. In addition, students participating in *Model United Nations*, *Debate Team*, and the *It's Academic Team*, as well as members of the newspaper, literary, and yearbook staffs, can apply those activities for creativity.

Q: I do not have time during the school year to participate in W-L-sponsored music, theatre, other performing arts, or other creative organizations. What other type activities can I use for Creativity?

Individually designed creativity projects or activities (such as VJAS, computer science/software design, architectural design or dance class *taken through a bona fide institution or organization*) can count for creativity. Summer enrichment program class hours can also be used. Structured tutoring is another possibility.

Q: I plan to take an ACT Review class. Can I apply those hours to Creativity?

Such a class rarely benefits others. While ACT Review classes may enhance performance on standardized tests, they have minimal value in terms of creativity. **This should NOT be one of your two required creativity activities to fulfill CAS guidelines.**

Q: Can I count non-IB courses for Creativity?

Yes. If your schedule allows a place for a course you might take for enrichment **after school hours or during the summer**, as long as they do not earn high school or college credit. **Count class hours only.** *No class that is considered mandatory for the State of Virginia can be considered for creativity.*

Often asked:

Q: Can serving as a student aide during a class period qualify for CAS hours?

No. Activities for CAS must be beyond class time, such as before or after school or during your lunch.

Q: If an activity occurs during the summer in a distant location, how do I acquire my supervisor's original signature?

Make sure you can access online or take a hard copy of the "CAS Completion Form" from the CAS online website. It is your responsibility to acquire this hard copy original documentation. No activity can be approved without this completed form accompanied by an original signature of the supervising adult.



Tips for Posting Evidence in ManageBac

JOURNALS:

- Entries should be in real time, not completed months later. The dates of entry are recorded on the website. Entries should be timely to be acceptable.
- The number of entries directly relates to the duration of the activity. For example, one extended entry would be appropriate for a one week event. For activities of longer duration, 3+ is more appropriate, representing the beginning, mid-point, and end of the activity. If you are not sure what might be appropriate, ask the CAS Coordinator for a decision in the matter.

PHOTOS:

- If the activity is with a team or group, then the photo should include you interacting with that team or group. A posed team or group photo that represents the activity is also acceptable. *You should be clearly recognizable in the photo.*
- If the activity represents individual participation, the photo should present you engaged in a real time activity. Avoid individual posed photos NOT in real time, for example posing at home in a team logo tee shirt or studying at home for an enrichment course. You should be clearly recognizable and engaged in the real time activity.
- Two type photos are acceptable evidence: individual and team/club.

FILES:

- All uploaded files should be easy to access, download, and WORK.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide evidence of your participation using appropriate attribution (your name, dates, official organization).
- Powerpoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES:

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does not provide clear evidence of your participation unless there is a photo of you or attributed credit to you that is easily identifiable and accessible.

YOUTUBE and videos:

- YouTube is excellent to provide evidence and documentation for individual or group performances. You must be clearly visible in action in this video.
- Any video used as documentation must present you in a real time event representing the activity. You must be clearly visible in any video.

BLOGS:

- Blogging is an easy way to complete real time journaling, reflecting, and photo captioning.

If an activity is re-documented beyond the sixth required activities, use a different format for additional evidence.



CAS REFLECTION TIPS

Preparing for the CAS Closing Interview

- Each activity or project that you choose to fulfill the CAS requirement must engage you in deep, reflective ideas.
- This deep reflection is demonstrated at the CAS Closing Interview.
- All question responses should be thoroughly elaborated upon using details and examples.
- Once you select the five required questions, prepare and practice within the designated ten minute time frame. Preparation should be obvious; avoid reading responses and referring often to notes.
- Engage in positive habits of mind such as poise, articulation, and personal awareness.
- These are the ten potential questions you should examine for each activity. If you discover that your CAS Project or other activities do not strongly engage these reflective questions, then it is not a worthy CAS endeavor:

1. Select one activity in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this activity?

2. Select one activity. What difficulties did you encounter and how did you overcome them?

3. What types of knowledge did you gain through your CAS experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?

4. Of the eight CAS learner outcomes, which one did you feel was the greatest challenge for you and why?

5. Ethics as an area of knowledge is primarily concerned with how we determine what is right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?

6. CAS guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?

7. Discuss your CAS project: in what way(s) was this project a new role for you?

8. Leadership is an integral part of the learner outcomes. In which activity did you demonstrate leadership, what was your role, and how would you evaluate your success?

9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular CAS activity?

10. In what ways did CAS experiences clarify or change your sense of what is important.