



IIS WORLD SCHOOL

CAS HANDBOOK

2025-27

Creativity, Activity and Service





Vision

'A Heritage of Vision, A Legacy of Innovation'

Mission Statement

"The institution aims at uncompromising commitment towards holistic development and groom globally ethical citizens."

Philosophy

"IIS caters to the global need of today's youth, aims to engage learners in an active and creative learning journey, build knowledge and skills, promote and sustain high academic principles while retaining the strong value systems and ethics of the motherland and become caring members of global community"

Pedagogy

"We focus on nurturing caring, confident, creative, self- driven thinkers who are open minded yet disciplined, who realize that failure is the first stepping stone towards success."



PURPOSE OF CAS HANDBOOK

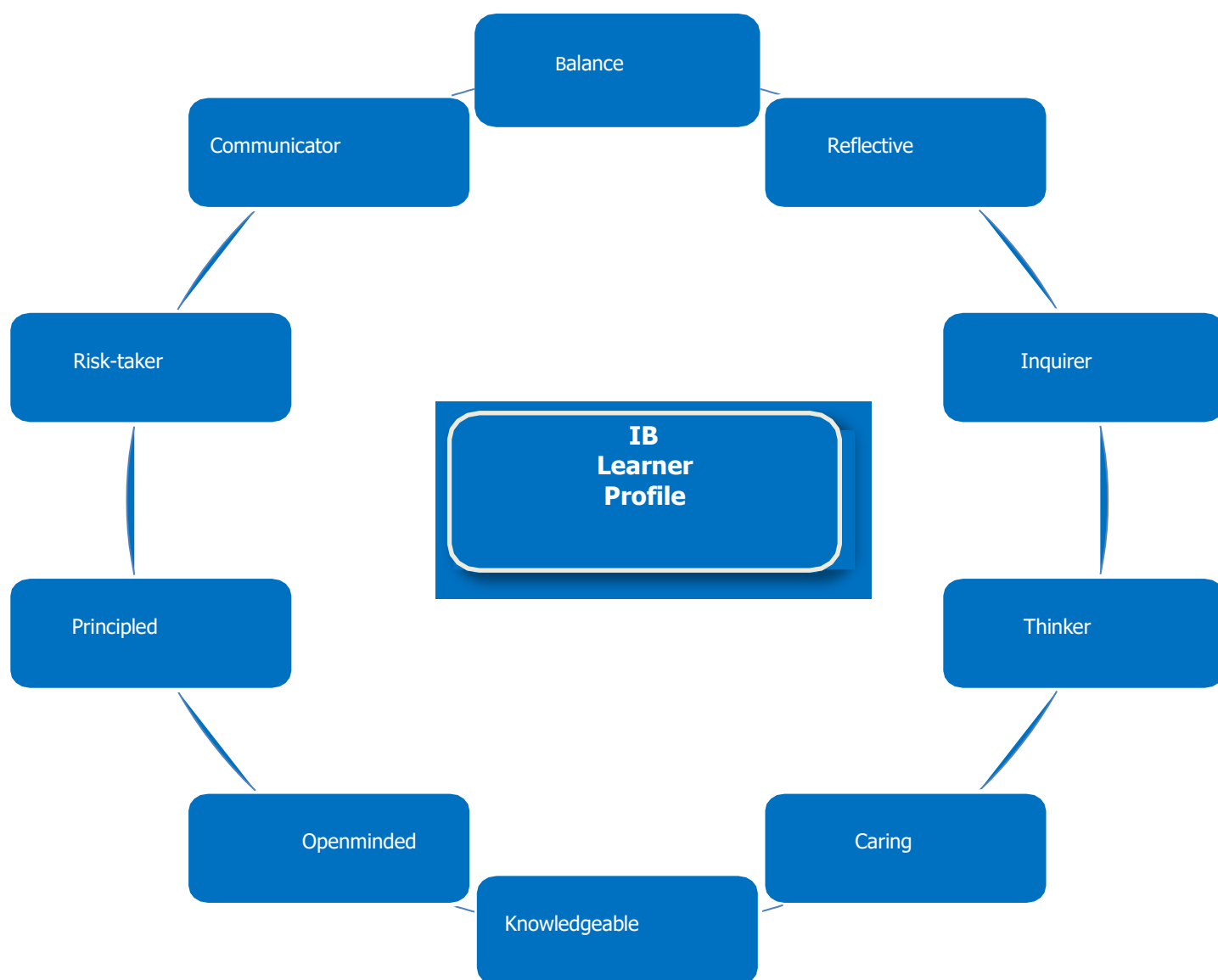
CAS is an integral part of the IBDP program. This handbook has been designed to **understand** what CAS is and the aspects related to it. It will help **students understand what they must do** to achieve their CAS requirements and also help them understand how CAS can bring about **holistic personality development** at IIS WORLD SCHOOL.

This handbook contains all the criteria and Learning Outcomes **students need to achieve** during their various CAS experiences. It will help **students understand what qualifies as CAS and what does not**. It is important for **students to know their responsibilities** as CAS students and how they have to design their CAS programme. This guide will help **students explore these aspects** and also guide them towards the CAS stages and meaningful reflections on their CAS experiences. A CAS timeline has been included in this handbook to help **students plan their CAS programme**. All the forms that are required to be filled in at various stages have also been included.

Explore CAS as a means of personal growth, **challenge yourselves**, use your creative minds to the best, enjoy each CAS experience to the fullest, and emerge as compassionate individuals ready to change the world.



IB Learner Profile





CAS AT IIS WORLD SCHOOL

Together with TOK and EE, CAS is at the heart of the Diploma Programme. CAS is about trying new things, stepping out of the comfort zone, getting involved in issues of ethical significance and global importance, and meeting people from different social and cultural backgrounds.

CAS encourages students to develop a healthy lifestyle through action and exercise, while becoming aware of their personal strengths and areas for growth. CAS also requires personal responsibility and active engagement from each student. It gives students the opportunity to learn by doing and to put principles into practice by working towards a better world.

CAS plays a vital role in balancing the academic demands of the Diploma Programme and encourages IB students to develop as well-rounded, balanced and grounded individuals. A good CAS programme should be both challenging and enjoyable—a personal journey of self-discovery, growth and meaningful experiences.

At IIS WORLD SCHOOL CAS is promoted among **students** through CAS Club activities in alignment with CBSE 'SEWA' and Cambridge 'Service Learning and Community Engagement', helping to bridge the gap and inculcate the habit of service. The CAS programme begins at the start of the Diploma Programme and continues on a weekly basis for at least 18 months, including the summer break, during which progress is expected, with a reasonable balance between Creativity, Activity and Service.

All **students** are expected to maintain and complete a CAS portfolio, which is a collection of evidence showcasing their CAS experiences and reflections. The portfolio can be divided into three sections:

- **Profile:** This section provides an overview of the student's interests, skills, talents, plans and goals for CAS.
- **Experiences:** This section chronicles the student's CAS journey and presents significant reflections.



- **Evidence:** This section presents evidence of the student's involvement, participation and achievements.

Reflection may be expressed at different moments—for example, when a discovery is made, a skill is mastered, a challenge is confronted, emotions are experienced, or an achievement deserves celebration—and in various ways, such as written text, poetry, pictures or drawings. However, the seven Learning Outcomes should **never be forgotten**, and **students should make a written reference to the relevant Learning Outcome whenever it has been achieved**.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or an extended series of events. In addition, **students undertake a CAS project of at least one month's duration** that challenges them to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving and decision-making.

A CAS project consists of a series of sequential CAS experiences and should combine **two or three strands of CAS**. **Students are expected to work in close collaboration with an expert** to enhance their learning and successfully complete the project.

Why Do CAS?

The IB places the Core at the center of the learning program, because it takes more than academic studies for a person to live a healthy and fulfilling life. The Core will assist students to:

- Learn how to reflect
- Challenge yourself.
- Work collaboratively with others.
- Develop new skills and get new abilities.





- Set goals, plan and initiate different activities.
- Be a part of meaningful activities that can lead to personal development.

AIMS

The CAS program aims to develop students as:

- 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 experience

Nature of CAS

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.

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 complements a challenging academic programme in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others.



All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. 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 contexts

Three elements of 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, including creative thinking in the design and carrying out of service projects. This could involve **students participating in** dance, theatre or music, or taking on a leadership role and designing a service project.



Students should try to be involved in group activities, especially in new roles, wherever possible. However, individual commitment to learning an art form is also allowed, provided it respects the requirements for all CAS activities: **a goal is set, progress is monitored, and students reflect on their learning and development.**

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 sports or other activities requiring physical exertion, such as expeditions, camping trips or digging trenches for water.

Again, **students are encouraged to participate in group and team activities and undertake new roles**, but individual commitment is acceptable where the general requirements of CAS are met: **goals are set, and students reflect on their progress.**

Incorporating the Service element can enhance both Creativity and Activity. For example, if **students become involved in the arts or physical activities**, they might consider coaching young children or senior citizens in residential homes.

SERVICE

Service involves interaction, such as building links with individuals or groups in the community. The community may be the school, the local district, or it may exist at national and international levels, such as undertaking projects of assistance in a developing country.

Service activities should not only involve **students doing things for others**, but also **doing things with others and developing a genuine commitment to them**. The relationship should therefore demonstrate **respect for the dignity and self-respect of others**.

PROPOSED CAS ACTIVITY 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
- Evidence – film, photos, blogs, slide shows, exhibitions.

What is Not CAS?

CAS is not a points-scoring exercise. It should involve an interesting variety of activities that **students find intrinsically worthwhile and rewarding**, and that are mutually beneficial to both **students and their communities**.

Generally, CAS is not taking place when **students are in a passive rather than an active role**. There should be meaningful interaction. If **students remain passive**, nothing of real value, either for themselves or for others, results from what they are doing, and no meaningful reflection is possible.

Examples of activities that, at first sight, may appear to be inappropriate are listed below:



- Any class, activity or project that is already part of the Diploma Program
- an activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g., museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to
- evaluate your performance
- activities that cause division amongst different groups in the
- community
- working in an old people's or children's home when you:
 - have no idea of how the home operates
 - are just making sandwiches
 - have no contact at all with the old people or children



Developing Reflection

Students should document their CAS activities, noting in particular their reflections upon their experiences. Guiding questions for students to write reflections for each stage of an activity (before, during and after)

- How you felt
- What you perceived
- What you thought about the activity
- What the activity meant to you
- What was the value of the activity
- What you learned from the activity and how this learning (for ex: a change of perspective) might apply more widely.

There should be regular consultations between each student and the CAS coordinator, where the student's progress is discussed and appropriate encouragement and advice is given. These consultations should be briefly documented and incorporated into the weekly reflections. If any concerns arise, especially about whether a student will successfully complete the CAS requirement, these should be noted and appropriate action should be taken at the earliest opportunity.



FIVE STAGES OF CAS

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. In the case of service, students identify a need they want to address.
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 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 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.

Students must reflect on their CAS experiences. For reference, help from the following text boxes may be taken



What
did I
plan to

What
did I
do?

What were
the
outcome
for me, the
team I was
working

How
successful
was I in
achieving
my goals?

What
difficult
ies did I
encount
er and
how did

What did
I learn
about
myself
and



Responsibility of the School

- School provides appropriate resources and staff to support the delivery of an appropriate and varied CAS Program.
- Students have opportunities to choose their own CAS experiences.
- Students have opportunities to reflect on their CAS experiences, guided by teacher supervisor who provide appropriate feedback.
- Parents are fully informed about the CAS Program.

CAS Coordinator

The CAS Coordinator oversees the implementation of the CAS programme within the school and supports students throughout their CAS journey.

Responsibilities of the CAS Coordinator:

- Introduce and explain CAS requirements, expectations, and learning outcomes to students.
- Guide students in planning meaningful CAS experiences and projects.
- Monitor student progress and ensure balanced participation across Creativity, Activity, and Service strands.
- Conduct formal CAS interviews and provide ongoing feedback.
- Support students in developing reflection skills and maintaining their CAS portfolios.
- Review evidence and reflections submitted by students.
- Ensure that students achieve all seven CAS learning outcomes.
- Communicate with CAS supervisors, advisers, teachers, parents, and school administration when necessary.



Responsibilities of the CAS Supervisor:

The CAS supervisor assists, offers guidance and oversees the student's CAS experiences when needed. Subject teachers as CAS Supervisors help integrating their subjects with CAS.

- Understand the purpose and basic requirements of the CAS programme.
- Provide guidance and support throughout the student's CAS experience.
- Help ensure student safety and appropriate risk management.
- Monitor participation, attendance, and engagement where required.
- Encourage students to reflect on their learning and development.
- Provide feedback regarding the student's commitment, participation, and performance.
- Verify and authenticate the student's involvement in the CAS experience or project.
- Report concerns or issues to the CAS Coordinator when necessary.

Responsibilities of the student:

Students are **required** to:

- Plan, do and reflect (plan activities, carry them out and reflect on what has been learned). Communicate with the CAS coordinator throughout the process over 18 months. Students are expected to discuss their plans and progress on regular basis.
- Take part in a range of activities, **including at least one project involving teamwork, some of which the students initiate. It must include two of the three CAS components (creativity, activity, service).**
- Keep records of their activities and achievements, including a list of the activities undertaken. Show evidence of achievements of seven CAS learning outcomes.
- IBDP students who fail to fulfil CAS requirement will not receive IB diploma.



Risk Assessment

The International Baccalaureate (IB) encourages students to be risk-takers, but this does not mean Student should expose them to unsafe or dangerous situations. Instead, risk-taking should be informed and carefully managed, with a clear understanding of potential hazards and ways to reduce them. Overall, safe CAS participation depends on responsible planning, clear communication and balanced decision-making.

Link between CAS and TOK

CAS and TOK are elements of the core of the Diploma Program and are complementary to each other. CAS is primarily about undertaking activities beyond the classroom and then reflecting upon them to better understand how experiences develop the person. TOK is intended to develop more formal critical thinking skills, necessitating a more structured and analytical approach to reflection and encourages students to reflect using additional philosophical and epistemological ideas. TOK aims to teach students how to reflect in a critical manner on issues relating to how and what they learn. Reflection forms the key link between these two central parts of the Diploma Program. It is important that there is good communication between the CAS coordinator and TOK teachers so that both are aware of each other's work. By working closely with the TOK teacher, the CAS coordinator will find a natural connection between TOK topics and





experiential learning. This relationship should help students to utilize aspects of the TOK course in their CAS program and vice versa.

CAS activities may be based on a knowledge claim or knowledge issue that students have explored within TOK discussions. Alternatively, a CAS activity and the subsequent reflections that a student makes could precipitate or form part of a TOK discussion, presentation or essay. This, in turn, can help to develop the reflections of students on CAS activities beyond the mere descriptive

Link between CAS and Extended Essay /Subject Groups

A CAS project or activity that a student may undertake could provide the stimulus for an extended essay. It is possible that any subject area could be linked to the extended essay. Group 3 ("Individuals and societies") essays have, for example, been based on economics about the cost-benefit analysis of a social project by a school. Working in an elderly care facility may well lead to an extended essay in history, incorporating some oral history as a source. A CAS service activity may lead to an investigation of the location of the homeless or the causes and effects of their movement from home. In biology and chemistry, work on an environmental issue may lead to an investigation of an ecosystem or the sources of air pollution. Service with a food kitchen might stimulate an interest in a world studies extended essay into food security



LEARNING OUTCOMES

All seven 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.**

CAS learning outcomes

Learning outcome 1: Identify own strengths and develop areas for growth

Suggested descriptors

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

Suggested descriptors

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.



Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

Suggested descriptors

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account...

,

Learning outcome 4: Show commitment to and perseverance in CAS experiences

Suggested descriptors

The student:

- demonstrates regular involvement and active engagement with CAS experience and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.
- purpose, activities and resources.



Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

Suggested descriptors

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others

is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning outcome 6: Demonstrate engagement with issues of global significance

Suggested descriptors

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- Develops awareness and responsibility towards a shared humanity.



Learning outcome 7: Recognize and consider the ethics of choices and actions

Suggested descriptors

The student:

Recognizes ethical issues

is able to explain the social influences on one's ethical identity

takes into account cultural context when making a plan or ethical decision identifies what is needed to know in order to make an ethical decision articulates ethical principles and approaches to ethical decisions

Shows accountability for choices and actions

is aware of the consequences of choices and actions regarding self, others involved and the community

Integrates the process of reflection when facing an ethical decision

Applying Learning Through Action

CAS provides opportunities for students to put their learning into practice through meaningful experiences and projects. Students demonstrate their understanding by taking action in real-life situations, such as:

- **Environmental Projects** – Organizing plantation drives, recycling campaigns, and sustainability initiatives.
- **Creative Activities** – Designing posters, performances, exhibitions, or awareness campaigns.
- **Physical Activities** – Participating in sports, fitness challenges, and wellness programs.
- **Community Service** – Volunteering, fundraising, mentoring younger students, and supporting local communities.
- **Student-Led Projects** – Identifying a need, planning a solution, taking action, and reflecting on the impact.



Demonstrating a Commitment to Service with and for the Community.

Students demonstrate a commitment to service by actively engaging with community needs, collaborating with others, and taking meaningful action that creates a positive impact. Service in CAS is developed **with** the community rather than simply **for** the community, encouraging mutual respect, understanding, and sustainable outcomes.

Students can demonstrate this commitment by:

- Identifying genuine community needs through research and consultation.
- Participating regularly in service activities over an extended period.
- Working collaboratively with community members and organizations.
- Planning and implementing projects that address local or global issues.
- Using their skills, knowledge, and talents to support others.
- Showing empathy, respect, and responsibility in all service experiences.
- Reflecting on the impact of their actions on themselves and the community.
- Adapting and improving their projects based on feedback and reflection.
- Promoting awareness of social, environmental, or cultural issues.
- Taking initiative and leadership roles in service projects.



PROCEDURES AND MAJOR DEADLINES

CAS Calendar - 2025-2027

Meeting/Session	Purpose	Date
Bridge Course IBDP Year 1	To expose the students on • What is CAS • Aims • Learning Outcomes Sharing the CAS calendar	April 2025
1 st Interview - IBDP Year 1	Discuss general guidelines for CAS and plan a set of experiences to be done throughout the 18-month program	JULY 2025
Meeting – IBDP Year 1	Exposure on writing of reflections, checking the progress of individual CAS of students	September/October 2025
Meeting – IBDP Year 1	Checking the progress of Individual CAS profile of students, discussing their planned experiences and reflections.	November/December 2025
Meeting – IBDP Year 1	Plan the CAS project and set agenda for summer vacations	January/ February 2026
E Profile and Second Interview- IBDP Year 2	Session on Journey of CAS experiences at individual level	April & May 2026
Meeting – IBDP Year 2	Checking the proposal forms, reflections and evidences	July to September 2026
Meeting – IBDP Year 2	Supervising the evidences and reflection and leading the students towards final submission	October/November 2026
3 rd Interview and final submission Year 2	Finalizing CAS portfolio and submissions	December 2026



HOW TO START WITH CAS?

- Fill out a CAS-proposal form
- Submit the proposal and get started with CAS
- After the activity fill the 'Evaluation Form'
- The student can show what he/she has been doing in different ways. It may be through exhibitions, concerts, lectures, pictures, photos, blog etc.

HOW TO CULMINATE CAS?

- CAS portfolios are to be submitted to the CAS coordinator by December at the end 18 months of IB Diploma Program.

CAS REQUIREMENTS AND PLANNING

This sheet may help to plan CAS program, and to outline final presentation.

Requirement one: Plan - Students must plan and complete a series of CAS activities that are real, purposeful activities, with significant outcomes

- personally challenging – 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 CAS must involve learning.



Requirement two: Show- Students must demonstrate that they have accomplished these 7 learning outcomes at some point during the 18-month CAS commitment.

Learning outcome	Achieved Y/N	C/A/S	Evidence (Mention)
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			



Requirement three: Describe -Students must demonstrate a reasonable balance of creative, activity, and service activities in the CAS project.

Creative activities	List activities
Activity endeavors	
Service activities	

Requirement four: Proof-Students must provide proof that they participated as they claim. They may use methods that are outlined in the CAS guide (pictures, newspaper etc.

Requirement five: Reflect-Students must reflect on EACH of their **individual CAS activities**. For each activity, students should consider the reflective questions and on the CAS recording sheet and questions contained in subsequent handouts. Reflection can be written (journals, blogs, etc.) or done through other methods (scrap books, computer presentations, interview etc.) You must describe in words about your experiences

Requirement six: Holistic- Students must reflect on their CAS **program as a whole**. Specifically: **did you meet the personal goals that you set at the beginning of the program**.

Requirement seven: Integration - Students must complete **at least** one “CAS project” that involves collaboration and integrates at least two of creativity, activity and service, and is of significant duration.

Requirement eight: Timeline- Students must demonstrate an 18-month commitment to CAS and must show evidence that some activities stand-alone, but that some activities were significantly involved over a period of time. CAS cannot **just** be a series of one-time projects. CAS cannot be completed in a short time span, then not worked on at all for long spans of time.



CAS EVALUATION and ASSESSMENT

Involvement in CAS Activities

	CREATIVITY	ACTIVITY	SERVICE
COMPLETE	Engages in seven learning outcomes in creativity and reflects on the learning goals	Is fully engaged in sports activity through all seven learning outcomes	Is fully engaged in service activity through all seven learning outcomes
PARTIAL	Sets basic learning goals and partially reflects on these goals and learning outcomes	Sets basic learning goals for activities and partially reflects on these goals and learning outcomes	Sets basic learning goals for service activities and partially reflects on these goals and learning outcomes
INCOMPLETE	Does not set appropriate learning goals and does not complete learning outcomes in creativity	Does not set appropriate learning goals and does not complete learning outcomes in activities	Does not set appropriate learning goals and does not complete learning outcomes in service



Students are Assessed in each Term and Graded for CAS on the basis of Following Grade Profile

Participation				
A	B	C	D	E
Participates regularly and punctually	Participates regularly but not always punctual	Participates but not always regular or punctual	Sometimes participates	Never participates

Performance				
A	B	C	D	E
Has a good understanding of CAS Activity; has mastered essential skills	Understands CAS Activity and has acquired good skills	Some understanding of CAS Activity but not skilled	Lacks proper understanding of CAS Activity	Needs to understand the human aspect of CAS Activity

Activity Assessment to be done before start of any CAS activity

Students are expected to show evidence that they have achieved the seven Learning Outcomes.

- **Students should aim to show evidence of meeting each outcome atleast in two activities.**
- Each CAS activity should have atleast one outcome.



The following rubric may guide to assess whether an activity qualifies as a suitable CAS activity.

CAS Outcome	Learning	Not Suitable for This Outcome	Suitable for This Outcome	What Students Should Identify
Identify own strengths and develop areas for growth		The activity will not provide opportunity for self-reflection or growth. If not, it isn't a suitable CAS activity for this outcome.	The activity will stretch students' limits to help them grow. Their existing strengths will improve. If so, it is a suitable CAS activity for this outcome.	List their strengths and highlight how they will experience personal growth.
Demonstrate that challenges have been undertaken, developing new skills in the process		This activity is something that students have already experienced.	Students have never done this activity before.	List their new challenges.
Demonstrate how to initiate and plan a CAS experience		This activity does not allow students to plan and initiate the activity.	The activity will allow students to plan and initiate.	List the parts they will be planning.
Show commitment to and perseverance in CAS experiences		This activity does not require students to consistently attend over a	Students will be able to consistently participate and show commitment to the activity.	List how they will show perseverance and commitment.



CAS Learning Outcome	Not Suitable for This Outcome	Suitable for This Outcome	What Students Should Identify
	reasonable time/period.		
Demonstrate the skills and recognize the benefits of working collaboratively	This activity involves working alone. This activity does not allow students to develop new skills.	The activity will allow students to actively work with others. In this activity, students can develop new skills.	List who they will work with and how. List the new skills that they have developed.
Demonstrate engagement with issues of global significance	There is no global issue involved with this activity.	This activity deals with issues of global importance.	List the global issues.
Recognize and consider the ethics of choices and actions	Students cannot identify any ethical implication in this	Students can clearly see ethical issues involved in this activity.	List some ethical implications.



FORMS to be filled

Form No. 1) PROPOSAL AND PLAN FOR CAS ACTIVITIES-To be filled by students before planning of each CAS activity

Name: _____

Class: ____

Term: _____

	Creativity	Activity	Service
Description: (What are you planning to do?)			
Supervisor & Contact details			
Location/evidence: (film, photos, blogs, slide show, exhibitions)			
Duration and amount: (How many hours/week?)			
Goals: (cf. CAS Learning Outcomes)			

Approved: yes / no

SignatureCAS coordinator: _____

Date:_____



Form No. 2)-_CAS SUPERVISOR FORM _To be filled by CAS Supervisors for CAS Activity done under their supervision

CAS SUPERVISOR FORM

Student Name _____

Name of the Supervisor: _____

Outline of the Activity

Creativity /Activity/Service (Tick the relevant strands)

Please, tick the appropriate Learning outcomes that the student has satisfied in your activity.
(Kindly Note -The student needs to satisfy 7 Learning outcomes over the course of the CAS program)

Learning Outcomes	Achieved	Evidence
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		

Signature of the CAS Supervisor _____

Signature of CAS Coordinator _____

[illegible]



Form No. 4) - CAS Project Form

CAS projects should follow the five CAS stages: investigation, preparation, action, reflection and demonstration. Students are expected to plan their CAS projects thoughtfully and are required to submit a project proposal for approval.

Student project leader(s)			
Members			
Title of project			
Focus of project			
How we are following the CAS stages	For each CAS stage, describe either what has been done or what you plan to do.		
Investigation			
Preparation			
Action			
Reflection			
Demonstration			
Name of organization the project is organized with or for, if applicable			
Contact person at organization, contact phone and email, if applicable			
Teacher or another external supervisor, if applicable			
Anticipated dates of CAS project			
Risk assessment required?	Yes/No	Risk assessment completed?	Yes/No
Student signature			
CAS supervisor Signature /date			
CAS Coordinator signature (if required)/date			



Form No. 5) - To be submitted by Parents as and when required

Parent Consent Form-

Dear Madam,

I, Father/ Mother
of....., studying in class
..... agree to let my ward participate in off-
campus community service activities as well as visits
undertaken as a part of CAS. I understand that the school and
faculty will take all possible precautions for the safety of my
ward and will not be held responsible for any untoward
incidence.

.....

Parent's signature Date:

Note: Parents are requested to fill in the Consent Form and return to the CAS coordinator.



Form No. 6) CAS COMPLETION FORM : To be filled by each student at the end of their CAS journey and submitted with their CAS Portfolio

Name of student: _____

There is evidence that the student has fulfilled each of the following learning:

Learning Outcome	Achieved	Nature and Location of evidence (blog/date, journal, page etc.)
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		

Name and Sign of CAS Coordinator: _____

Date: _____



Appendix -A

Student checklist for CAS

Creativity	Activity	Service
Exploring and extending ideas leading to an original or interpretive product or performance	Physical exertion contributing to a healthy lifestyle	Collaborative and reciprocal community engagement in response to an authentic need

My CAS programme	Y/N?	Notes Date
Evidence of planning of a CAS programme		
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 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 (LO1)		
Evidence of undertaking new challenges and developing new skills in the process (LO2)		
Evidence of initiating and planning a CAS experience (LO3)		
Evidence of commitment and perseverance in CAS experiences (LO4)		
Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)		
Evidence of engagement with issues of global significance (LO6)		
Evidence of recognizing and considering the ethics of choices and actions (LO7)		
Reflections completed on significant CAS experiences		
Supervisor reports supplied where necessary		
CAS interview 1 completed		
CAS interview 2 completed		
CAS interview 3 completed		
CAS portfolio completed		



Appendix -B FAQ

Do all CAS activities need to be collaborative?

No. The only instance where collaboration is formally required is the CAS project. This collaboration could be between students or student and others. However, the Creativity, activity service guide (2008) does encourage students to fulfill the learning outcome “worked collaboratively with others” through a variety of CAS experiences rather than only through the CAS project: “Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten”

Can participation in Model United Nations (MUN) be considered CAS?

Yes. A student representing the interests of a United Nations member state in a debate could nominate this as creativity. Students involved in the organization of a conference could justify this activity as service.

Does walking a pet count as a CAS activity?

It is possible that walking a pet is a personal challenge, for example when a student is suffering or recovering from a physical disability. Or, the student is walking the pet of a disabled or elderly person. In these types of situations, it could be considered CAS. CAS students need to be aware that no activity should be trivial or simply a routine activity it should involve a meaningful challenge, personal engagement, and opportunities for growth and development.

Can babysitting counts as CAS?

No, it can't! But doing service at Kindergarten or a daycare center counts as CAS.

Can I continue with my sports that I'm already are doing?

Yes, you can. As long as you set new goals and don't have repetitive tasks



Referencing & Bibliography

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