

Creativity      Action      Service



# CAS

# HANDBOOK

Student:

Class of:

Advisor:



***Creativity, Activity, and Service***

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## *Creativity, Activity, and Service*

### *Description, Purpose and Requirements*

Creativity, activity, and service (CAS) are at the heart of the IB diploma program. CAS is one of the three core elements in every candidate's diploma program. CAS involves you in a range of activities alongside your academic studies. IB DP candidates at Hellgate High School are expected to complete 18 months of continuous CAS activities over the course of your junior and senior years with a reasonable balance between creativity, activity, and service culminates in a Capstone Project. Activities originate from the classroom, Flagship programs, sports and arts events, and community service. CAS is academics made applicable to future projects, passions, and explorations.

#### **Categories Described**

**Creativity:** Creativity is applied and applauded at Hellgate! Arts, and other experiences that involve creative thinking like music, theater, fine arts, design, or creating a lesson or project could count as CAS activity. Art classes are not counted as CAS.

**Activity:** Physical exertion contributes to a healthy lifestyle, complementing academic work in the diploma program. Examples would include participation in any sport (school sports included), karate, jogging, etc. Regular PE classes don't count toward CAS.

**Service:** Unpaid and voluntary community contributions have a learning benefit for you. Service activities may involve others from our school, Missoula, or the international community. We prize service and your willingness to give back to our school through your contacts in the world. What are not acceptable as CAS activities are fund raisers that don't benefit others or your work at for-profit camps. Church activities are fine.

**Purpose: Learning Outcomes** CAS experience will show evidence of seven CAS learning outcomes at the end of 18 months. These outcomes correspond to the IB Learner Profile. Each candidate demonstrates that he or she can

- identify 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 importance.
- recognize and consider the ethics of choices and actions.



## ***Creativity, Activity, and Service***

**CAS Program Requirements** CAS experience is personal and should meet the needs of each individual IB DP candidate. In addition, certain program requirements must also be met. CAS IB DP candidates are required to:

- self-review at the beginning of the CAS experience and set personal goals for what is hoped to be achieved through the CAS program 10 minute meeting with your advisor.
- plan activities and projects, carry them out, and then reflect on what you have learned in the process. You must use ManageBac to keep records of CAS activities and achievements, including a timeline of the principal activities undertaken.
- Complete interviews with a CAS advisor at the beginning, the mid-point, and the end of the CAS experience to discuss plans and progress.
- show evidence of achieving each of the seven CAS learning outcomes.

### ***Timeline and Evidence for Completion of CAS***

Diploma candidates must complete and submit all of the following evidence for CAS activities on time. If you miss a deadline, your CAS status may be suspended.

#### ***Timeline***

**Sophomore Activities.** IB diploma candidates fill out a form at the beginning of the junior year to set goals for the creativity, service and activity projects they plan to complete during junior year. Sophomore pre-program CAS activities do not count as part of the 18 months of required continuous CAS activities.

**Junior Activities.** Junior diploma candidates complete these assignments as part of the evidence for CAS completion:

- “Final CAS Plan” 1<sup>st</sup> semester-**September 20th**
- “Interim reflection” focusing on 7 learning outcomes 2nd semester-**May**

IB diploma candidates are required to keep their junior CAS documentation to resubmit at the end of senior year for CAS. **Please keep your papers in a safe spot or backed up on your computer!! Do not store solely on the school’s server, as HHS student files are deleted after each year in June. Using ManagBac is ideal. All paperwork is copied and kept on file as backup for you by the CAS Coordinator.**

**Senior Activities.** IB DP candidates complete these assignments as part of the evidence for CAS completion:

- Mandatory meeting with Mr. Connolly to discuss your first year of progress.  
**September**



## ***Creativity, Activity, and Service***

- Final CAS completion forms focusing on the seven learner outcomes due 2<sup>nd</sup> semester **Mid-February**
- Verification and documentation of CAS projects. This includes all CAS activity evaluation forms 2<sup>nd</sup> semester **March**
- Presentation Day, **April-May**

### ***Evidence***

**CAS Interim and Final (Year-end) Reflections.** The CAS Coordinator and the IB DP candidate's Advisor meets with junior and senior diploma candidates a total of 4 times in 18 months to help candidates reflect on their CAS progress. A coordinator will check completed reflections and other CAS evidence submitted by each candidate.

**CAS Completion Form.** IB requires that CAS IB DP candidates show evidence of having achieved the seven learning outcomes. The CAS Completion Form will summarize how each candidate has fulfilled this requirement. The CAS Coordinator must be convinced that a significant level of accomplishment has been reached, demonstrated, and documents in order to fulfill IB requirements. Since candidates can be called upon to produce their evidence of completion, we ask IB DP candidates to keep a record of the evidence they have on ManageBac. **The CAS Completion Form must be submitted to the IB Coordinator upon completion of the program.**

### ***Evaluating CAS Activities and Projects***

Your HHS adviser will track your weekly CAS progress on ManageBac and check in with you at your request. We ask you to reflect and report on what you are learning based on the seven learning outcomes. The delivery of your reports—written, audio, video—is recorded on ManageBac. To learn how to use these on-line tools and to submit your reflections to their advisor, attend the group meetings in the fall.

Hellgate HS faculty advisors will use a qualitative scale consisting of the seven IB CAS learning outcomes to guide you when you're trying to decide if your activity qualifies for CAS. The advisor bases his or her evaluation on your current abilities and your personal qualifications to achieve your stated goals for each activity and project. The advisor also uses learning outcomes to gauge your awareness of problems at the time of planning and during field work.

### ***TOK Connections***

"Whoever acquires knowledge and does not practice it resembles him who ploughs his land and leaves it unsown." (Sa'di). Are there responsibilities that necessarily come with knowing something or knowing how to do something? To whom might these responsibilities be owed? (TOK guiding question)

IB DP candidates learn in their Theory of Knowledge classes at the end of their junior and beginning of their senior year that there are three ways of knowing: through



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emotion, reason, and language. By choosing, planning, doing and reflecting on CAS activities, candidates practice all these ways to know.

The balance that comes in recognizing how our emotions guide us to act can be invaluable when IB DP candidates reflect on their CAS activities. Candidates studying knowing through reason may be well equipped to solve problems logically as they occur during their Capstone Projects. Also useful is the consideration of ethical behavior when accomplishing learning outcomes such as working collaboratively with others and engaging with issues of global importance. The refinement of language as candidates reflect on their accomplishments and present them to the Missoula community is another way of knowing they have succeeded in completing CAS.

### ***Life-Long Benefits of CAS*** *or How to have “A Life” while in the IB Program)*

- + manage stress and time   +make art   + get in-depth knowledge   +play with others
- +get in shape   + experiment with learning new things   + develop new skills
- +design projects   + choose your own activities   +climb out of your comfort zone
- +use on college applications + learn about yourself and your strengths
- + get credit for your creativity in problem solving   + connect locally and globally
- +build your skill set   + get ready for college and a career



***Creativity, Activity, and Service***  
***Interest Inventory—1st Meeting/Interview***

1. What was one of your greatest accomplishments? Did this change your life? What did you learn from it?

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2. What are you really good at?

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3. Name one skill or activity that you have always wanted to try but that you haven't yet.

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4. Why would you like to try this?

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5. Name a person you have always admired. What qualities does this person have that you don't?

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6. What's different about you now compared to what you were like five years ago?

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## *Creativity, Activity, and Service*

Conclusions:





## Creativity, Activity, and Service Contract—1st Meeting/Interview

Due to CAS Coordinator on \_\_\_\_\_

*Student:*

*Advisor Signature:*

### Expectations

- Students complete 18 months of continuous CAS activities. Time towards the 18-month commitment begins fall of junior year. This contract marks the start of each CAS upon receipt. ***If late, student time begins on receipt of the contract.***
  - Students attend all CAS meetings. If not, student must contact CAS coordinator directly.
  - Students check their GAFE email and ManageBac accounts regularly for important CAS information.
  - Students will submit documentation (Plans, this contract, interim and final year-end reflections) on time or risk a poor evaluation and withholding of IBDP.
  - Students will show evidence of significant level of accomplishment has been reached with respect to the seven learning outcomes.
- Identifying 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 importance.
  - Recognize and consider the ethics of choices and actions.

Please show that you have read and understand the above expectations by signing the contract below. Have your parents sign, then return this contract to the CAS Coordinator.

I, \_\_\_\_\_ (print IB DP candidate) with my parent(s) or guardian(s) \_\_\_\_\_ have read the above and am aware of the IB diploma requirements and Hellgate HS CAS expectations. We understand that failure to meet these requirements and those set down in the IB CAS Handbook may result in the denial of an IB diploma.

Signed \_\_\_\_\_  
(Student) (date)

\_\_\_\_\_  
(Student phone/text) (student email address)

Signed \_\_\_\_\_  
(Parent/guardian) (date)

Approved \_\_\_\_\_  
(CAS Coordinator) (date)



## ***Creativity, Activity, and Service*** ***Ideas for CAS Projects***

### **CREATIVITY** IDEAS FOR CAS ACTIVITIES/PROJECTS

Dance Organizer	Playwriting	Piano concert
Ballet lessons	Mural painting	Architectural design
Welding a sculpture	Installing Public art	Ad Campaign
Creating a plan for an event	DJ at a dance	Costuming a play
Building a website	Making a map	Stand up Comedy

### **ACTIVITY** IDEAS FOR CAS ACTIVITIES/PROJECTS

Sports Coach/Player	Salsa Dance	Political Activist
Blood Drive/Donor	Becoming a Mime	

### COMMUNITY **SERVICE** IDEAS FOR CAS ACTIVITIES/PROJECTS

Model United Nations	Jeanette Rankin Peace Center
Friends of the Missoula Public Library	MCAT
Girl/Boy Scouts	United Way
Student Government	Missoula Trail projects
Big Brothers and Sisters	Missoula Food Bank
Poverello Center	Lunch Pail Pals
S.A.V.E.	Community Gardens
HHS Rooftop Garden	YMCA sports coaching
Little League Baseball coaching	Animal Shelter/Humane Society
Montana Conservation Corps	GUTS
Literacy Volunteers	Canvassing for Political Campaigns
Hospice	MAM, Ft Missoula Museum,
Museum of Arts and Culture	Habitat for Humanity
Special Olympics	HHS/Regional Poetry Out Loud
	Senior Citizen Center

Your Ideas:



**Name:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

**Email address:** \_\_\_\_\_ **Class of** \_\_\_\_\_ **Date Due:** \_\_\_\_\_

TASK	ACTIVITY	PROJECT

TASK->->->->->->->->->->->->ACTIVITY	



## ***Creativity, Activity, and Service***

### ***Pre-Plan: Learning Outcomes--Turn in to Mr. Connelly after your interview ( Fall, Juniors)***

**List possible activities from your re-planning to accomplish the learning outcomes below**

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 importance.
Recognize and consider the ethics of choices and actions.



## ***Creativity, Activity, and Service***

### ***Final CAS Plan: Jrs Fall Meeting Due to Coordinator on \_\_\_\_\_***

**Name:**  
**Class of** \_\_\_\_\_

**Advisor:**  
**Today's Date:**

**Circle your strongest area. Put a star by your most challenging area.  
List Possibilities in each category after talking things over with your  
advisor. Turn this plan in to CAS coordinator.**

<b>CREATIVITY</b>	<b>ACTIVITY</b>	<b>SERVICE</b>

### ***Junior CAS Interim Reflection Guide (Due January\_\_\_\_\_)***

### ***Senior CAS Interim Reflection Guide (Due December\_\_\_\_\_)***

Below are several objective reflection questions to use when you write your interim reflection.

1. What CAS activities did I plan to do?
2. What did I do? What were my principal occupations?
3. What were my learning outcomes?
4. When did it work best for me to do it?



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5. Who helped me?
6. Which categories did my activities fall under/overlap?
7. Which learning outcomes did I accomplish?

Here are several subjective reflection questions to use when you think about your CAS experiences:

1. How was the amount of time I put into my activities reflective of my passion for them?
2. What unexpected things happened as a result of my CAS activities?
3. What will I be able to do next as a result of my learning?
4. Who might I seek out next to mentor my next CAS activity?
5. How will I use my advisor's feedback?
6. Overall, what will I remember most about these experiences?

## Creativity, Activity, and Service

### Reflection Examples

#### Hospital Volunteer

I am not quite sure how exactly to write this reflection, so I will tell you about the incident that happened while I was volunteering at Centennial Medical Center last week.

Last Saturday, I went to volunteer at the hospital as usual, and I expected to copy and file papers, ask patients if they need anything, or change beds. However, this Saturday, a nurse asked me to make chicken noodle soup for a patient. I was excited about making the chicken noodle soup because my work at the hospital is extremely limited and not too stimulating due to the fact that I am a student without any certification. All I was to do was open a can of Campbell's Chicken Noodle Soup and put it in the microwave. This was such a simple task if you knew that you were not supposed to put cans in the microwave. Ignorant of this crucial fact, I put the whole can in the microwave.

Oh my... let's just say that the poor pregnant lady never got her chicken noodle soup.

Standing in front of that black microwave, I had one of the most profound epiphanies. I never realized that I did not know how to do the most practical things, such as using the washing machine or the dishwasher. As an IB student, I had centered my life around studying, not on doing the laundry or washing the dishes. I had always left these "trivial" things for my mom to do based on the excuse that I needed to study. But as I stood in front of the microwave realizing that I was not going to get the chicken noodle soup, I also realized that practical knowledge was just as important as trigonometry and centripetal acceleration. Never will I put another can in the microwave, and never will I dismiss practical knowledge as merely trivial. This passage underscores how growth may not always be predetermined. This student's epiphany could not be anticipated, yet her reflection clearly meets the aims of a CAS experience, personal growth.

I am quite sure that you now have a totally different opinion of me after this incident. It is a silly incident, but believe me when I say that it was not so silly when I realized that I broke the microwave. I am still not sure if this is how I was supposed to reflect my experience, so please e-mail me back and let me know if this is acceptable. Otherwise, have a happy Friday!

### Primary School Workshop Leader

As part of their holiday celebrations, the teachers at De la Volière School organized workshops for their children. They needed many volunteers to lead the workshops. When I arrived, the organizers explained the programme for the afternoon and what was expected of me. Throughout the afternoon, the children and their teachers moved from one room to another, where different activities were taking place.

My activity did not last as long as expected. I therefore had to think of new games in order to fill up the time allotted for my workshop. Over all, the games went well, but some classes were unruly. I tried to maintain order and calm, but not always successfully. Before this project, I had never worked with children, and I had never considered how hard it would be. I have always been a fairly impatient person and I realized that working with children, especially such young ones, requires a huge amount of patience. I saw really turbulent and troublesome children, and I saw both patient and exasperated teachers. I came to understand the very important role of teachers not just in academic education, but also in the socialization of children.

Honestly, I didn't really enjoy this activity. I realized that I probably don't have the right personality to work with school children. Nonetheless, I was able to develop my patience and my workshop leader skills. I also learned how to interact with children, how to capture their attention, and how to achieve order and calm in the classroom.





## ***Creativity, Activity, and Service***

### ***CAS Year-End Reflection Guide (Juniors Due April \_\_\_\_)***

### ***CAS Year-End Reflection Guide (Seniors Due February \_\_\_\_)***

Below are several reflection questions to use when you write your final reflection.

1. How did my plans turn into reality with my chosen CAS activities?
2. What were the themes that emerged from my CAS activities?
3. How did I meet all eight CAS learning outcomes?
4. Who do I have to thank for mentoring and advising me? Who taught me new skills?
5. Which categories did my activities fall under/overlap?
6. How was the amount of time I put into my activities reflective of my passion for them?
7. What unexpected things happened as a result of my CAS activities?
8. What will I be able to do next as a result of my learning?
9. Overall, what will I remember most about these experiences?
10. How will I use my experiences in the future?



## ***Creativity, Activity, and Service***

### ***Fall Senior Plan for Capstone Project (Due \_\_)***

NAME:

CLASS OF \_\_\_\_\_

TODAY'S DATE:

EMAIL:

ADVISOR:

#### **CATEGORIES (AT LEAST 2)**

<b>CREATIVITY</b>	<b>ACTIVITY</b>	<b>SERVICE</b>

<b>MAJOR ACTIVITIES-----TASKS INVOLVED</b>	



## ***Creativity, Activity, and Service***

### ***ACTIVITIES TO CONNECT LEARNING OUTCOMES***

***(Some may overlap)***

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.
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## **Creativity, Activity, and Service**

### **CAS FAQs**

1. **What does CAS stand for?** Creativity, Activity, Service
2. **What does the IB DP require for CAS?** 18 months documented continuous CAS activities per student. These activities must culminate in an Capstone Project that encompasses 1/3 of your total time (about 75 hours). Sophomores may begin their pre-CAS work in the summer, but this does not count for CAS activity.
3. **What is the Capstone Project?** A project that captures your heart, imagination, and desire to learn more. It grows out of one of your CAS activities and is a combination of two categories. It can be international in scope or centered here at home. The Capstone Project counts for 1/3 of total CAS time.
4. **Can I do my Capstone Project with another person or a group?** Yes. It is actually one of the required learning outcomes of CAS that you work with others.
5. **How is a CAS Capstone Project like a senior project?** It is a requirement of the IB Diploma, just like the senior project is a requirement for graduation for non-IB students. You will make a presentation of your capstone project, collect documentation of your activities, and reflect on your learning like other seniors do.
6. **Is it different than the senior project?** You do not record hours.
7. **What happens if I am an IB certificate student? Do I need to do CAS?**  
No, you do an HHS capstone project.
8. **How is CAS assessed?** By reflecting on seven learning outcomes. Your advisor will be looking for a level of accomplishment on your part. As a result of you CAS experiences your reflections will show evidence that you can:
  - 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.
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9. **What determines if the activity is valid for CAS credit?**

- It must be carried out with at least one other person. For example, running by yourself doesn't count; creating a running club and running with others during planned times does.
- It must have an adult supervisor (someone other than a parent of the student seeking credit) who will be able to document that the activity was carried out in a responsible manner and give written feedback.
- CAS activities should involve some thought and challenge for students and meet at least one, if not several CAS learning outcomes.
- All activities must be documented with written comments and signature from the supervising adult, which is turned in during scheduled CAS meetings with advisers.
- No payment can be accepted for CAS activities. Service activities should be done for non-profit organizations.
- Church activities do not count because IBO considers church "family" unless it involves fund-raising or work for a cause outside the immediate church community, such as emergency relief, or building schools or hospitals. Anything related to religious proselytizing is not accepted by IBO.
- Any CAS activities initiated by students must be approved by the CAS coordinator beforehand to assure acceptance.

10. **Besides actual CAS activities, what other CAS requirements are there?**

Evidence of meaningful reflection that includes evidence of learning outcomes must be written and submitted to the CAS coordinator and adviser. Attendance of all required CAS meetings. Documentation of CAS activities—videos, photos, scrapbooks, journals, newspaper articles, blogs, prezis and PowerPoints, audio—and other approved medium.

11. **What if I'm not sure about something?** Don't hesitate to ask for help—there are some areas of CAS that depend on your intentions and goals and sometimes it can be hard to know what's acceptable.



## Creativity, Activity, and Service

### *Hellgate High School Academic Honesty Guidelines*

The Hellgate High School community values personal and academic integrity in all of our classrooms, programs, and activities. The Hellgate Knight Code states that we will “seek nothing before honor.” The IB Learner Profile also refers to *Principled Students* as those who “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.” To underscore these codes of honor, we agree on the following principles of Academic Honesty. Understanding and gaining the practical skills to apply these concepts to the academic environment is our goal.

*Intellectual property:* Thoughts, words, expressions of creativity that are protected under copyright, patent, trademark or other laws.

*Authenticity:* An individual’s original work, with full and appropriate acknowledgment of other’s language, expression, and ideas.

*Collaboration:* Cooperating on a common academic project by sharing information, while maintaining one’s own independent analysis.

*Malpractice:* Actions that give a student unfair academic advantage or affects the results of another student. These may include, but are not limited to:

- Plagiarism: Representing the ideas or works of another without proper acknowledgment or as one’s own, whether intentional or not.
- Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Collusion: An illicit agreement between students to copy one’s original work for assessment by another.
- Fabrication: Deliberate falsification of any information.
- Facilitation: Assisting another student to violate the standards of academic honesty.
- Duplication: Submission of the same required academic work for more than one course.

Despite our best efforts to teach the principles of academic honesty, the temptation for malpractice may be too great for some students to resist. **Hellgate teachers and administrators will exercise their good judgment and consistency to apply a wide range of academic consequences for violation of this academic honesty policy in accordance with the severity of the infraction.** In addition, the impact of a student’s actions may have far-reaching effects on GPA and class standing, potential recommendations for scholarship awards, and acceptance to a college or job of their choice.

I have read and understand Hellgate High School’s IB Academic Honesty Policy.

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Student Signature

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Date



## *Creativity, Activity, and Service*

### *MCPS Volunteer Background Check Materials*

MCPS requires that all adults working with students must complete a background check. To initiate the volunteer process there are a few simple steps to complete:

1. On the MCPS website ([www.mcpsmt.org](http://www.mcpsmt.org)) home page, go to the left-hand side, and under the *I want . . . to* heading, click on the 6<sup>th</sup> bullet down (Volunteer in a classroom or school) and this link will take you to the Volunteer Resources
2. Next, on this Volunteer Resources page, go to the left-hand side and click on the 2<sup>nd</sup> bullet down (Register as a volunteer) and complete the MCPS Volunteer Registration form and submit it online. You may also read and print the Volunteer Confidentiality Agreement here. (We ask that you use the online form if possible, but you may also submit the printed Registration Form if you prefer.)
3. Finally, complete the Background Check form. This form must be mailed or hand-delivered to the Human Resource Office in the MCPS Administration Building at 215 S 6th St. W., Missoula, MT 59801. There is a \$6.50 fee to complete the background check, and we ask that the mentor consider absorbing this cost if possible. Please make checks for the processing fee out to MCPS and put the name of the person being background checked in the memo line.

If you have any questions, please contact your CAS Coordinator

To be included at front  
of Portfolio, removed by  
Advisor for evaluation;  
NOT INCLUDED FOR  
PRESENTATION



**Creativity, Activity, and Service**

## CAS PORTFOLIO CHECK-OFF

Student's Name \_\_\_\_\_

CAS Advisor \_\_\_\_\_

This check-off is to ensure the readiness of your portfolio for presentation:

Item	Check-off
Visual Timeline and Sign-off Sheet	
Table of Contents	
Introduction (divider labeled as such):	
Thank You Letter to Judges	
CAS Contract	
Capstone Project Plan	
Extended Essay (divider labeled as such):	
Final Essay with Advisor's predicted score	
Optional: Project Planning Timeline	
Project Log	
Creativity (divider labeled as such):	
Description and Learning Outcomes	
Documentation ( pictures, reflections from MB)	
Supervisor Reviews	
Action (divider labeled as such):	
Description and Learning Outcomes	
Documentation ( pictures, reflections from MB)	
Supervisor Reviews	
Service (divider labeled as such):	
Description and Learning Outcomes	
Documentation ( pictures, reflections from MB)	
Supervisor Reviews	
Presentation (divider labeled as such):	
Outline of presentation	
Appearance of Portfolio	
Pages in order	
Neatness; Cover Sheet; Dividers	

\_\_\_\_ Acceptable for Presentation    \_\_\_\_ Revisions Necessary

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_