<table>
<thead>
<tr>
<th>Group</th>
<th>Subject Area</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>1-7</td>
</tr>
<tr>
<td>2</td>
<td>Language Acquisition</td>
<td>1-7</td>
</tr>
<tr>
<td>3</td>
<td>Individuals &amp; Societies</td>
<td>1-7</td>
</tr>
<tr>
<td>4</td>
<td>Sciences</td>
<td>1-7</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>1-7</td>
</tr>
<tr>
<td>6</td>
<td>The Arts</td>
<td>1-7</td>
</tr>
</tbody>
</table>

Grading Scale: 7-Excellent; 6-Very Good; 5-Good; 4-Satisfactory (passing); 3-Weak; 2-Poor; 1-Very Poor

*At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects – may contribute to the IB Diploma total score.*
The Core

- Theory of Knowledge (TOK) A-E
- Extended Essay (EE) A-E
  - See matrix for how TOK and EE grades of A-E contribute to 3 additional points toward the IB Diploma score.
- Creativity-Activity-Service (CAS)
  - CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score)
## TOK/EE Points Matrix

<table>
<thead>
<tr>
<th>TOK/EE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Failing condition

- A
- B
- C
- D
- E
An IB score must have been awarded for each of the six IB Diploma subjects, TOK, and the Extended Essay. (Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit an assessment component.)

CAS requirements must be met.

Student must have a score of D or higher in both Theory of Knowledge and the Extended Essay (no E score).
Points & Conditions Necessary to Successfully Earn the IB Diploma (Class of 2015 and Onward)

- Student must earn *at least* 24 total points. (45 total pts. possible – 42 from IB subjects + 3 from TOK/EE, see matrix)

- The student must earn a total of *at least* 12 points in HL subjects (for candidates who register for four HL subjects, the three highest HL grades will count toward this total).

- Students who take 3 HL and 3 SL subjects must earn *at least* 9 points total in the SL classes.

- Students who take 4 HL and 2 SL subjects must earn *at least* 5 points total in the SL classes.

- The student must earn a 2 or higher in all subjects (no scores of 1).

- There may be no more than *two* scores of 2, overall.

- There may be no more than *three* scores of 3 or lower, overall.
Awarding of the IB Diploma

The above requirements relate to the official scores the student earns from the IB, these requirements are set by the International Baccalaureate and are for the IB diploma not the State of Virginia Diploma. IB Scores and IB Diploma results are available to students in early July after their senior year.
Diploma Program
Curriculum Framework
GOALS OF CAS: Interwoven Elements

- Enjoyment
- Self-determination
- Collaboration
- Accomplishment
- Experiential learning and new roles
- Interactive with school, community, and the world
Goals of CAS: Educating the Whole Person

- Extend personal growth and discovery
- Develop a spirit of open-mindedness
- Encourage empathy and responsibility to a global community
- Autonomy
- Reflection
Imaginative range of arts and other activities outside the normal school curriculum

*Theater, dance, music, art*-private lessons, community arts opportunities, WL drama productions!

*Creative learning projects*-summer enrichment programs!

*Structured tutoring*-elementary schools, HILT Mentors, Algebra Mentors, VJAS Mentors, Freshmen Connect

*Club leadership & planning*-officers, team captains!

*Planning & leading service projects*-global outreach!
ACTIVITY

Goal of a Healthy Lifestyle

- Individual and team sports outside the normal curriculum-track, martial arts!
- Marching Band-after school practice!
- Theater-building sets, tech crew!
- Stream and park clean-up-ACE!
Doing things for others and with others

- To school - clubs, competitions, and the arts
- To community - volunteer organizations
- To nation - national volunteer groups
- To the world - global impact expectation
The Spirit of CAS...

...a variety of activities that are worthwhile, rewarding, and mutually beneficial to the student and his spheres of influence..., never passive...stimulating reflection about a new role...
How much time should be dedicated to CAS?

- CAS should be enjoyable, reflective, meaningful self discovery with perseverance and commitment.

- You should spend 3-4 hours weekly on CAS experiences within the 18 month experience.

- Experiences should be equitably balanced as:
  - ≈ Creativity
  - ≈ Activity
  - ≈ Service
The five CAS stages

Evidence

Demonstration

Action

Preparation

Investigation

Reflection

Reflection

Reflection

Closing Presentation

Participate in Activity

Proposal
CAS stages! Steps towards an effective CAS experience

Investigation: When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.

Preparation: When you 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.

Action: When you implement your idea or plan.

Reflection: When you describe what happened, express feelings, generate ideas, and raise questions

Demonstration: When you make explicit what and how you learned and what you accomplished.

From the IB CAS guide (for students graduating in 2017 and thereafter)
INVESTIGATE

- Identify your interests, skills, and talents in deciding on your CAS experiences and CAS Project
- Think about your goals and personal growth as you plan experiences with others
- Use planning guide (page 13 of your Handbook) to organize goals.
- create a **written proposal** (pages 14-15) to meet CAS guidelines due May 23, 2016
- CAS proposal will be approved by CAS Coordinator
PREPARE

- Clarify your role and responsibilities
- Develop a plan of action
- Identify resources and timelines
- Acquire any skills needed to engage in CAS experiences
- Create a **written proposal** (pages 14-15) to meet CAS guidelines due May 23, 2016
- CAS proposal will be approved by CAS Coordinator
ACT…..Experiences

Students complete a **minimum of five experiences** one per category C/A/S, a CAS project, and a summer experience over the 18 month time frame.

Experiences **demonstrate and provide evidence** for the **seven learning outcomes** explained in the CAS Guidelines.
CAS LEARNING OUTCOMES

- 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 (leadership role)
- Show commitment and perseverance in CAS experiences
CAS LEARNING OUTCOMES

- 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
The CAS Project

The CAS Project is one activity of the minimum five that addresses the following expectations:

- Must take place over an extended period of time, minimum one month: junior year, senior year or both.
- Must incorporate at least one of the three strands C/A/S, with emphasis on Service: C/S or A/S or C/A/S or S
- Be collaborative
- Involve leadership in terms of planning and initiating activities before and during the project
- Be a new role
- Have global and ethical implications
REFLECT

- Students will receive advisement & attend CAS workshops concerning the development of reflective skills necessary for documentation.
REFLECT...describe what happened, express feelings, generate ideas & raise questions

- 1-2 reflections for each of the 5 minimum experiences that demonstrate the 7 learner outcomes
- 8 minimum reflections
<table>
<thead>
<tr>
<th>REFLECTION IS NOT</th>
<th>REFLECTION IS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just a summary</td>
<td>Thought and feelings</td>
</tr>
<tr>
<td>Forced</td>
<td>Honest</td>
</tr>
<tr>
<td>Right or wrong</td>
<td>Varied</td>
</tr>
<tr>
<td>Good or bad</td>
<td>Done in many different ways</td>
</tr>
<tr>
<td>To be graded</td>
<td>Sometimes boring</td>
</tr>
<tr>
<td>Difficult</td>
<td>Difficult</td>
</tr>
<tr>
<td>A copy of what someone else said</td>
<td>Creative</td>
</tr>
<tr>
<td>Predictable</td>
<td>Descriptive</td>
</tr>
<tr>
<td>To be judged by others</td>
<td>Capable of building self-awareness</td>
</tr>
<tr>
<td>Done to please someone else</td>
<td>Necessary for learning</td>
</tr>
<tr>
<td>A waste of time</td>
<td>Surprising</td>
</tr>
<tr>
<td>Only written</td>
<td>Sometimes really fun</td>
</tr>
<tr>
<td>Only discussion</td>
<td>Helpful for planning</td>
</tr>
<tr>
<td>Only led by teachers</td>
<td>Done alone or with others</td>
</tr>
<tr>
<td></td>
<td>Emotions</td>
</tr>
<tr>
<td></td>
<td>Identifying learner profile outcomes</td>
</tr>
</tbody>
</table>
REFLECT…formats

- Evidence may be in varying formats, defined as at least two different types.
- Evidence must be submitted through an online electronic portfolio, “ManageBac”:
- The different format choices are:
  1. YouTube and other videos
  2. journals
  3. blogs
  4. uploaded files
  5. website attribution
  6. photos
- The format should be a good fit for the activity and connect to and support the stated outcomes (p.20)
Reflect...Advisement

Students attend at least three mandatory interviews that monitor CAS progress.

CAS advisement interviews are documented as required pieces of student portfolios:

- September/October of junior year - proposal review and approval
- February/April of junior year - progress advisement
- November/December of senior year - final advisement
All activities must be verified through adult sponsors, coaches, and supervisors.

Timely documentation and verification of activities will be the responsibility of the diploma candidate. Honor all published deadlines (p. 9).

The supervising adult’s verification is generated through ManageBac by the “CAS Completion Form” tab. This adult must complete AND sign this form. The diploma candidate is responsible for submitting the signed form to the CAS Coordinator by a specified deadline (p. 9).
CAS Journey

1st day of Junior Year

Summer = 1 experience

June of Junior Year = ½ way point

Senior Year – end of February - finish experiences and project

CAS Closing
Asante Mariamu: a non-profit organization dedicated to increasing awareness about people living with albinism in East Africa.

- dedicated to ending the slaughter of people with albinism in East Africa
- grass roots effort founded in Arlington

Mariamu Staford

Susan DuBois
Students plan activities that fulfill guidelines:

1. Minimum one experience per strand
2. Seven learning outcomes must be addressed
3. Leadership and collaborative roles evident
4. Global importance activity
5. Ethical implications activity
6. A CAS Project must be designated as 1/5
<table>
<thead>
<tr>
<th>Activity/Project</th>
<th>Strand</th>
<th>Outcome area</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Brief title)</td>
<td>(You can circle more than one)</td>
<td>(Indicate #1-7)</td>
</tr>
<tr>
<td>1. _________</td>
<td>C</td>
<td>A</td>
</tr>
</tbody>
</table>

Using the symbol **, designate one of the six activities as the CAS Project.
<table>
<thead>
<tr>
<th>Activity/Project</th>
<th>Strand</th>
<th>Outcome area</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Brief title)</td>
<td>(You can circle more than one)</td>
<td>(Indicate #1-7/)</td>
</tr>
<tr>
<td>1. Marching Band</td>
<td>C A S</td>
<td>1,4,5,</td>
</tr>
</tbody>
</table>
Program Design Proposal
Submit by May 23th

Explanation: Give a brief description of each activity/project listed. Provide projected dates within which the activity will be completed. Include Summer 2017. Dates must span 18 months. Check box if this activity will be for both junior and senior years.

Activity/Project Description/Title (indicate C/A/S)       Dates

1. ____________________________________          ____-

□
Program Design Proposal
Submit by May 23th

Student signature ____________________ Date ________

Parent signature ____________________ Date ________

Approval: __________________________ Date ________

CAS Coordinator
CAS Coordinator Contact Info

- Elizabeth Burgos
- Office-Library Conference Room 2103
- Phone-703-228-8657
- Email-Elizabeth.burgos@apsva.us