

Rubric for CAS Consultation Interview #2

CAS 11: December Junior Year

Student Name: _____

CAS Advisor: _____

Criteria	Not Meeting Expectations	Minimally Meeting Expectations	Satisfactorily Meeting Expectations	Exceeding Expectations
Meeting Learning Outcomes <ul style="list-style-type: none"> • Increased awareness of own strengths/areas for growth. • Undertaken new challenges. • Planned/initiated activities. • Worked collaboratively with others. • Shown perseverance and commitment in activities. • Engaged with issues of global importance. • Considered the ethical implications of their actions. • Developed new skills. 	Three or fewer learning outcomes underway because online evidence does not support learner outcomes. It is generally missing and/or consistently superficial. <u>DYP Intervention required.*</u>	Four or fewer learning outcomes underway because while online evidence supports some learning outcomes, generally the evidence is brief or infrequent. Serious questions begin to arise as to the quality of the CAS program.	Five or fewer learning outcomes underway because evidence, such as journals and documentation, clearly supports outcomes with only minor reservations or issues present.	Six or more learning outcomes underway because evidence clearly supports learning outcomes and is regularly and thoroughly updated. The student's investment in the CAS program supports the feeling that it will benefit the student's growth into adulthood and help in college application.
Quality of Activities, Reflection, Documentation	No evidence that CAS activities are occurring. <u>Level 3 DYP Intervention.</u> Or...little to no evidence of reflections. <u>DYP Intervention required.*</u>	Student is reflecting at the minimum of one reflection each month. Evidence of learning outcomes is clear.	Student is completing activities and documenting through reflections on a consistent basis. Evidence of learning outcomes is clear.	Student is completing activities/documenting through consistent reflections that are thorough/engaging. Multiple learning outcomes are clear. Evidence of passion for CAS programme evident.
Approximately 3 hours per week of activities	Evidence does not show 3 hours per week or no evidence. <u>DYP Intervention required.*</u>	The student's ongoing proposals show evidence of 2-3 hours per week.	The student's ongoing proposals show evidence of 3 hours per week.	The student's ongoing proposals show evidence of more than 3 hours per week.
Preparation	Little to no preparation on the part of the student leads to failed interview. <u>DYP Intervention required.*</u>	Student is missing key forms that allow advisor approve or complete hours.	Most key supervisor forms, final evaluations, and documentation is present.	All key supervisor forms, supervisor final evaluations, and forms of documentation are present and organized.
Extended Project*	No extended project has been proposed and approved. <u>Level 1 DYP Intervention.</u>		Extended project has been approved and student has planned it out thoughtfully.	

*Level of intervention is determined by the advisor based on frequency/severity of the mark.

Rubric for CAS Project Proposal

Criteria	Not Meeting Requirements	Meeting Expectations
Length	Extended project is under 1 month in duration.	Extended project is at least 1 month in duration.
Collaboration	The project does not involve collaboration with others.	The project involves sufficient collaboration with others.
CAS Qualities	The student cannot express how the project fits at least one strand of CAS.	The student clearly expresses how the project fits at least one strand of CAS.
Proposal Submission	The project is either not proposed online on managebac or is does not include a detailed outline for completion ¹	The project is not only proposed on managebac but also provides a detailed summary of weekly and monthly events, including goals for achieving smaller tasks leading up to the final product, presentation or conclusion of the project.
Feasibility	The extended project is either not challenging enough, too challenging for the student, or does not reach a genuine need (if service-project based). The student seems not able to articulate or show how he/she will produce a feasible level of student participation for the project's success.	The extended project is appropriate, challenging and—if school-based—reaches a genuine need or interest with a good plan for producing a feasible level of interest for the project's success.
Identification on Managebac	On the student's activities page, the activity is not listed "Extended Project." Therefore, there is no way for the advisor, the CAS coordinator, or the IBO to readily identify it as the extended project.	The student has named the activity "Extended Project" or "CAS Project."
Outcome of Project	The project, as designed, does not seem either feasible or producing meaningful outcomes.	The project, as designed, will be feasible and produce meaningful outcomes.

Only if all expectations are met, this project can be approved: APPROVED/NOT APPROVED.

¹ Students should note that just because another student working on the same extended project has been approved does not require that your advisor approve yours. Though the same project, each student should have separate individual goals and a scaffolded process for completion. If another partner does and you do not, you will not be eligible for any hours until you address these problems and re-interview with your advisor.