**Learning Outcomes NEW FY 2017**

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| **MYP** | **DP** | Description |
| **Awareness** | **Identify own strengths and develop areas for growth** | Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others |
| **Challenge & New Skills** | **Demonstrate that challenges have been undertaken, developing new skills in the process** | A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area. |
| **Initiative** | **Demonstrate how to initiate and plan a CAS experience** | Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process. |
| **Perseverance** | **Show commitment to and perseverance in CAS experiences** | Students demonstrate regular involvement and active engagement in CAS |
| **Collaboration** | **Demonstrate the skills and recognize the benefits of working collaboratively** | Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. |
| **Global Value** | **Demonstrate engagement with issues of global significance** | Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally, or internationally. |
| **Ethics** | **Recognize and consider the ethics of choices and actions** | Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. |

Understanding the CAS learning outcomes

The CAS coordinator, advisers and supporting staff, as well as the students, must share a common understanding of the language and meaning of each learning outcome. For example, students may need more clarity with the term “challenges”, and determine, for example, that a challenge could be taking on a completely new or unfamiliar CAS experience, or an extension of an existing one. Coordinators, advisers and supporting staff are reminded that each student may have a unique way of meeting the CAS learning outcomes, and will serve the students best by avoiding comparing student accomplishment. Recognizing each student’s CAS journey is imperative when referencing the CAS learning outcomes.

**Learning outcome descriptors**

Students may gain stronger understanding of CAS learning outcomes when explained through the use of descriptors. The CAS coordinator and students can discuss each CAS learning outcome and design descriptors specific to the school and students.

**Note:** The *Creativity, activity, service teacher support material* includes a *Teaching Strategy—an exercise in understanding CAS learning outcomes*.

The following chart shows example descriptors for each CAS learning outcome. These descriptors are provided only as suggestions; they are not exhaustive, and can be adapted, edited, and more may be added. Further, not all descriptors must be met; it is the CAS coordinator’s decision with the student as to whether the CAS learning outcome has been achieved.

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| **Learning outcome 1: Identify own strengths and develop areas for growth**  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**  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**  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 the aim or purpose, activities and resources. |
| **Learning outcome 4: Show commitment to and perseverance in CAS experiences**  The student:   * demonstrates regular involvement and active engagement with CAS experiences 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. |
| **Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively**  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**  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**  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 * shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences. |