

IB DP CAS Interviews – Step-by-Step Guide

The document identifies a **minimum of three scheduled CAS interviews** during the DP and gives each interview a different purpose.

What are CAS Interviews? CAS interviews are an important part of the CAS process. They give students an opportunity to:

- demonstrate their understanding of CAS;
- discuss their interests and CAS plans;
- reflect on their experiences and learning;
- discuss successes and challenges;
- show evidence of achieving the CAS learning outcomes;
- review their progress and receive guidance from the CAS Coordinator.

There should be **at least three formal CAS interviews** during the DP:

1. **First CAS Interview – Planning and Orientation**
2. **Second CAS Interview – Progress and Reflection**
3. **Third CAS Interview – Final Evaluation**

1. FIRST CAS INTERVIEW, Planning, Understanding and Setting Goals

The first interview should take place **at the beginning of the DP**, after students have received an introduction/orientation to CAS.

Main purpose: The first interview is about establishing the student's CAS journey. The CAS Coordinator should:

- check the student's understanding of CAS;
- discuss the student's interests;
- explore possible Creativity, Activity and Service experiences;
- discuss the student's CAS plans;
- review the seven CAS learning outcomes;
- discuss possible CAS projects;
- explain how the student will collect evidence and reflections.

Step 1 – Check understanding of CAS, ask the student:

- What do you understand by CAS?
- What questions or concerns do you have?
- What aspect of CAS interests you most?
- What do you hope to achieve through CAS?
- How do you think CAS can contribute to your personal growth?
- How will you manage CAS alongside your academic commitments?
- How will you organize your time?

The focus should not be only on completing "requirements". The emphasis should be on **personal involvement, commitment, growth and meaningful experiences**.

Step 2 – Explore student interests, students should identify their personal interests because these can help them choose meaningful CAS experiences. Ask:

- What do you enjoy doing?
- What are your interests and talents?
- What do you do outside school?
- What skills would you like to develop?
- What are your personal goals?
- Are you already involved in a school, community or sports group?
- Could something you already do become a CAS experience?
- What issues in your community are important to you?

Step 3 – Plan Creativity, Activity and Service, the student should begin developing ideas for all three CAS strands. Ask:

Creativity: What would you like to create or develop? What creative skills would you like to improve?

Activity: What physical activities interest you? What physical challenge would you like to undertake?

Service: What community needs or issues interest you? Who could benefit from your involvement?

Students should also begin thinking about a **CAS project**, including possible collaborators, roles and responsibilities.

Step 4 – Discuss the CAS Learning Outcomes, the student should understand the **seven CAS learning outcomes** and begin thinking about how their experiences can demonstrate them. Ask:

- Can you explain each learning outcome in your own words?
- Which outcomes do you think will be easy for you to achieve?
- Which might be challenging?
- Which of your planned experiences could help you achieve them?
- Which learning outcome would you like to focus on during the first six months?

Step 5 – Discuss evidence and reflection, students need to understand how they will document their CAS journey. Discuss:

- What evidence will you collect?
- How often will you update your CAS portfolio?
- How will you reflect on your experiences?
- What types of reflection will you use?
- How will you demonstrate your learning outcomes?

- How will you keep track of your progress?

Evidence can include **reflections, photographs, videos, planning documents, emails, meeting minutes, certificates, artwork, music, journals and other documentation.**

First Interview – Student should leave with:

- ✓ An understanding of CAS
- ✓ Personal CAS goals
- ✓ Ideas for Creativity, Activity and Service
- ✓ Possible CAS Project idea
- ✓ Understanding of the 7 Learning Outcomes
- ✓ A plan for collecting evidence
- ✓ A plan for regular reflection

2. SECOND CAS INTERVIEW, Progress, Challenges and Reflection, the second interview focuses on **how the student's CAS programme is developing.** Its purpose is to:

- discuss progress;
- monitor engagement with CAS;
- review progress towards CAS requirements;
- discuss evidence;
- give the student an opportunity to reflect verbally on their experiences.

Step 1 – Review progress, ask:

- What has been the most enjoyable part of CAS so far?
- What has been most beneficial?
- What has been a highlight of Creativity?
- What has been a highlight of Activity?
- What has been a highlight of Service?
- What have you achieved so far?
- What are you still hoping to achieve?

The coordinator should also review the student's CAS Project, including **goals, collaboration, roles, responsibilities and progress.**

Step 2 – Discuss challenges, this is an important part of the second interview. Ask:

- What has been your biggest challenge?
- What has been difficult to overcome?
- How did you respond to the challenge?
- What did you learn from the experience?
- Do you need support?
- Is there anything you need to change in your CAS plan?

Students should also review whether their experiences provide an appropriate balance across **Creativity, Activity and Service**.

Step 3 – Review evidence, the student should demonstrate that their CAS portfolio shows **ongoing engagement**. Ask:

- What evidence have you collected?
- Does your portfolio demonstrate regular involvement?
- What have you learned from your experiences?
- How have your reflections helped you understand your learning?
- Do your reflections go beyond simply describing what happened?
- Which learning outcomes have you demonstrated?
- What evidence supports these learning outcomes?

The document emphasizes that students are responsible for showing evidence through their portfolio and that evidence can take many different forms.

Step 4 – Verbal reflection, the second interview should include time for the student to **reflect verbally**. Possible questions:

- What skill have you developed?
- Describe an experience that created a strong emotional response.
- What experience are you most proud of?
- Which learning outcome can you demonstrate most strongly?
- What has been your most significant CAS experience?
- What do you think you will remember about CAS in five years?

These discussions allow the student to move beyond documentation and explain the **meaning of their experiences**.

Second Interview – Student should leave with:

- ✓ Clear understanding of progress
- ✓ Recognition of strengths and challenges
- ✓ Evidence of learning outcomes
- ✓ Updated CAS goals
- ✓ Improved reflection practice
- ✓ Guidance for the next stage of CAS

3. THIRD CAS INTERVIEW, Final Evaluation, Personal Growth and Future Development

The third interview is the **summative CAS interview** and should take place towards the end of the DP. The focus is on the student's overall CAS journey and, particularly, on how they have achieved the **seven CAS learning outcomes**. Students should also reflect on their personal growth, achievements, challenges, enjoyment and how CAS may influence their future choices.

Step 1 – Evaluate the CAS Programme, ask:

- What did you enjoy most about CAS?
- Did you achieve your goals?
- What was your greatest challenge?
- How did you overcome it?
- What have you achieved?
- What did you learn about managing your time?
- How did you balance your commitments?
- How did you use the CAS stages?
- How can you apply what you learned in the future?

Students should also discuss how they integrated **Creativity, Activity and Service** throughout their CAS programme.

Step 2 – Evaluate the CAS Project, the student should be able to explain:

- how the project was planned;
- why the project was chosen;
- who participated;
- how collaboration worked;
- their role and responsibilities;
- challenges encountered;
- how problems were solved;
- what was achieved;
- what they learned from the collaboration.

The student should also consider whether the project met or exceeded their expectations.

Step 3 – Evaluate Reflection and Evidence, ask:

- What role did reflection play in your CAS journey?
- Which reflection was particularly meaningful?
- How did reflection help you understand your development?
- How did collecting evidence help you?
- What would you do differently in your portfolio?
- How did your CAS portfolio demonstrate your development?
- How could you use a similar portfolio approach in the future?

The student should consider how reflection and evidence contributed to their development as an **IB learner**.

Step 4 – Evaluate the Seven Learning Outcomes, the student should be able to provide **specific examples and evidence** for the learning outcomes. Discuss:

LO1 What did you learn about your strengths and areas for growth?

LO2 What challenges did you undertake and what new skills did you develop?

LO3 How did you initiate and plan your CAS experiences?

LO4 How did you demonstrate commitment and perseverance?

LO5 What did you learn from working collaboratively?

LO6 How did your CAS experiences connect to issues of global significance?

LO7 What ethical questions or considerations did you encounter?

The final interview should help the student identify the abilities and skills they developed most significantly, the challenges they overcame and the areas where they experienced personal growth.

Step 5 – Look Towards the Future

The final interview should not end with *CAS is finished*. Ask:

- What will you take from CAS into your future?
- What habits or skills will you continue?
- Have you developed any new interests?
- Have you identified new goals?
- How might you continue Creativity, Activity or Service after graduation?
- What will you remember most about CAS?
- What advice would you give to future CAS students?

The official interview guidance encourages students to consider how CAS may influence their **future choices and actions**.

CAS Interview Overview

Interview	Main Focus	Student Should Demonstrate
1st Interview	Understanding & Planning	Understanding of CAS, interests, goals, experiences, project ideas and learning outcomes
2nd Interview	Progress & Reflection	Engagement, progress, challenges, evidence, reflection and learning
3rd Interview	Evaluation & Growth	Achievement of learning outcomes, personal growth, CAS project, overall learning and future development

A Simple Way to Remember the Three Interviews

FIRST INTERVIEW - *What am I going to do?*

Understanding → Interests → Goals → Planning → Evidence

SECOND INTERVIEW- *How am I doing?*

Progress → Challenges → Reflection → Evidence → Learning

THIRD INTERVIEW - *What have I learned?*

Achievement → Learning Outcomes → Personal Growth → Evaluation → Future

CAS Coordinator's Role During the Interviews

The interview should be a **conversation**, not an interrogation or a checklist. The CAS Coordinator should:

- listen actively;
- ask open questions;
- encourage genuine reflection;
- help students identify challenges;
- provide guidance when needed;
- check progress;
- review evidence;
- help students connect experiences with learning outcomes;
- encourage students to take ownership of their CAS programme.

The document emphasizes adapting the questions to what is meaningful for individual students and their CAS programme.

The key principle:

The CAS interview is not about finding the "right answer". It is about helping the student understand, reflect on and take ownership of their CAS journey.