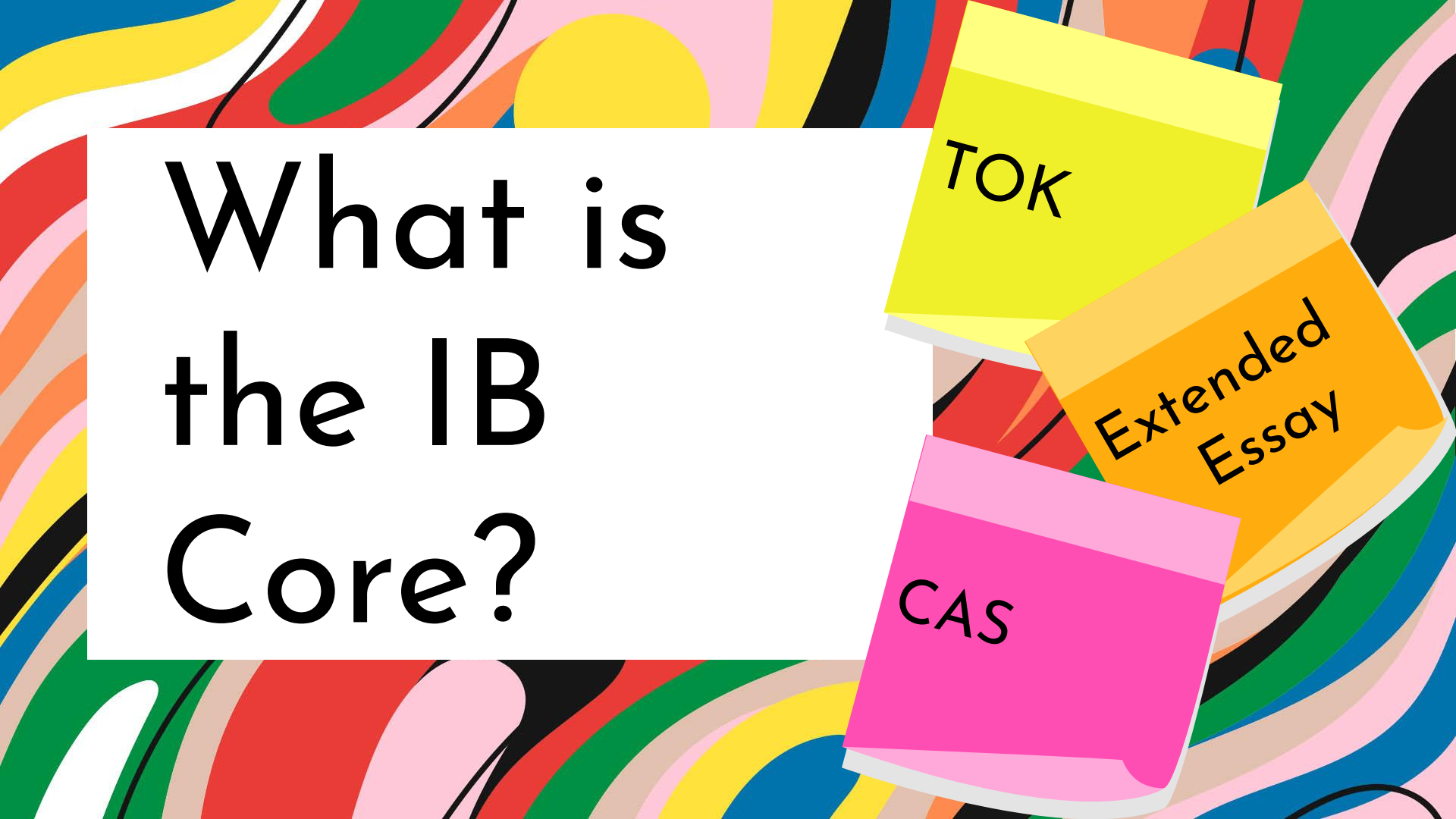


# What is the IB Core?

TOK

Extended  
Essay

CAS





# Extended Essay

Part of the IB Core

“The extended essay is a completely open-ended task, directed by student interest. [It] is intended to encourage students to examine significant issues and areas of research that they personally care about in an in-depth and meaningful way...Students learn about the topic of their research, methodology, and critical thinking, but they also learn skills such as time management, perseverance, resilience, and decision-making.”



# THE EE PROVIDES STUDENTS WITH:

## PREPARATION

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Practical preparation for undergraduate research

## OPPORTUNITY

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Opportunity to investigate a topic of personal interest relates to one of the student's six DP subjects, or takes an interdisciplinary approach

## SKILLS

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The research process helps develop skills in:

- formulating an appropriate research question
- communicating ideas
- developing an argument

- **Mandatory component of the IB diploma**
- **4,000 word essay** on a topic of student's choice
- Completed during junior *and* senior year
- **Externally Assessed by IB**

# INITIAL STEPS - JUNIORS

**01** CHOOSE A SUBJECT

**03** FIND A SUPERVISOR

**02** DEVELOP PRELIMINARY  
QUESTION

**04** MEET WITH SUPERVISOR &  
BEGIN RESEARCH

**Juniors** will be introduced to the EE in January

- Formulate research question
- Meet with supervisor
- Conduct initial research
- Students are expected to work on the EE over the summer

**Seniors:**

- September 20: 2,000-word draft due
- October 7: 4,000-word full draft due
- November 12: Final paper due



~15 pages

Title Page

Table of Contents

Introduction

Body  
(development/  
methods/results)

Conclusion

Footnotes

Bibliography

Appendices  
(Optional)

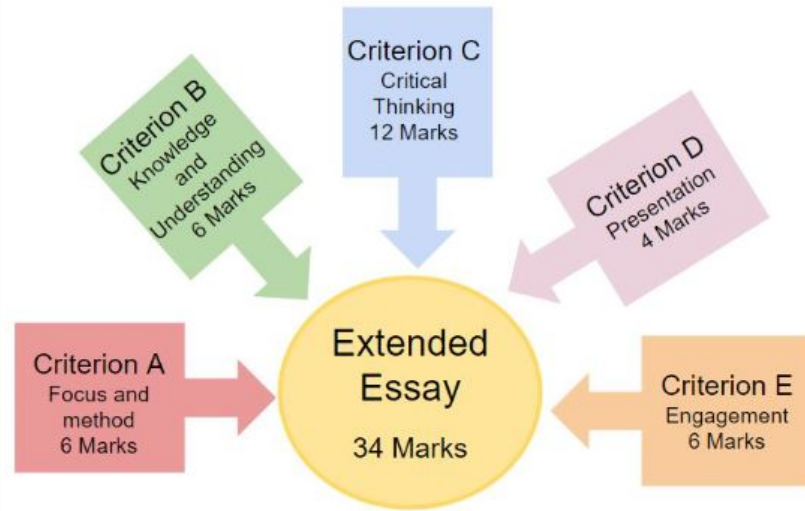
**A 4,000-word  
research paper**










## Extended Essay - Criteria: Home

Home Criterion A: Focus and Method Criterion B: Knowledge and Understanding Cr

### Assessment Criteria



### Biology - Extended Essay Examples

-  The effect of carbon dioxide on the growth Chlorophytum comosum
-  An investigation of how sugar can affect memory
-  Is there a correlation between the amount of wheat in diet and being diagnosed with Celiac Disease?
-  To what extent can chemical use be blamed for colony collapse disorder?
-  To what extent does the genomic guanine-cytosine content of a viral pathogen affect the fatality of the disease?
-  To what extent is there a variation in HbA1c levels in diabetic pediatric patents, & how does pubertal development & insulin resistance play a role in this?
-  What is the effect on the biomass of Brassica oleracea var. botrytis grown through micropropagation of using 2500 mg L vs 1900 mg L of potassium nitrate in a Murashige medium?

<https://sturgischarterhschool.libguides.com/EEcriteria>

<https://sturgischarterhschool.libguides.com/EEexamples>

# Extended Essay - Progress Reports and Report Cards

Families receive an update on how their student is doing with their extended essay on every Progress Report and Report Card

**S = Satisfactory** = student is meeting the goals for a particular marking period via Google Classroom assignments

**NI = Needs Improvement** = student is not meeting the goals for a particular marking period via Google Classroom assignments and should get caught up



**Please feel free to contact me at:**

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**Kalli Conway**

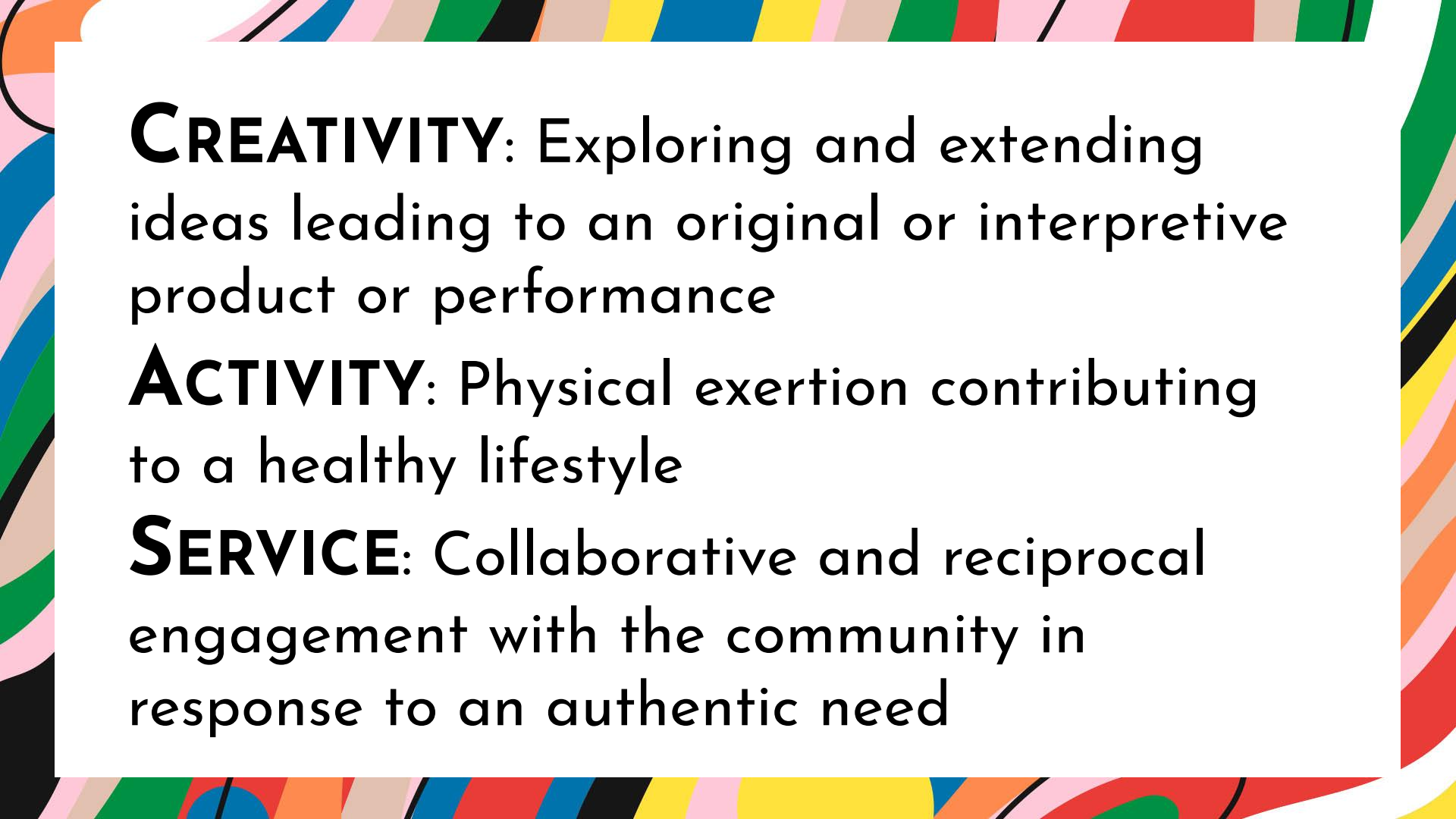


**CAS:**

**Creativity,**

**Activity,**

**Service**



**CREATIVITY:** Exploring and extending ideas leading to an original or interpretive product or performance

**ACTIVITY:** Physical exertion contributing to a healthy lifestyle

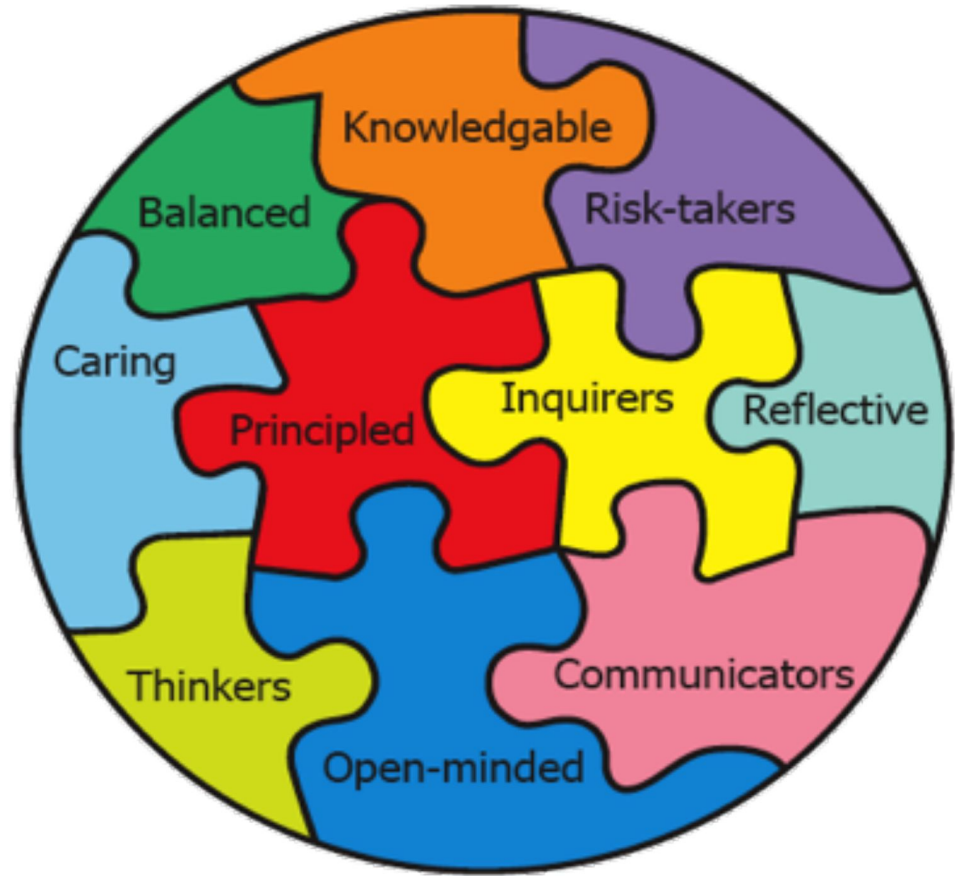
**SERVICE:** Collaborative and reciprocal engagement with the community in response to an authentic need



## **Let's take a moment to discuss:**

Consider your impression of the IB. Why did they design the CAS program? Why should it be part of your child's completion of the IB? Why Creativity, Activity, and Service?

**A great  
opportunity to  
exercise these  
traits in a real  
world context:**





CAS Experiences

1 CAS Project

30+ Reflections  
(about the experiences and project)

18 months

CAS  
Portfolio



ManageBac

## CAS can be:

- School-sponsored activities or clubs
- Community-sponsored experiences
- Individual pursuits
- Short- or long-term

## CAS cannot be:

- Academic credit
- Financial or material compensation
- Religious devotion
- Regular family obligation or chore

# What “counts” for CAS?

- Any sports team
- Coding or design
- Helping a teacher in the classroom
- Yoga or pilates
- Photography or art
- Running or the gym
- Volunteering at a community organization

- Dance or theater
- School clubs
- Learning an instrument
- Cooking/baking
- Writing a song or poem
- Tutoring or helping a neighbor
- Gardening
- And so much more!



## **Celebrate your kiddo!**

Tell your neighbor 1 or 2 experiences that your teen already does for CAS, or that you think they could try.


# CAS on Progress Reports and Report Cards

Families receive an update on how their student is doing in CAS with every Progress Report and Report Card

**S = Satisfactory** = student is meeting the goals for a particular marking period (usually 2 reflections per quarter)

**NI = Needs Improvement** = student is not meeting the goals for a particular marking period and should get caught up





How can families  
help CAS? And  
how can CAS help  
you?

THANK YOU!

# CAS at home...

- Ask your teen about CAS! Celebrate their endeavors!
- Encourage them to set aside a specific time each week for CAS reflections, and check in *gently*
- Creativity (C): Embark on a DIY project together, let them cook for the family, ask them about their artwork
- Activity (A): Regularly exercise or engage in self-care activities with them, run a 5K together, go to their games
- Service (S): Connect them with a sick or elderly neighbor so they can rake leaves or plow snow, volunteer together at a food bank



# Some more ideas...

- Let us know of any opportunities that might be CAS
  - events, internships, groups, volunteer opportunities
  - at your workplace, in your community, or with an organization you support
- Serve as a “mentor” to a student in an individual pursuit
  - painting, building a computer, fixing up a car, learning a new sport, making jewelry, etc.
  - your own teen or someone else!



**CAS Coordinator:  
Megan Briggs Magnant**

[mbriggsmagnant@sturgischarterschool.org](mailto:mbriggsmagnant@sturgischarterschool.org)

Please don't hesitate to reach out!