

PYP Exhibition Cycle Guide

Making inquiry learning visible



PYPx Essential Requirements

The PYP Exhibition is a **culminating, collaborative experience** in which students explore, document, and share their understanding of issues or opportunities of personal significance.

It is **student-initiated** and involves **sustained inquiry**, the development of **understanding**, and the **taking of action**. Students work together to investigate their chosen issue, engage with multiple perspectives, and communicate their learning to others.

The degree of independence and complexity **will vary**, reflecting learners' experience and the school's context.

This guide is designed to **support these requirements** in a clear and structured way across a range of settings and levels of experience.

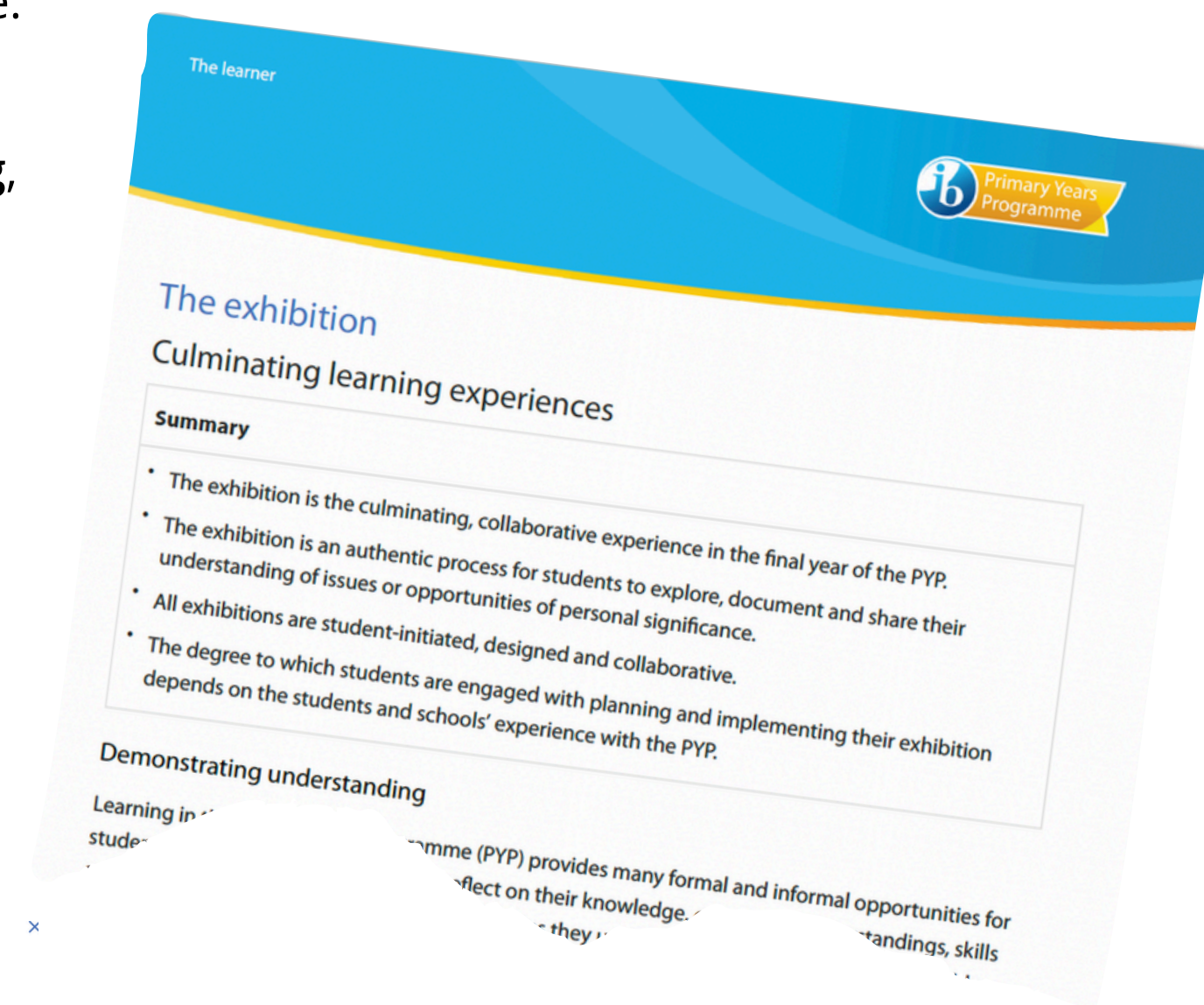


Guided
exhibition

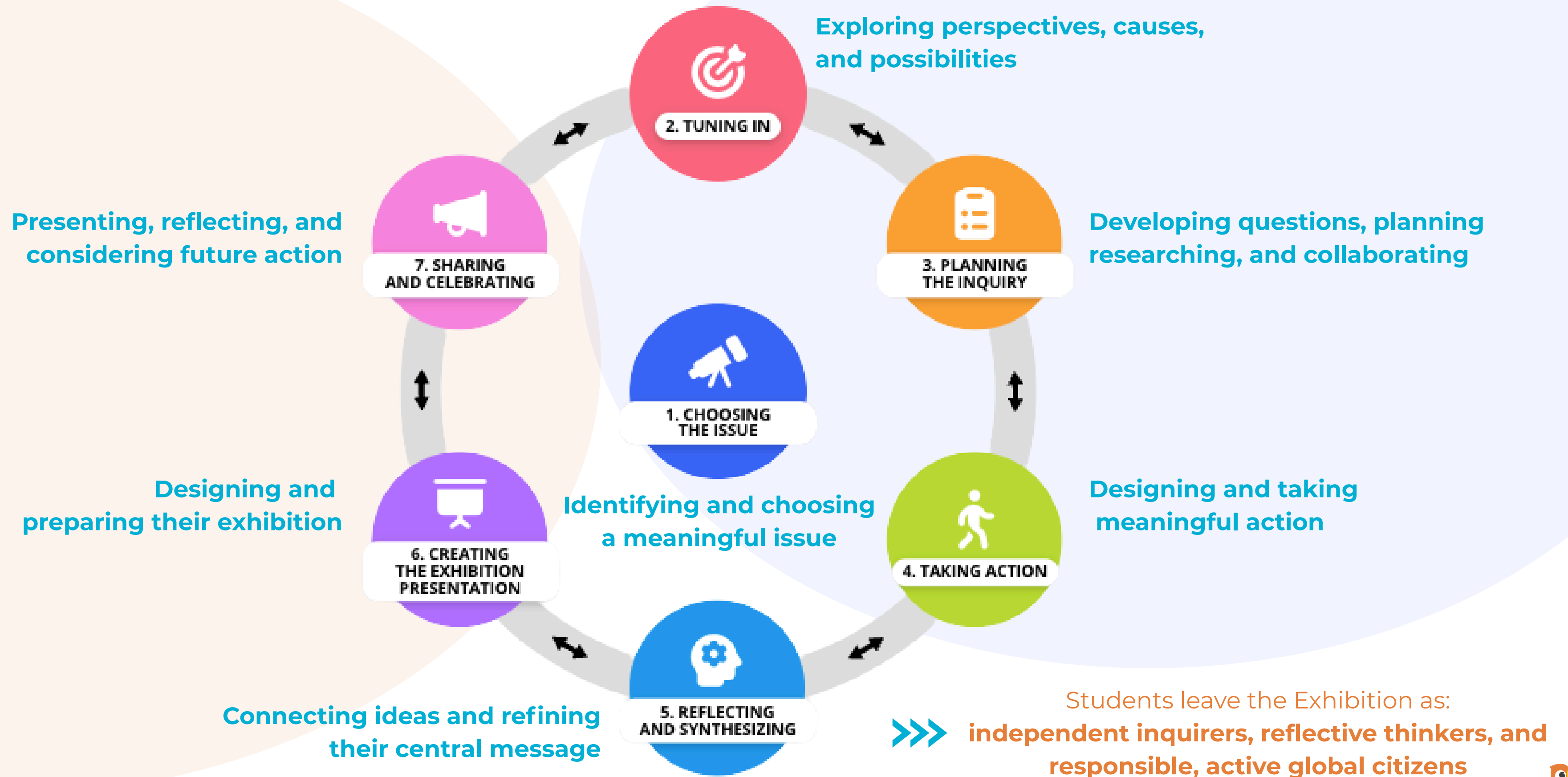


Student-led
exhibition

Figure EX02 Progression of student-led exhibition (from guided to independent)



The PYP Exhibition Learning Journey

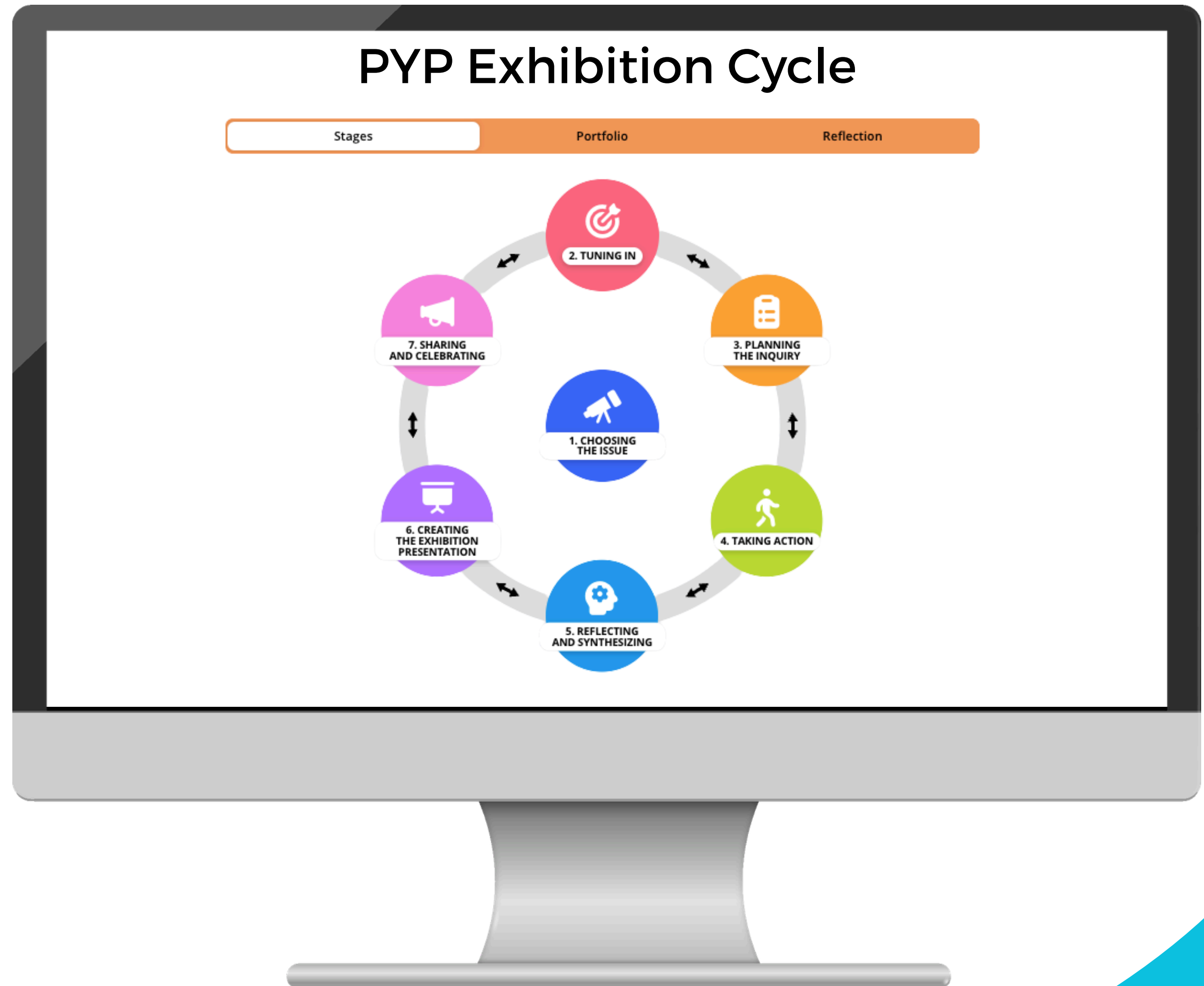


Learning Cycle

The Exhibition process is organized into **seven stages** that support the development of understanding over time.

Students engage in **purposeful learning experiences** and pause at key moments to **capture their thinking**.

Qridi Core users activate the PYP Exhibition Cycle and learning engagements through their **digital platform**.



Balance

Explorations and learning engagements to explicitly develop a balance of **Approaches to Learning, concepts, and Learner Profile Attributes** are tagged and distributed across the seven stages of the Exhibition Cycle.

		ATL SKILLS					CONCEPTS							LEARNER PROFILE ATTRIBUTES										
		Research	Self-Management	Thinking	Communication	Social	Form	Function	Connection	Change	Causation	Perspective	Responsibility	Identity	Balanced	Caring	Communicator	Inquirer	Knowledgeable	Open-Minded	Principled	Reflective	Risk-Taker	Thinker
1	Choosing the issue																							
2	Tuning In																							
3	Planning the inquiry																							
4	Taking action																							
5	Reflecting and synthesizing																							
6	Creating the presentation																							
7	Sharing and celebrating																							



Visible Learning

Students' **evidence of understanding and growth**, developed through ongoing reflection, feedback, and assessment, is made visible in the PYP Exhibition Cycle as an **automated digital portfolio** for Qridi Core users.



PYP Exhibition Learning & Evidence

LEARNING

Each stage of the Exhibition is driven by:

- **Concepts** (e.g., perspective, identity)
- **ATL Skills** (e.g., research, thinking)
- **Learner Profile** (e.g., inquirer, principled)

Students engage in:

- **Inquiry-based** learning experiences
- Collaborative and student-led **investigations**



REFLECTION

Two types of reflection support learning and build metacognition and student ownership:

Stage Reflection (deep thinking)

- What did I learn about the world?
- What did I learn about myself?
- How did my thinking change?

Progress Reflection (ongoing)

- Where am I now?
- What have I improved?
- What is my next step?

CAPTURE MOMENTS

At key moments, students pause to capture their thinking in a journal, portfolio, or digital platform using questions, research findings, perspectives, connections to identity, decisions, and justifications.

Evidence may include: Writing, audio, video, images, or models.

These “capture points” ensure **ongoing documentation** of learning

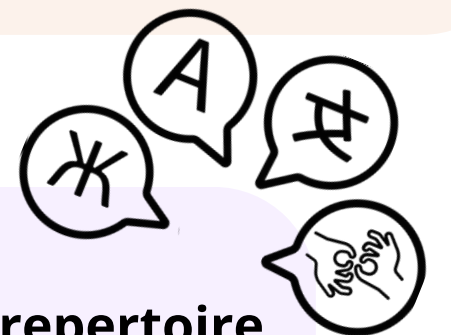
ASSESSMENT

Assessment is ongoing and integrated into the process. A consistent **tracking tool and rubric** guide students across all stages.

A NOTE ABOUT LANGUAGE

Students are encouraged to use their **full linguistic repertoire**, including their mother tongue, to support thinking and learning.

Final products should be accessible to the intended audience and may include **multilingual or multimodal** elements.



This resource can be used as a complete PYP Exhibition framework or alongside existing school practices.



Date & Time:

Mentor Meeting Notes



What I am working on:



A question I have:

Circle your current stage.

One challenge I am facing:



Feedback from my mentor:





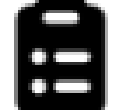




My next step(s):



What I will share next time:












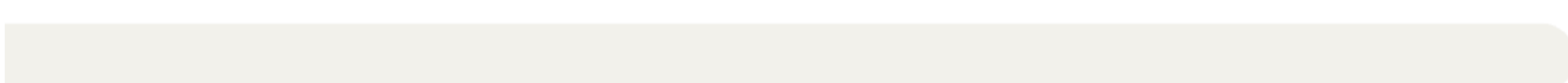

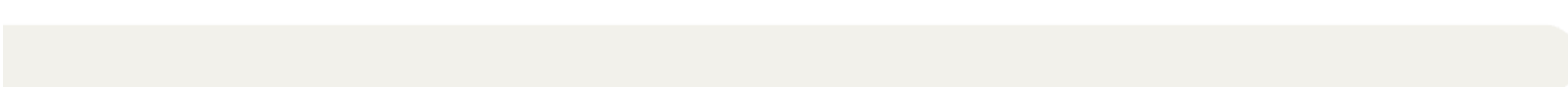


PYP Exhibition Cycle Rubric

PYPx Cycle Stage		Emerging	Developing	Proficient	Extending
	Choosing the issue	I can think about issues and what matters to me	I can choose an issue and explain why it matters	I can choose a meaningful issue and connect it to the world	I can choose a meaningful issue and clearly explain why it matters locally and globally
	Tuning In	I can explore ideas and ask simple questions	I can ask questions and think about different ideas	I can ask clear questions and explore different perspectives	I can ask strong questions and understand different perspectives deeply
	Planning the inquiry	I can think about how to find information	I can plan how to find answers to my questions	I can plan my inquiry and choose helpful sources	I can plan my inquiry independently and choose effective strategies and sources
	Taking action	I can think about ways to take action	I can take action with some purpose	I can take meaningful action connected to my learning	I can take meaningful action that makes a difference and shows responsibility
	Reflecting and synthesizing	I can share what I have learned	I can connect some of my ideas	I can connect ideas and explain my understanding clearly	I can connect ideas deeply and explain my understanding in a clear and meaningful way
	Creating the presentation	I can share my ideas in simple ways	I can present my learning clearly	I can present my learning clearly for an audience	I can present my learning confidently and adapt it for different audiences
	Sharing and celebrating	I can talk about what I did	I can reflect on my learning	I can reflect on my learning and growth	I can reflect deeply and explain how I will use my learning in the future

➤➤➤ Students can revisit this rubric during reflection.



PYP Exhibition Cycle Tracker

PYPx Cycle Stage		As you move through each stage of the Exhibition, color in the bar to show your progress.	
	Choosing the issue		I have identified an issue that matters to me and the world
	Tuning In		I have explored ideas, perspectives, and questions about my issue.
	Planning the inquiry		I have developed questions and planned how to find out more.
	Taking action		I am ready to take meaningful action connected to my learning.
	Reflecting and synthesizing		I have connected ideas and shaped my understanding.
	Creating the presentation		I can communicate my learning clearly and creatively.
	Sharing and celebrating		I have shared my learning with others and reflected on my journey.

➤➤➤ Students can revisit this tracker during reflection.



PYP Exhibition Goal Setting



ATL SKILLS

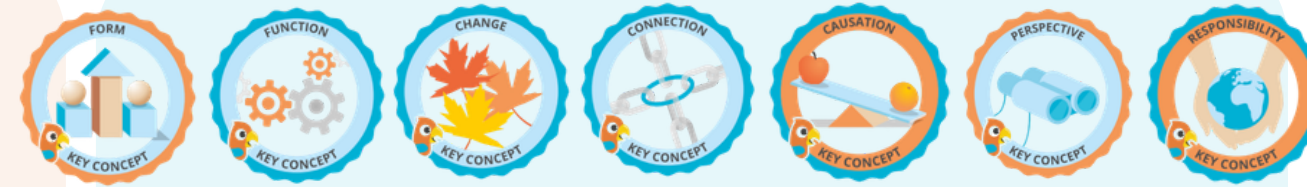
Name two **ATL strengths** you have:

- 1)
- 2)

Name two ATL areas you would **like to develop** during the Exhibition:

- 1)
- 2)

How will you know when you have reached your **ATL goals**?



CONCEPTS

Name two **Concept strengths** you have:

- 1)
- 2)

Name two Concept areas you would **like to develop** during the Exhibition:

- 1)
- 2)

How will you know when you have reached your **Concept goals**?



LEARNER PROFILE ATTRIBUTES

Name two **Learner Profile strengths** you have:

- 1)
- 2)

Name two Learner Profile areas you would **like to develop** during the Exhibition:

- 1)
- 2)

How will you know when you have reached your **Learner Profile goals**?

➤➤➤ Students can revisit their goals tracker during reflection.



There is a Pause & Reflect Engagement at the end of each stage.

Pause & Reflect

Making a meaningful choice



Take a moment to look at all your notes, keywords, charts, and id

Teachers can adapt the procedures for recording and reflecting to their regular routines or use the automated features in Qridi Core.

A student checklist supports student readiness to move to the next stage of the cycle.



What have I learned about different issues?

What matters most to me?

Which issue feels most meaningful and why?

Use your PYPx goals, tracker, and rubric to support your reflection!

Stage Check: Am I ready to move on?	
I understand why my issue matters.	<p>Each stage includes 4 to 8 structured reflection tasks, documenting learning progress and process. Teachers can monitor completion through submission counts in their digital gradebooks.</p>
I can explain my choice	
I have chosen an issue and shared my thinking.	

Am I ready to choose the issue I will focus on?

Stop & Capture
The issue I am leaning towards:
Why it matters to me:



Check Your Progress

Where am I now in my learning?
What have I improved so far?
What is my next step?

