The objective of the research is to produce theoretical elements on curricular evaluation in order to support it as a process for social transformation and construction in Venezuelan universities. It is based on the methodological principles of the qualitative approach. An ontoepistemological stand is taken in the context of the interpretation lived by the subject as the object immersed in reality. In depth interviews were carried out to a group of university teachers involved in this subject matter. From a critical perspective the results of the documentary research were related to social learning and curriculum. The elements produced were the result of processes of exploration, interpretation and analysis. Based on them we hope for curricular evaluation to be critical, and adjusted to the context although not technicist.

Keywords
Curricular Evaluation, Comparative Method, Critical Theory, Research, University institutions; Social Change.