Abstract
This article aims to analyze some physical education evaluation proposals from the educators prototype; verifying where and how changes are produced and what kind of challenge they represent for the teacher in the sports area. To accomplish this, some theoretical approaches forming the basis for rethinking evaluation methods are presented: its conceptions, practical and theoretical foundations; power relationships; current situation; and the different models interpreting it. These approaches constitute an indispensable tool to understand transformations, innovations, complexity and eclecticism that give sense to evaluation from different perspectives.

Keywords
socioeducational context, physical education, evaluation tendencies, teaching-learning.