This paper refers to a proposed curriculum evaluation, referring to the experience of evaluation that has been done in the higher average level of IIT, which was implemented from 2003 and nearly five years of implementation, it becomes necessary to assess their development in order to establish its scope and expectations of operation. The letter represents a byproduct related methodological process followed in the evaluation of university bachelor, which carries the implicit model in which relied for its implementation. It also mentions the livelihood epistemological which is located in the assessment, which breaks with the tradicional view and efficiency o the curriculum evaluation that relied on a logical positivist-pilot, and who tries to access a holistic paradigm of the same, which is integrated with what the quantitative and qualitativo where the object determines the method of evaluation. Finally describes how it uses a model-evaluative illuminators, which is tailored to the needs of institutional context where the assessment is done.

Abstract

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Keywords

Curriculum, evaluation, methodology, high school.