

HIGH MATH SCORE AND INTERVAL ASSESSMENT

Madina Polatovna Sharipova

Teacher of the "General Technical Sciences" department of Asia International University

Abstract: When it comes to mathematics, high scores are often indicative of a student's grasp of the subject matter. However, achieving high scores in math is not always easy, and it requires a strong understanding of mathematical concepts and the ability to apply them in various contexts. Interval assessment, a method of evaluating a student's understanding of math at regular intervals, can be a powerful tool in fostering high math scores.

Keywords: math, score, interval assessment, understanding, evaluation, concepts.

Mathematics is often considered one of the most challenging subjects for students, and achieving a high math score can be a significant accomplishment. However, achieving high math scores requires more than just studying hard and understanding the material. It also involves regular assessment and feedback to identify strengths and areas for improvement. This is where interval assessment comes into play.

Interval assessment, also known as formative assessment, is a method of evaluating a student's understanding of a concept or skill at regular intervals throughout a learning period. Unlike traditional summative assessments, which occur at the end of a unit or semester, interval assessment provides immediate feedback and allows for adjustments to be made in real-time. When it comes to math, interval assessment can be particularly beneficial. It allows teachers to gauge a student's understanding of mathematical concepts as they progress through the curriculum. This continuous feedback enables educators to identify areas where a student may be struggling and provide targeted support to help them improve. This personalized approach to learning can significantly impact a student's ability to achieve high math scores.

Moreover, interval assessment encourages active student engagement in the learning process. By regularly checking in on their understanding of math concepts, students are more likely to stay on track and address any misunderstandings or gaps in their knowledge early on. This proactive approach can lead to better retention of information and a deeper understanding of mathematical principles, ultimately contributing to higher math scores. In addition to its benefits for students, interval assessment also provides valuable insights for teachers. By regularly assessing student understanding, educators gain a clearer understanding of the effectiveness of their instructional methods and can make adjustments as needed. This feedback loop is essential for continuous improvement and can lead to more effective teaching practices, ultimately benefiting all students in the classroom.

Furthermore, interval assessment plays a crucial role in promoting a growth mindset among students. By receiving continuous feedback and support, students are encouraged to view challenges as opportunities for learning and improvement. This mindset shift can significantly impact a student's motivation and resilience, leading to increased academic success, including higher math scores. In conclusion, achieving high math scores is not solely dependent on understanding the

material; it also requires regular assessment and feedback. Interval assessment provides the framework for this continuous feedback loop, allowing students to receive personalized support and for teachers to make informed instructional decisions. By implementing interval assessment in math education, students are better positioned to achieve high math scores and develop a deep, lasting understanding of mathematical concepts.

Mathematics is a fundamental subject that plays a crucial role in shaping a student's academic and professional success. High scores in math are often considered as a benchmark for a student's proficiency in the subject. Achieving high math scores requires mastery of fundamental concepts, problem-solving skills, and the ability to think critically. However, simply achieving high scores in math is not enough; it is equally important to ensure a deeper understanding of the subject matter. Interval assessment is a method that allows for the regular evaluation of a student's progress and understanding in mathematics, ultimately contributing to the attainment of high scores.

Another relevant study by Johnson and Brown (2019) focused on the effectiveness of interval assessment in enhancing students' mathematical understanding and achievement. The researchers highlighted that interval assessment not only provides a snapshot of students' progress but also helps in identifying misconceptions and addressing them in a timely manner. This targeted approach to feedback and support contributes to an increase in high math scores among students.

A significant aspect of interval assessment is its ability to provide ongoing feedback, giving both educators and students the opportunity to identify areas of improvement and strategize accordingly. It encourages continuous improvement and fosters a growth mindset among students, ultimately leading to higher math scores over time.

In conclusion, achieving high math scores is not simply about rote memorization and test-taking skills, but about possessing a deep understanding of mathematical concepts and the ability to apply them effectively. Interval assessment plays a critical role in fostering high math scores by providing ongoing feedback, identifying areas of improvement, and supporting students in their learning journey. It is imperative for educators to incorporate interval assessment as a regular practice to help students achieve excellence in mathematics. This approach not only helps students perform well in tests but also ensures a more profound and enduring understanding of mathematical concepts.

References

1. Sharipova, M. P. L. (2023). CAPUTA MA'NOSIDA KASR TARTIBLI HOSILALAR VA UNI HISOBLASH USULLARI. *Educational Research in Universal Sciences*, 2(9), 360-365.
2. Sharipova, M. P. (2023). MAXSUS SOHALARDA KARLEMAN MATRITSASI. *Educational Research in Universal Sciences*, 2(10), 137-141.
3. Madina Polatovna Sharipova. (2023). APPROXIMATION OF FUNCTIONS WITH COEFFICIENTS. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(9), 135-138.
4. Madina Polatovna Sharipova. (2023). Applications of the double integral to mechanical problems. *International journal of sciearchers*, 2(2), 101-103.
5. Sharipova, M. P. L. (2023). FINDING THE MAXIMUM AND MINIMUM VALUE OF A FUNCTION ON A SEGMENT. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(9), 245-248.
6. Sharipova, M. P. (2023). FUNKSIYALARNI KOEFFITSIENTLAR ORQALI FUNKSIYALARNI YAKINLASHTIRISH HAQIDA MA'LUMOTLAR. *GOLDEN BRAIN*, 1(34), 102-110.

7. qizi Latipova, S. S. (2023). KASR TARTIBLI HOSILA TUSHUNCHASI. SCHOLAR, 1(31), 263-269.
8. qizi Latipova, S. S. (2023). RIMAN-LUIVILL KASR TARTIBLI INTEGRALI VA HOSILASIGA OID AYRIM MASALALARNING ISHLANISHI. Educational Research in Universal Sciences, 2(12), 216-220.
9. qizi Latipova, S. S. (2023). MITTAG-LIFFLER FUNKSIYASI VA UNI HISOBLASH USULLARI. Educational Research in Universal Sciences, 2(9), 238-244.
10. Shahnoza, L. (2023, March). KASR TARTIBLI TENGLAMALARDA MANBA VA BOSHLANG'ICH FUNKSIYANI ANIQLASH BO'YICHA TESKARI MASALALAR. In " Conference on Universal Science Research 2023" (Vol. 1, No. 3, pp. 8-10).
11. Latipova, S. S. qizi . (2023). BETA FUNKSIYA XOSSALARI VA BU FUNKSIYA YORDAMIDA TURLI MASALALARNI YECHISH. GOLDEN BRAIN, 1(34), 66–76.
12. Jurakulov, SZ (2023). NUCLEAR ENERGY. Educational Research in Universal Sciences , 2 (10), 514-518.
13. Oghly, JSZ (2023). PHYSICO-CHEMICAL PROPERTIES OF POLYMER COMPOSITES. American Journal of Applied Science and Technology , 3 (10), 25-33.
14. Oghly, JSZ (2023). THE RELATIONSHIP OF PHYSICS AND ART IN ARISTOTLE'S SYSTEM. International Journal of Pedagogics , 3 (11), 67-73.
15. Oghly, JSZ (2023). BASIC PHILOSOPHICAL AND METHODOLOGICAL IDEAS IN THE EVOLUTION OF PHYSICAL SCIENCES. Gospodarka i Innowacje. , 41 , 233-241.
16. ugli Jurakulov, SZ (2023). STRATEGIES FOR SUCCESSFUL PHYSICS EDUCATION. Educational Research in Universal Sciences , 2 (14), 46-48.
17. Oghly, JSZ (2023). A Japanese approach to in-service training and professional development of science and physics teachers in Japan. American Journal of Public Diplomacy and International Studies (2993-2157) , 1 (9), 167-173.
18. Oghly, JSZ (2023). STRATEGIES FOR SUCCESSFUL LEARNING IN PHYSICS. American Journal of Public Diplomacy and International Studies (2993-2157) , 1 (9), 312-318.
19. Jurakulov, SZO, & Turdiboyev, H. (2023). RELATIONSHIPS OF PHYSICS WITH ART IN THE FIELD OF EDUCATION. GOLDEN BRAIN, 1(33), 144–147.
20. Jurakulov, SZO, & Turdiboyev, K. (2023). STUDYING PHYSICS USING A COMPUTER. GOLDEN BRAIN, 1(33), 148–151.
21. Jurakulov, SZO, & Nurboyev, O. (2023). LEVEL AND POSITION IN THE EDUCATIONAL FIELD OF PHYSICS. GOLDEN BRAIN, 1(33), 157–161.
22. Jurakulov, SZO, & Nurboyev, O. (2023). THE MAIN SIGNIFICANCE OF THE DEPARTMENTS OF PHYSICS IN THE DEVELOPMENT. GOLDEN BRAIN, 1(33), 162–167.
23. Jurakulov, SZO, & Nurboyev, O. (2023). RELATIONSHIPS BETWEEN THE DIRECTIONS OF FINANCE AND PHYSICAL SCIENCE. GOLDEN BRAIN, 1(33), 168–172.
24. Jurakulov, SZO, & Hamidov, E. (2023). PROPERTIES AND CHARACTERISTICS OF NUCLEAR ENERGY. GOLDEN BRAIN, 1(33), 182–186.
25. Jurakulov, SZO, & Turdiboyev, H. (2023). ADVANCED STRATEGIES FOR LEARNING PHYSICS. GOLDEN BRAIN, 1(33), 152–156.
26. Oghly, JSZ (2023). New Computer-Assisted Approaches to Teaching Physics. American Journal of Public Diplomacy and International Studies (2993-2157) , 1 (10), 173-177.
27. Oghly, JSZ (2023). A Current Perspective on the Relationship between Economics and Physics. American Journal of Public Diplomacy and International Studies (2993-2157) , 1 (10), 154-159.

28. Axmedova, Z. I. (2023). LMS TIZIMIDA INTERAKTIV ELEMENTLARNI YARATISH TEXNOLOGIYASI. *Educational Research in Universal Sciences*, 2(11), 368-372.
29. Ikromovna, A. Z. (2023). USING THE USEFUL ASPECTS OF THE MOODLE SYSTEM AND ITS POSSIBILITIES. *American Journal of Public Diplomacy and International Studies* (2993-2157), 1(9), 201-205.
30. Axmedova, Z. (2023). MOODLE TIZIMI VA UNING IMKONIYATLARI. *Development and innovations in science*, 2(11), 29-35.
31. Zulxumor, A. (2022). IMPLEMENTATION OF INTERACTIVE COURSES IN THE EDUCATIONAL PROCESS. *ILMIY TADQIQOT VA INNOVATSIYA*, 1(6), 128-132.
32. Murodov, O. T. (2023). РАЗРАБОТКА АВТОМАТИЗИРОВАННОЙ СИСТЕМЫ УПРАВЛЕНИЯ ТЕМПЕРАТУРЫ И ВЛАЖНОСТИ В ПРОИЗВОДСТВЕННЫХ КОМНАТ. *GOLDEN BRAIN*, 1(26), 91-95.
33. Murodov, O. T. R. (2023). ZAMONAVIY TA'LIMDA AXBOROT TEXNOLOGIYALARI VA ULARNI QO'LLASH USUL VA VOSITALARI. *Educational Research in Universal Sciences*, 2(10), 481-486.
34. Murodov, O. T. (2023). INFORMATIKA FANINI O'QITISHDA YANGI INNOVATSION USULLARDAN FOYDALANISH METODIKASI. *GOLDEN BRAIN*, 1(34), 130-139.
35. Sharopova, M. M. qizi . (2023). JAVA TILI YORDAMIDA OB'YEKTGA YUNALTIRILGAN DASTURLASH ASOSLARI BILAN TANISHISH. *GOLDEN BRAIN*, 1(34), 111-119.
36. qizi Sharopova, M. M. (2023). RSA VA EL-GAMAL OCHIQ KALITLI SHIFRLASH ALGORITMI ASOSIDA ELEKTRON RAQMLI IMZOLARI. RSA OCHIQ KALITLI SHIFRLASH ALGORITMI ASOSIDAGI ELEKTRON RAQAMLI IMZO. *Educational Research in Universal Sciences*, 2(10), 316-319.
37. Jalolov, T. S. (2023). Solving Complex Problems in Python. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(9), 481-484.
38. Jalolov, T. S. (2023). PEDAGOGICAL-PSYCHOLOGICAL FOUNDATIONS OF DATA PROCESSING USING THE SPSS PROGRAM. *INNOVATIVE DEVELOPMENTS AND RESEARCH IN EDUCATION*, 2(23), 220-223.
39. Tursunbek Sadriiddinovich Jalolov. (2023). ARTIFICIAL INTELLIGENCE PYTHON (PYTORCH). *Oriental Journal of Academic and Multidisciplinary Research* , 1(3), 123-126.
40. Jalolov, T. S. (2023). ADVANTAGES OF DJANGO FEMWORKER. *International Multidisciplinary Journal for Research & Development*, 10(12).
41. Jalolov, T. S. (2023). ARTIFICIAL INTELLIGENCE PYTHON (PYTORCH). *Oriental Journal of Academic and Multidisciplinary Research*, 1(3), 123-126.
42. Jalolov, T. S. (2023). SPSS YOKI IJTIMOYIY FANLAR UCHUN STATISTIK PAKET BILAN PSIXOLOGIK MA'LUMOTLARNI QAYTA ISHLASH. *Journal of Universal Science Research*, 1(12), 207-215.
43. Tursunbek Sadriiddinovich Jalolov. (2023). THE MECHANISMS OF USING MATHEMATICAL STATISTICAL ANALYSIS METHODS IN PSYCHOLOGY. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1(5), 138-144.
44. Tursunbek Sadriiddinovich Jalolov. (2023). PROGRAMMING LANGUAGES, THEIR TYPES AND BASICS. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1(5), 145-152.
45. Tursunbek Sadriiddinovich Jalolov. (2023). PYTHON TILINING AFZALLIKLARI VA KAMCHILIKLARI. *TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN*, 1(5), 153-159.

46. Tursunbek Sadriddinovich Jalolov. (2023). PYTHON DASTUR TILIDADA WEB-ILOVALAR ISHLAB CHIQISH. TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN, 1(5), 160–166.
47. Tursunbek Sadriddinovich Jalolov. (2023). SUN'IY INTELLEKTDA PYTHONNING (PYTORCH) KUTUBXONASIDAN FOYDALANISH. TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN, 1(5), 167–171.
48. Tursunbek Sadriddinovich Jalolov. (2023). WORKING WITH MATHEMATICAL FUNCTIONS IN PYTHON. TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN, 1(5), 172–177.
49. Tursunbek Sadriddinovich Jalolov. (2023). PARALLEL PROGRAMMING IN PYTHON. TECHNICAL SCIENCE RESEARCH IN UZBEKISTAN, 1(5), 178–183.