# SQL-TEST

**USER MANUAL** 

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## Objective

The primary objective of this manual is to provide comprehensive guidance to users on the efficient utilization of each feature within the SQL-Test System. This will enable users to maximize the potential of the system and achieve their desired outcomes with ease.

#### 1. Log -in

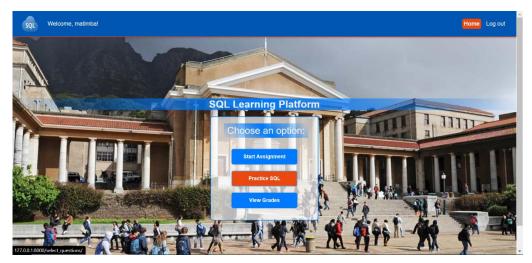
Upon accessing the system, the user will be directed to a login page. Here, they will input their login credentials, which will be used to verify their identity and create a session for them.

Once the user has successfully entered their login information, the system will verify their credentials and redirect them to a designated home page based on their user role.



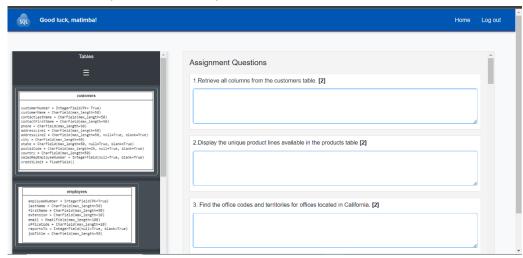
#### 2. Student Role

Upon logging in, the user will be directed to the homepage where they can access various features. In particular, they can take assignments, practice assignments, and view their grades for completed assignments.



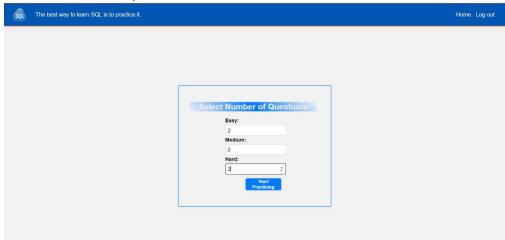
#### a. Start Assignment

As part of the user's interaction with the system, they will be provided with a series of questions arranged in ascending order of difficulty, starting from basic and gradually advancing to more complex levels. The questions are supported by tables that visually represent the fields and their corresponding values, making it easier for the user to comprehend and analyse the data.

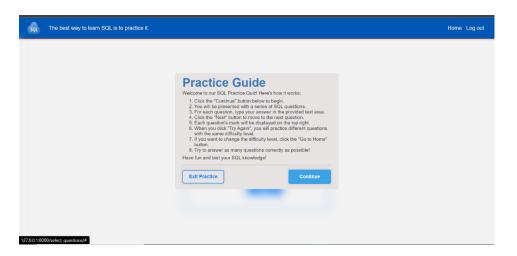


#### b. Practice Assignment

At the beginning of the quiz, the user will be given the option to choose the number of questions they want to attempt per difficulty level. This feature allows the user to concentrate on specific levels without having to answer questions from all levels. For instance, if a user wants to focus on easy and medium-difficulty questions, they can select those two levels and set the number of questions they are comfortable answering. This way, the quiz will be tailored to their preferences, and they can get the best out of the experience.



The user is presented with questions based on preferred options.





## c. View Grades

Once the user finishes an assignment, they will be able to access their grades for that particular assignment. If the user attempts the assignment multiple times, only their highest score will be recorded. The grades section displays the marks earned for the assignment and provides a breakdown of the marks obtained by difficulty level.



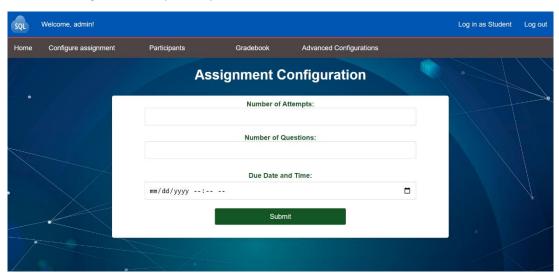
#### 3. Admin role

The admin user will be taken to this page where they will be able to configure the system as well as set up the assignments.



#### a. Assignment Configuration

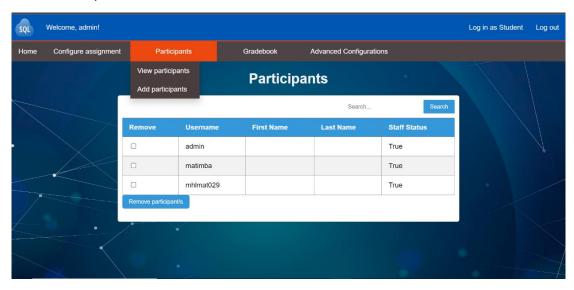
On the Admin Page, the administrator can configure the assignment settings for the users. They can set the number of attempts allowed for the assignment, the difficulty level of the questions, and the due date. This feature allows the administrator to have better control over the assignment completion process.



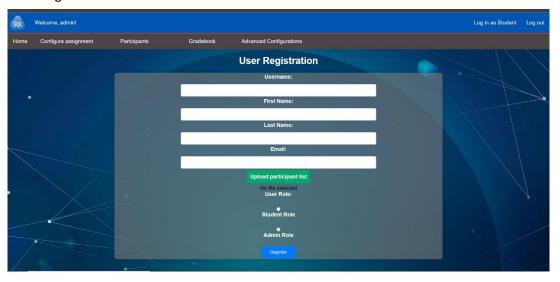
## b. Participants

This feature enables the administrator to manage participants by viewing, searching, adding, or removing them from the system either manually or through a script.

#### i. View Participants



#### ii. Adding users



#### c. Gradebook

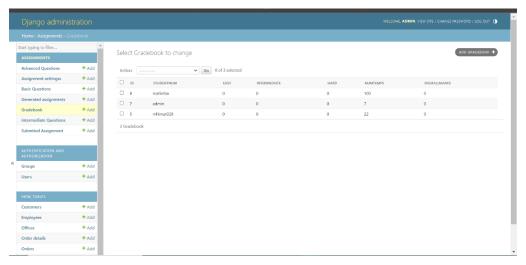
This feature allows users to view grades of all users in the system and also to edit their grades.

## i. View grades



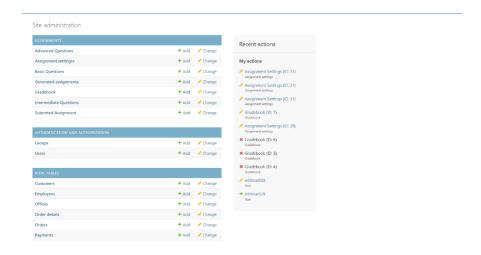
#### ii. Edit Grades

When a user edits grades, they are interacting directly with the Grades database. Any changes made during the editing process will be reflected in the database.



#### d. Advanced Feature

The advanced Feature users with access to a variety of databases, each serving a specific purpose. These databases include the question database, which stores all questions used in the system, the user database, which contains information about all users of the system, and the query tables, which allow users to retrieve specific data from the system. With access to these databases, users can efficiently manage and analyse data, facilitating better decision-making and improving overall system performance.



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