**CEBU INSTITUTE OF TECHNOLOGY**

**UNIVERSITY**

COLLEGE OF COMPUTER STUDIES

Software Requirements Specifications

for

AssessMate: Review & Assessment System

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Change History

Table of Contents

Change History 2

Table of Contents 3

1. Introduction 4

1.1. Purpose 4

1.2. Scope 4

1.3. Definitions, Acronyms and Abbreviations 4

1.4. References 4

2. Overall Description 5

2.1. Product perspective 5

2.2. User characteristics 5

2.4. Constraints 6

2.5. Assumptions and dependencies 6

3. Specific Requirements 7

3.1. External interface requirements 7

3.1.1. Hardware interfaces 7

3.1.2. Software interfaces 7

3.1.3. Communications interfaces 7

3.2. Functional requirements 7

Module 1 **Error! Bookmark not defined.**

Module 2 **Error! Bookmark not defined.**

3.4 Non-functional requirements 9

Performance 9

Security 9

Reliability 9

# Introduction

## Purpose

* *Describe the purpose of the SRS;*
* *Specify the intended audience for the SRS.*

## Scope

* *Identify the software product(s) to be produced by name (e.g., Host DBMS, Report Generator, etc.);*
* *Explain what the software product(s) will, and, if necessary, will not do;*
* *Describe the application of the software being specified, including relevant benefits, objectives, and goals;*
* *Be consistent with similar statements in higher-level specifications (e.g., the system requirements specification), if they exist.*

## Definitions, Acronyms and Abbreviations

* *provide the definitions of all terms, acronyms, and abbreviations required to properly interpret the SRS*

## References

* *Provide a complete list of all documents referenced elsewhere in the SRS;*
* *Identify each document by title, report number (if applicable), date, and publishing organization;*
* *Specify the sources from which the references can be obtained.*

# Overall Description

AssessMate is a review and assessment system designed for review centers to enhance the learning experience through structured quizzes and performance tracking. The platform provides two main user roles: coaches and reviewees, each with distinct functionalities to facilitate effective exam preparation.

Coaches have full control over the learning process, allowing them to create and manage classes, ensuring organized batch enrollments. They can also create, edit, and delete quizzes, tailoring assessments to match specific subject requirements. Additionally, coaches can access reviewees' progress, enabling them to track performance, identify areas for improvement, and provide targeted guidance.

On the other hand, reviewees can actively participate in their learning journey through self-enrollment using a unique code provided by their coach. They can take quizzes with the option to set a time limit, simulating real exam conditions. The system offers progress tracking, allowing reviewees to monitor their performance over time. After completing quizzes, reviewees can review their results to analyze mistakes and understand correct answers. Additionally, they have the opportunity to retake quizzes, reinforcing learning and improving their knowledge retention.

AssessMate provides an interactive and structured approach to exam preparation, making it an essential tool for review centers to optimize student learning outcomes.

## Product perspective

* *Put software product into perspective with other related products. If the product is independent and totally self-contained, it should be so stated here. If the SRS defines a product that is a component of a larger system, as frequently occurs, then this subsection should relate the requirements of that larger system to functionality of the software and should identify interfaces between that system and the software.*
* *A block diagram showing the major components of the larger system, interconnections, and external inter- faces can be helpful.*
* *Describe the modular decomposition of the components using the format below:*

*Module 1*

*Transaction 1.1*

*Transaction 1.2*

*Module 2*

*Transaction 2.1*

*Transaction 2.2*

*. . .*

## User characteristics

* *Describe all user types and their roles and privileges in the system*

## 2.4. Constraints

* *Provide a general description of any other items that will limit the developer’s options.*
* *Regulatory policies;*
* *Hardware limitations (e.g., signal timing requirements);*
* *Interfaces to other applications;*
* *Parallel operation;*
* *Audit functions;*
* *Control functions;*
* *Reliability requirements;*
* *Criticality of the application;*
* *Safety and security considerations.*

## 2.5. Assumptions and dependencies

*This subsection of the SRS should list each of the factors that affect the requirements stated in the SRS. These factors are not design constraints on the software but are, rather, any changes to them that can affect the requirements in the SRS. For example, an assumption may be that a specific operating system will be available on the hardware designated for the software product. If, in fact, the operating system is not avail- able, the SRS would then have to change accordingly.*

# Specific Requirements

## External interface requirements

### 3.1.1. Hardware interfaces

*This should specify the logical characteristics of each interface between the software product and the hard- ware components of the system. This includes configuration characteristics (number of ports, instruction sets, etc.). It also covers such matters as what devices are to be supported, how they are to be supported, and protocols. For example, terminal support may specify full-screen support as opposed to line-by-line support.*

### 3.1.2. Software interfaces

*This should specify the use of other required software products (e.g., a data management system, an operating system, or a mathematical package), and interfaces with other application systems (e.g., the linkage between an accounts receivable system and a general ledger system).*

### 3.1.3. Communications interfaces

*This should specify the various interfaces to communications such as local network protocols, etc.*

## Functional requirements

### User Module

#### 1.1 Registration

**Description:**  
This feature allows new users to register for an account by providing necessary details such as name, email, and password. Reviewees can join using a class code, while coaches create accounts with additional permissions to manage classes and quizzes.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 1.2 Log In

**Description:**  
Users can log in securely using their credentials. The system verifies the credentials against stored data, granting access based on user roles (Coach or Reviewee).

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 1.3 Profile

**Description:**  
Users can manage their profiles by updating personal details such as name, email, and password.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

### Class Management Module

#### 2.1 Class Creation & Management (Coach)

**Description:**

Coaches can create, edit, and delete classes, providing a structured environment for students. Each class has a unique code that reviewees use to enroll. Coaches can also update class details such as subject, schedule, and enrolled students.

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 2.2 Quiz Assignment to Classes

**Description:**  
Coaches can assign quizzes to specific classes. This ensures that only enrolled students have access to relevant quizzes. Coaches can also set deadlines and availability windows for each quiz.

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 2.3 Reviewee Enrollment via Class Code

**Description:**  
Reviewees can self-enroll in classes using a unique code provided by their coach. This simplifies the enrollment process and ensures that only authorized students join the class.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 2.4 Student Enrollment Management (Coach)

**Description:**  
Coaches can view and manage enrolled students, including removing inactive students or adjusting class settings. This feature helps maintain an organized class structure.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 2.5 Student Performance Tracking (Coach)

**Description:**  
Coaches can track reviewee progress through performance analytics, quiz scores, and activity reports. This feature helps coaches identify weak areas and provide additional support where needed.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe\

### Class Management Module

#### 3.1 Quiz Question Type Selection

**Description:**  
Coaches can create quizzes with multiple question formats, including multiple-choice questions (MCQ), true/false, and short-answer questions. This flexibility allows a diverse assessment experience.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 3.2 Quiz Settings & Parameters

**Description:**  
Coaches can customize quiz settings, including time limits, randomization of questions, and the number of attempts allowed per student. These settings ensure quizzes match specific learning objectives.

##### Use Case Diagram

##### Use Case Description

##### Activity Diagram

##### Wireframe

#### 3.3 Reviewee Performance Monitoring (Self-Tracking)Use Case Diagram

**Description:**  
Reviewees can track their quiz scores, progress, and performance trends through a dashboard. This helps students identify areas where they need improvement and measure their overall learning progress.

##### Use Case Description

##### Activity Diagram

##### Wireframe

## Non-functional requirements

### Performance

##### Details

### Security

##### Details

### Reliability

##### Details