

# POLITECNICO

## MILANO 1863

### CodeKataBattle

Requirements Analysis and  
Specifications Document

Software Engineering 2 project  
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# 1. Introduction

## 1.1 Purpose

Software development is one of the most sought-after skills globally, and its growing importance is set to persist during future years. The versatility of this ability allows solving many problems in different fields, including science, art, and entrepreneurship. The acquisition of software development skills improves both creativity and innovation, as well as fosters the development of fundamental skills such as problem-solving, logical thinking, and effective communication.

To understand and master software development, it is essential to have the ability to design, write, and test software programs. Dedication and patience are necessary for the gradual process of learning programming. Theory is a foundational element, but it is only the start of developing your skills. Consistent practice is necessary to master concepts and programming techniques.

### 1.1.1 Purpose of the product

The purpose of the product is to provide a solution to the problem previously highlighted. The **CodeKataBattle** project, or CKB, is a platform that assists students in enhancing their software development abilities through battles. Students in teams participate in programming exercises where they complete software projects following a test-first approach. Creating battles, setting rules, and evaluating students' performance are tasks that educators do. CKB promotes skill development, encourages healthy competition, and facilitates assessment, fostering an environment that encourages collaboration and enhances competencies.

### 1.1.2 Goals

The following table provides an aggregate list of the specific goals that must be accomplished by CodeKataBattle system.

ID	Description
G1	Educators can create tournaments that involve coding battles to challenge students.
G2	Provides educators with the ability to track student software development knowledge.
G3	Students can improve their software development skills by taking part in coding tournaments and battles where they must write programs.
G4	Coding battles enable students to enhance their soft skills, such as communication, collaboration, and time management, by creating teams and collaborating with the members.

Table 1.1: Goals

## 1.2 Scope

CKB is a platform that allows students to improve their software development skills by participating in coding challenges. Educators create coding battles within specific tournaments, encouraging students to improve their programming proficiency. Students compete in coding battles to solve programming exercises in the defined programming language while following a test-first approach.

Educators create tournaments and battles by uploading a programming exercise (also known as Code Kata), defining group size limits by specifying both minimum and maximum participants, registration and submission deadlines, and scoring parameters. Once a battle is created, students can form teams, a team is a group of students that follows the size boundaries defined, if no minimum is established CKB accepts teams formed by only one person. Each team can be changed between different battles in the same tournament, and so also in different tournaments. When the registration deadline for the battle has expired, each team receives access to a GitHub repository containing the Code Kata. They are required to fork the repository and an automatic workflow through GitHub Actions, so from this point, students can work on their code.

The battle score ranges from 0 to 100 and is determined by both mandatory automated evaluation (test case pass rate, timeliness, source code quality) and optional manual evaluation (personal scores assigned by educators). The platform updates the battle score as students commit their code to GitHub, in this way students and educators can keep track of the battle's ranking. Following the deadline for submission, educators can perform an optional manual evaluation, if previously defined, before sharing the final battle rank with all the participants.

Each enrolled student in the tournament is assigned a personal score, calculated as the sum of their battle scores within it. This score is determined by CKB when

educators close a battle, and it is accessible to all platform users. When educators close a tournament, the final tournament rank remains available to all platform users.

Educator allows other colleagues to create battles within the context of a tournament. Educators can create gamification badges, which can be used in tournaments to reward students for their performance or achievement.

### 1.2.1 World Phenomena

ID	Description
<b>WP1</b>	Students participating in a tournament can decide whether to do a battle or not by subscribing or not to it.
<b>WP2</b>	Students choose for each battle if coding alone, when it is possible, or forming a team, respecting the limit imposed.
<b>WP3</b>	Only the student who formed the team forks the GitHub repository of the Code Kata.
<b>WP4</b>	Only the student who formed the team sets up an automatic workflow in the GitHub repository.
<b>WP5</b>	Student invites team members to its Code Kata repository.
<b>WP6</b>	Students work and compete in CKB with their code.
<b>WP7</b>	The students push their work to the GitHub repository.
<b>WP8</b>	An educator creates correct Code Kata, defining a coherent description of the project within its test cases and the configuration for automation scripts.
<b>WP9</b>	Educators check the work done by students in order to evaluate them, this is possible only if the manual evaluation option is chosen.

Table 1.2: World Phenomena

### 1.2.2 Shared Phenomena

Definire controlled by

ID	Description	Controlled by
SP1	A user registers their personal data in CKB system specifying if it is a student or an educator.	
SP2	A registered user inserts its credentials to get into CKB environment.	
SP3	An educator creates a tournament, defining all necessary details.	
SP4	The educator who created a specific tournament grants other colleagues permission to create battles inside it.	
SP5	An educator that has permission creates battles, defining all necessary details, within a tournament.	
SP6	Students are notified of upcoming tournaments.	
SP7	Students join tournaments.	
SP8	Students are notified of upcoming battles within a tournament they are subscribed to.	
SP9	Student joins battles.	
SP10	Student invites other students, who are subscribed in the same tournament, to join its team respecting the boundaries imposed.	
SP11	Student joins a team, it gets enrolled in a battle via an invite by another student if it was not already part of it.	
SP12	CKB platform sends the link of the GitHub repository to the students who created the team for the battle.	
SP13	Students who received the GitHub repository link are asked to fork it and set up an automated workflow.	

<b>SP14</b>	The forked repository's workflow notifies the platform of a new GitHub push action, performed by students.	
<b>SP15</b>	The platform updates the battle score of the students whenever their repository gets pushed.	
<b>SP16</b>	Educator and student subscribed to the battle can monitor the battle ranking among other participants.	
<b>SP17</b>	The educator uses the platform to go through the sources produced by each team.	
<b>SP18</b>	The educator, in its own battles, manually evaluates the work done by students.	
<b>SP19</b>	The platform notifies students of the end of a battle as soon as the final battle rank becomes available.	
<b>SP20</b>	An educator that has permission to create battles within a tournament, can also closes that tournament.	
<b>SP21</b>	The platform notifies all students involved in the tournament about its end when the tournament rank is available.	
<b>SP22</b>	At any time, all users can see the list of ongoing and ended tournaments as well as the corresponding tournament rank.	
<b>SP23</b>	An educator creates gamification badges inside CKB platform, defining a name, some variables, and a rule.	
<b>SP24</b>	A user checks the profile of any student subscribed to the CKB platform.	

Table 1.3: Shared Phenomena

## 1.3 Definitions, Acronyms, Abbreviations

### 1.3.1 Definitions

Term	Definition
User / Actor	A person who uses CKB platform, could be a Student or an Educator.
Educator	Identifies a person who provides instruction or education, such as a teacher.
Student	Identifies a person who is studying at school or college.
Kata	A training exercise system for karate where you repeat a form multiple times, making small improvements to each one.
Test-first approach	A software development process based on converting software requirements into test cases before creating the software, and then tracking the entire development process by repeatedly testing the software against those test cases.
Code Kata	Programming battles in which teams of students compete against each other.

Table 1.4: Definitions

### 1.3.2 Acronyms

Acronyms	Term
CKB	CodeKataBattle
EDU	Educator
STU	Student
IDE	Integrated Development Environment

Table 1.5: Acronyms

### 1.3.3 Abbreviations

Abbreviation		Term
$G_i$		i-th goal
$WP_i$		i-th World Phenomena
$SP_i$		i-th Shared Phenomena
$DA_i$		i-th Domain Assumption
$Dep_i$		i-th Dependencies
$R_i$		i-th Requirement
$UC_i$		i-th Use Case
i.e.		in other words
e.g.		for example
iff		if and only if

Table 1.6: Abbreviations

## 1.4 Reference Documents

- Assignment RDD A.Y. 2023-2024<sup>1</sup>
- Course slides on WeeBeep<sup>2</sup>
- ISO/IEC/IEEE 29148 dated 2018,  
Systems and software engineering - Life cycle processes - Requirements engineering<sup>3</sup>

<sup>1</sup><https://weebeep.polimi.it/mod/folder/view.php?id=219353>

<sup>2</sup><https://weebeep.polimi.it/mod/folder/view.php?id=207692>

<sup>3</sup><https://www.iso.org/obp/ui/#iso:std:iso-iec-ieee:29148:ed-2:v1:en>

## 1.5 Document Structure

The structure of this RASD document follows six main sections:

1. **Introduction:** provides an overview of the problem at hand, the purpose of the project, the scope of the domain, and introduces the main goals of the system as a solution.
2. **Overall Description:** gives a general description of the system, going into more detail about its main functions. The description is assisted with the help of UML diagrams, such as class, activity, and state diagrams. The domain assumptions of the examined world are then explained along with any dependencies and constraints.
3. **Specific Requirements:** specifies the functional and non-functional requirements of a software system. It includes use case diagrams, descriptions of each use case, and related sequence diagrams. Finally, it provides a mapping of the requirements for both goals and use cases.
4. **Formal Analysis Using Alloy:** contains Alloy models which are used for the description of the application domain and its properties, referring to the operations that the system has to provide and some critical aspects of the system.
5. **Effort Spent:** keep track of the time spent to complete this document. The first table defines the amount of hours used by the whole team to make important decisions and to make reviews, the other tables contain the individual effort spent by each team member.
6. **References:** lists all the documents used and that were helpful in drafting the RASD.  
=> Rimuoviamo? Vogliamo aggiungere nella sezione sopra altre cose?

## 2. Overall Description

### 2.1 Product Perspective

#### 2.1.1 Scenarios

##### **Creating a tournament**

Chip, a professor of Algorithm and Data Structures at Mouseton Institute of Technology prepared to teach the chapter on strings, launching the "Strings Operations" coding tournament on CKB. To expand participation, he allowed his colleague Dale to create challenges for his software engineering class. Students across classes would compete in string manipulation tasks, ranging from basic concatenation to advanced text analysis, fostering collaboration and learning. To make the tournament more interesting, Chip decided to award badges to the best-performing students, so he added badges for the students who participate in most tournaments, one for the students who win most battles, and one for the students who write most lines of code. All students already subscribed to CKB were notified of the new tournament, and they could join it from the tournament page till a defined deadline.

##### **Creating a battle**

In order to familiarize students with the CKB platform and its features, Chip created an easy battle for his students to practice, called 'Wordcheck.' The task essentially required students to implement the game Wordle in the C language. He decided that the battle would last for two weeks, allowing students to work in teams of 2 or 3 people. Students would be able to join the battle until its last day.

*La finestra di registrazione può sovrapporre con il tempo della battaglia / Una conseguente all'altra*

In addition, he wanted to give extra points for code cleanup. Therefore, he had to review the code of each team at the end of the battle and assign extra points to the teams that wrote clean code. Chip set all this information in the battle creation form and then created the battle.

### Joining a battle

Huey and Dewey, two students of Chip's class, are notified of an incoming battle and decide to join it. Since the more the merrier, they decide to invite their friend Louie to join them in the battle. Louie receives the invitation mail and decides to join the battle in their team. After the registration deadline, they are notified that the battle is about to start. They get the link to the GitHub repository of the battle to fork it and then set up an automated workflow to link their GitHub account to the CKB platform.

**In contrasto con la cosa scritta sopra per la finestra e l'inizio battaglia**

After the automated workflow is set up, they are ready to start working on the battle.

### Improving the score and obtaining a badge

Donald is another warrior of the "Wordcheck" battle and he is working on the battle alone.

**Non può partecipar da solo per i vincoli definiti dal prof sopra**

After the first commit, he logs in to the CKB to check his score. He sees that he is in the 3rd position and that he is 10 points behind the leading team, composed of Huey, Dewey, and Louie. Fortunately, the battle is still in progress and the CKB platform allows him to improve his score by pushing new commits to the GitHub repository, so he decides to work on the battle for a couple of days and then push his updated work to the GitHub repository. After checking his score again, he is now in the 1st position and moreover, he obtained a badge for being the first to reach 100 points in the battle. From now on, both students and professors can see this badge when they visit Donald's profile.

### Closing a battle

**Scrooge non ha avuto permessi per creare la battaglia, la battaglia Wordcheck l'ha creata Chip**

When the deadline for the battle created by Scrooge is reached, all participants are notified that the battle is closed and that they can not push new commits to their GitHub repository. Scrooge is notified that the battle is closed and he can now evaluate the code of each team and assign extra points for the clarity of the comments and the code, as he decided when he created the battle.

**Non abbiamo parlato negli use cases della notifica per il prof per dirgli che la battaglia è finita e deve valutare il codice**

After the evaluation, the final rank of the battle is available to all participants, and the students are notified that they can now see the final rank of the battle.

### Closing a tournament

Chip decides to close the "Strings Operations" tournament when all the battles end. To do so, he logs into the CKB platform and he closes the tournament. All participants are notified that the tournament is closed, in the end, the CKB platform makes the final rank of the tournament available to all participants.

### Accessing the scores of the players

Huey wishes to enroll in the class Advanced Algorithms and Data Structures held by Professor Pippo, so he applies for the class. Pippo, who wants to make sure that Huey is a good student, comes to know that Huey is a very active user of the CKB platform and he decides to check his profile. He sees that Huey has a very high score in the "Strings Operations" tournament and that he has a badge for being the most active user of the platform, he also notes that Huey is involved in more than one tournament simultaneously. Thanks to the CKB platform, Pippo now has a complete overview of Huey's skills and he can decide whether to accept his application or not.

### Creating Game badges

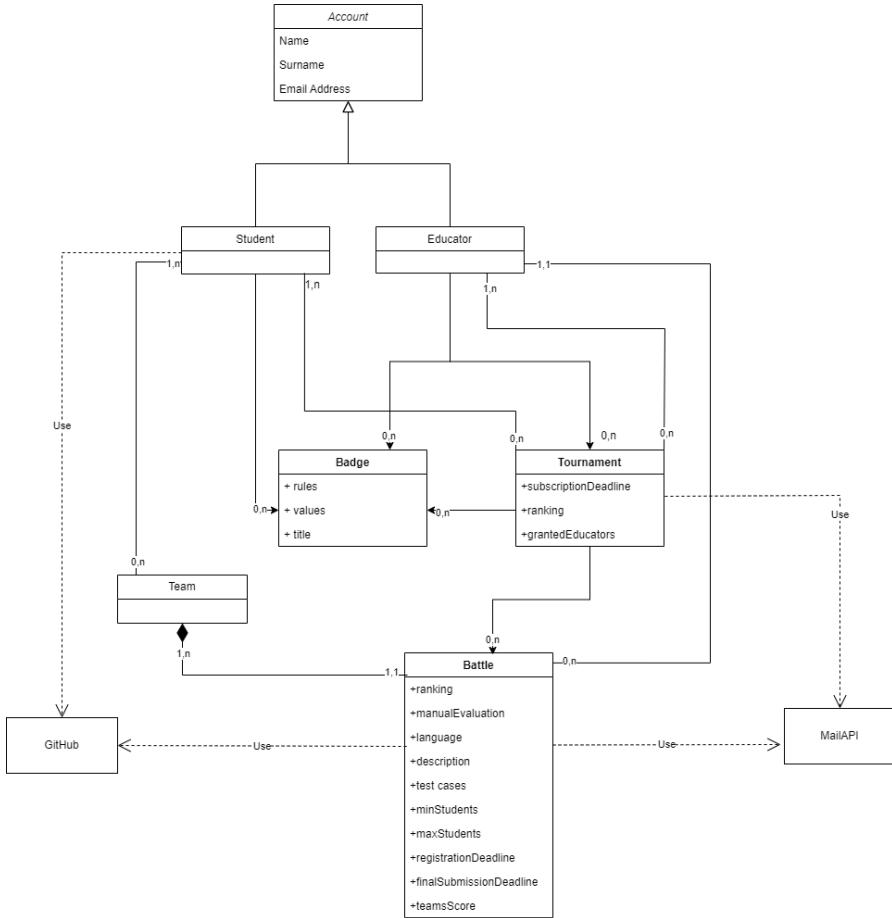
Scrooge, a Software Engineering professor at Duckburg University, believes that, in addition to the existing badges in the CKB platform, it would be nice to introduce badges for students who achieve a perfect score in a battle and a tournament. Since the CKB platform allows educators to create new badges, he creates the two badges and from now on, all educators will have the option to include these badges in their tournaments and battles.

#### 2.1.2 Class Diagram

**AGGIUNGERE classe testcase. TOGLIERE TeamScore, è uguale a ranking in battle. Togliere creates battle da educator, ridondante**

Figure 2.1 represents a simplified view of the UML class diagram of the system. This is not a comprehensive view of all the classes needed, but rather a view to capture the general composition and the different relations between them. In particular, the most important details are:

- There are only two possible types of users: Student and Educator type.
- Educators can create tournaments and battles, moreover, they can grant permission to create battles to other colleagues inside their own tournament.
- Students can subscribe to tournament and battles, invite other students to form teams, and achieves badges, using both the CKB platform and GitHub. The most important detail is subscribing to a battle: students can join a battle by creating their own team (a team is composed respecting imposed boundaries) or by joining an existing team. In particular, the team class exists iff a battle exists, i.e. a team exists only in the battle scope.
- Tournament and Battle classes use the MailAPI to notify students about events.



Battle estende team? Cardinalità?

Figure 2.1: Class Diagram

### 2.1.3 State Diagrams

The following state diagrams describe the life cycle of the main entities of the system. Moreover, they specify the sequence of states that an object goes through during its lifetime in response to stimuli from the environment. We want to focus on the events that cause a transition from one state to another and the actions that result from a state change.

#### Tournament

per i tornei facciamo che la registration windows può andare in parallelo al torneo, non è più facile fare come in battle metterle consequenti

After an educator creates a tournament, it is both in the *registration open* and *tournament open* states.

In the *registration open* state, students can join the tournament, while in the *tournament*

*open* state, educators with the right permissions can create battles within the tournament, and that leads the tournament to the *battling* state.

When the deadline for registration is reached, the tournament moves to the *registration closed* state and no more students can join it.

When the deadline for the registrations is reached, no more students can join the tournament and it moves permanently to the *registration closed* state.

During the *battling* state educators can start multiple parallel battles or can finally close the tournament, iff all battles are ended.

The diagram is shown in figure 2.2.

## Battle

The battle evolves linearly, starting from the *registration open* immediately followed by the *registration closed* state.

**In base alle decisioni iniziali modificare qui**

After the registration deadline is reached, the GitHub repository of the battle is created and thus the battle moves to the *coding* state, allowing the students to fork the repository and start working on the battle.

When the deadline for the battle is reached, the educators can start evaluating the code of the students, if previously enabled (*consolidation* state).

After the evaluation is completed, the battle can be closed and the final rank is available to all participants.

The diagram is shown in figure 2.3.

## Score evaluation

The score evaluation of a battle is a process that is triggered by the end of a battle and it is composed of multiple steps.

First, three aspects can be automatically evaluated: functional aspects (the higher the better, +), timeliness (the lower the better, -), and quality level of the sources, extracted through static analysis tools (+).

Finally, if the educator enabled the manual evaluation, it can assign extra points.

The diagram is shown in figure 2.4.

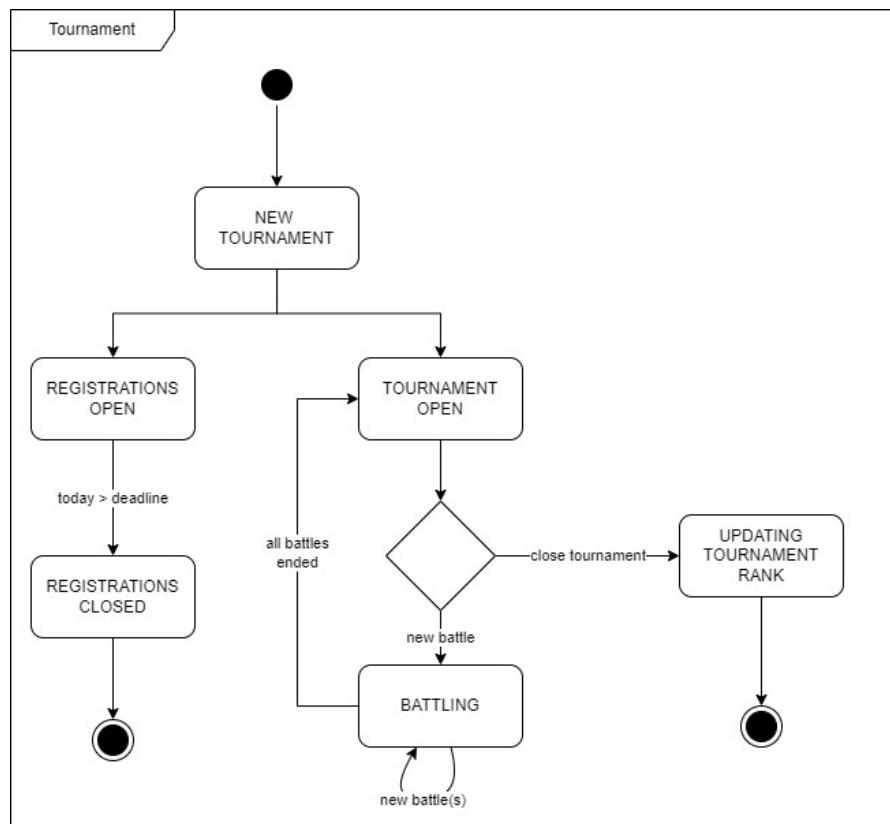


Figure 2.2: Tournament state diagram

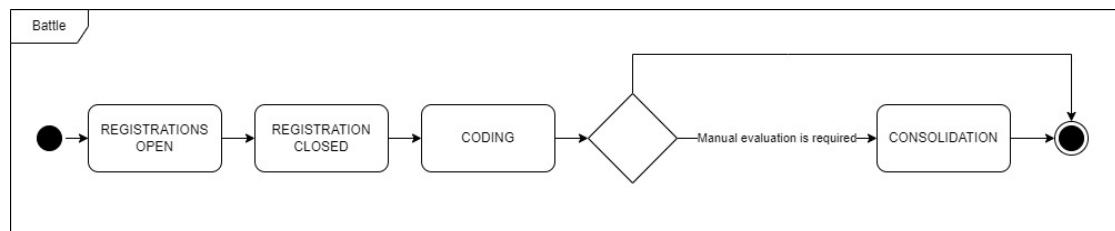


Figure 2.3: Battle state diagram

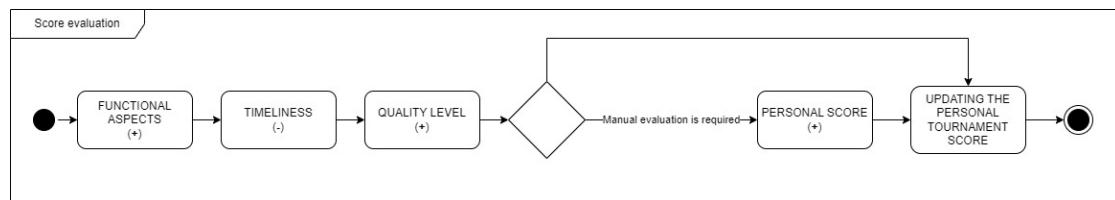


Figure 2.4: Score evaluation state diagram

## 2.2 Product Functions

Sostituire tutti student e educator in STU e EDU?

### 2.2.1 Register function

A user approaching CKB for the first time can register on the platform. The information necessary for the system to keep track of users is personal data such as Name, Surname, Email, School they belong to, and what role they hold in the school environment (STU / EDU). This last information is very important as it guarantees two types of accounts with different rights and duties.

By expressing that it is an EDU, all rights related to the creation of tournaments, battles, and badges are guaranteed. By choosing a STU account, it can actively participate in tournaments and battles and earn badges.

### 2.2.2 Create tournament function

To create a tournament, an educator registered in the CKB platform must define all the required information. The tournament needs:

- a name.
- a time window aimed at welcoming student registrations.
- a list of badges that students can obtain during the whole tournament duration.

### 2.2.3 Creating battles function

In the context of an active tournament, any authorized EDU can decide to create a battle that will be managed by itself. New battles require:

- the programming language to solve the problem.
- the test cases that must be passed by each team's code, at the end of the battle.
- the build automation scripts correctly set.
- the specification of the problem to be solved including at least one example to achieve a test-first approach.
- the deadline for the battle registration period.
- the deadline for the conclusion of the battle.
- the type of evaluation method, in particular, set manual evaluation in addition to the automatic one performed by the platform.
- constraints for the maximum and minimum number of players required for each team.

#### 2.2.4 Join tournament and battles function

Students registered on the platform receive notification every time a new tournament is created and can decide whether to participate. Likewise, in the context of a tournament in which they applied, they are informed of new upcoming battles. Registration for a battle can be done in various ways as long as it is before the end of the registration window.

#### 2.2.5 Gamification function

Educators, at any time, can create a new badge by defining a title and a rule. Once a badge is created, it will be available on the CKB platform for every educator who wishes to use it in a new tournament. When creating a tournament, the educator specifies the list of included badges from those available. At the end of the tournament in which they are enrolled, students receive the badges for which the specified rule has been satisfied. The same badge can be assigned to more than one student.

### 2.3 User characteristics

Users of the system fall into one of the following categories: student or educator.

#### Student

Students participate actively in Code Kata tournaments and battles to enhance their software development skills. During a battle, students develop solutions following the "test-first" approach and use GitHub to manage their code. The CKB platform automatically evaluates student progress based on the number of tests passed, timeliness, and quality of code, providing scores updated in real-time. Students aim to achieve high scores and accumulate gamification badges defined by educators. In addition to participating in battles, students can view their tournaments' rank and receive notifications on final results. The student's primary goal is to improve programming skills, obtain competitive scores, and earn badges through active participation in the collaborative context of the CKB platform.

#### Educator

Educators take a central role in directing students toward improving software development skills through programming competitions. Their duties include creating tournaments and battles, finalizing challenge details, and managing student registrations. Educators assign specific tasks to students, and then they manually evaluate students' solutions, contributing to the automatic evaluation of projects performed by the CKB platform of functional, temporal, and code quality aspects. Furthermore, they can create gamification badges, and rewards based on rules established, to motivate students. The main objective is to improve students' skills, ensuring fair and efficient assessment and

encouraging active involvement. The educator plays a key role in educational innovation, exploring new possibilities through the definition of personalized rules and badges that stimulate growth and collaboration. In summary, the educator acts as a promoter of an engaging and competitive training challenge on CKB.

## 2.4 Assumptions, Dependencies and Constraints

### 2.4.1 Domain Assumptions

ID	Description
<b>DA1</b>	STUs code with the programming language set for the battle they are taking part.
<b>DA2</b>	EDUs upload the Code Kata with the correct description and software project, including test cases, and build automation scripts related to it.
<b>DA3</b>	STUs fork the GitHub repository of the Code Kata and set up an automated workflow through GitHub Actions that informs the CKB platform (through proper API calls) as soon as STUs push a new commit into the main branch of their repository.
<b>DA4</b>	EDUs manual evaluation ranges from 0 to 100 <sup>1</sup> .
<b>DA5</b>	The data inserted, by users, at registration time, are truthful.
<b>DA6</b>	GitHub and the tool for static analysis always work properly and they are reliable.
<b>DA7</b>	A team is composed of at least the minimum number of people up to the maximum number defined by EDUs, if no minimum is defined it will be 1 by default.
<b>DA8</b>	All users subscribed to the CKB platform have a GitHub account.

Table 2.1: Assumption

### 2.4.2 Dependencies

ID	Description
<b>Dep1</b>	The system requires an internet connection to interact with CKB and other users.
<b>Dep2</b>	The system integrates an external API to compile the code written by students.
<b>Dep3</b>	The system integrates a GitHub API to create a repository for each battle

Table 2.2: Dependencies

### 2.4.3 Constraints

- The software must follow local laws and rules, especially when it comes to handling user data, such as letting users access their data when they want.
- The software should only collect personal data it really needs, like just the user's name, email address, and the school it belongs to and few more.
- To keep users' important info safe, like passwords and personal data, it must be stored in SHA256 encoding in the database.
- When choosing external APIs, especially those that are crucial for it to work properly, we should pick the ones that are the most dependable and always available.

# 3. Specific Requirements

## 3.1 External Interface Requirements

This section presents all the functional requirements of the CKB platform. They outline how the system interacts with other components. It follows a description of software and hardware interfaces for the system.

### 3.1.1 User Interfaces

Here it is shown the mockup of the main web pages of the system.

#### Common views

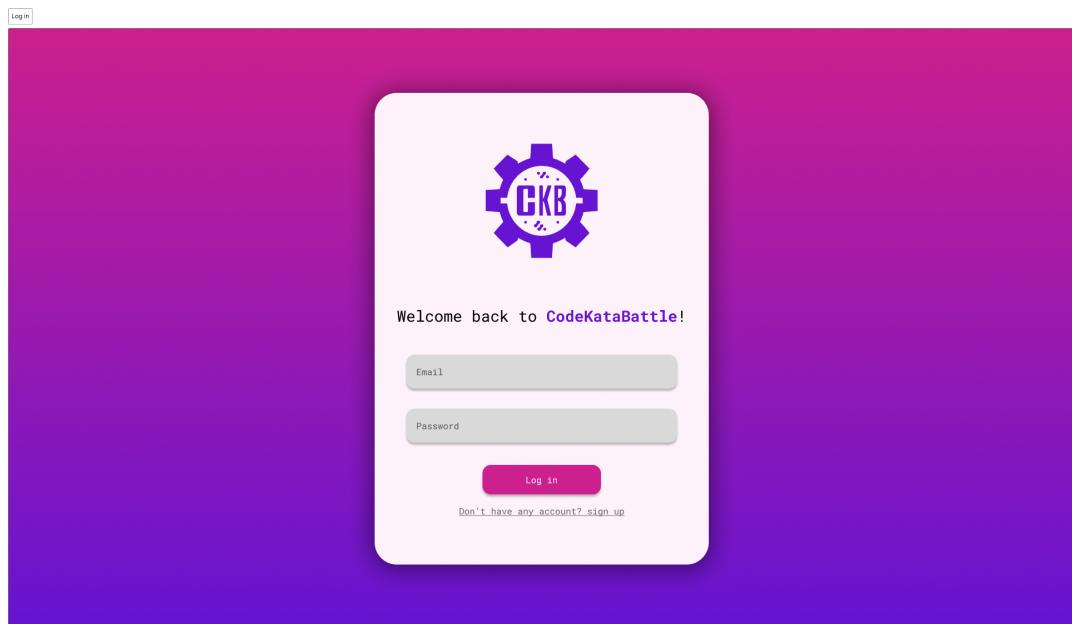


Figure 3.1: Log in page

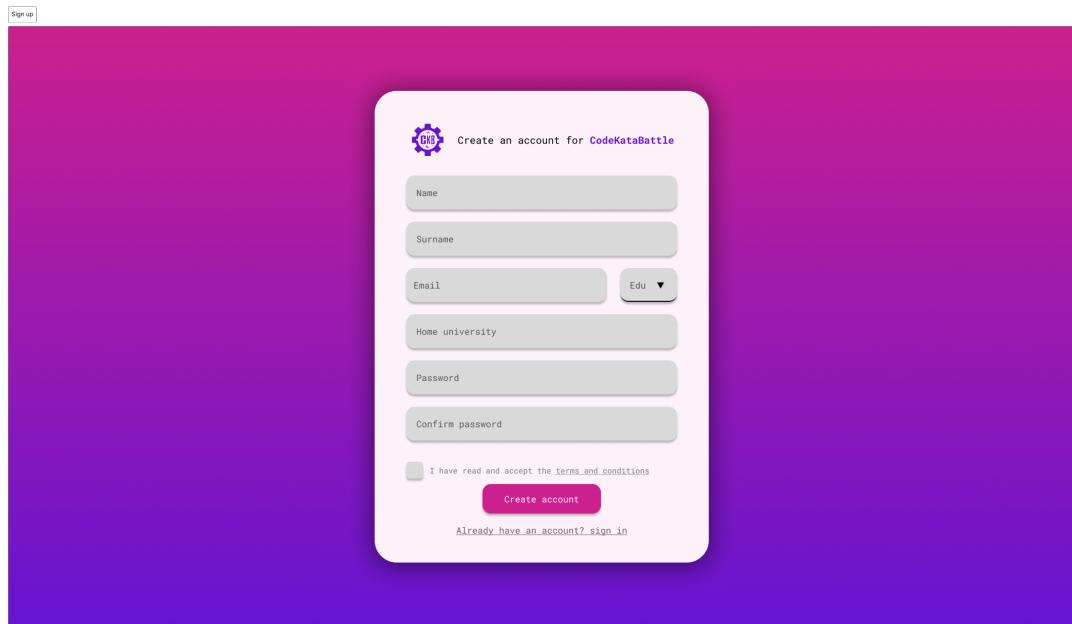


Figure 3.2: Sign up page

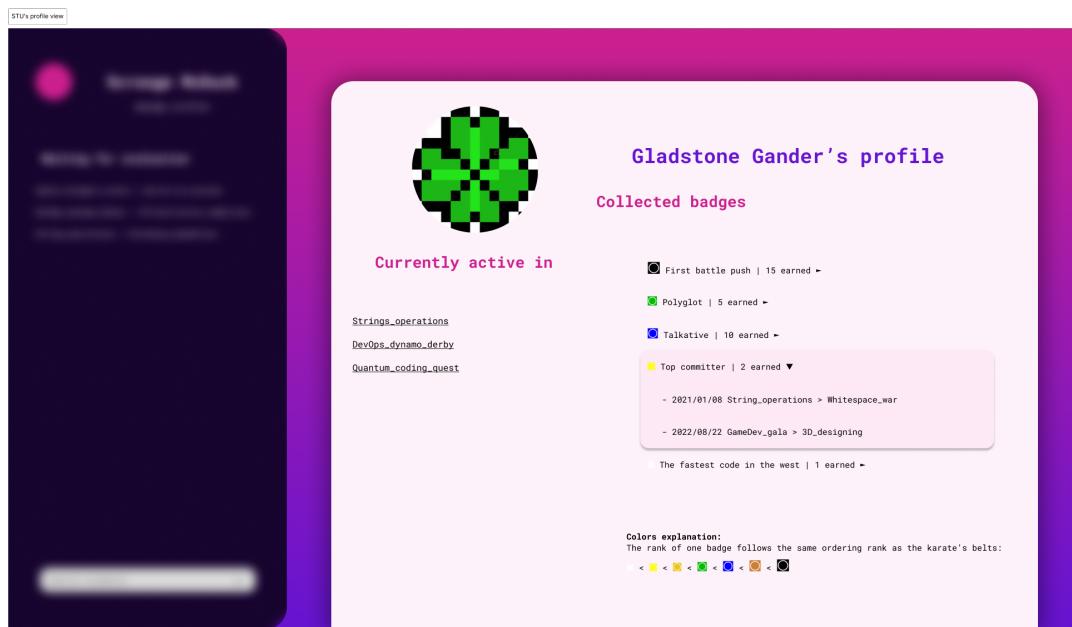


Figure 3.3: Page that shows badges acquired by a STU

## EDU's views

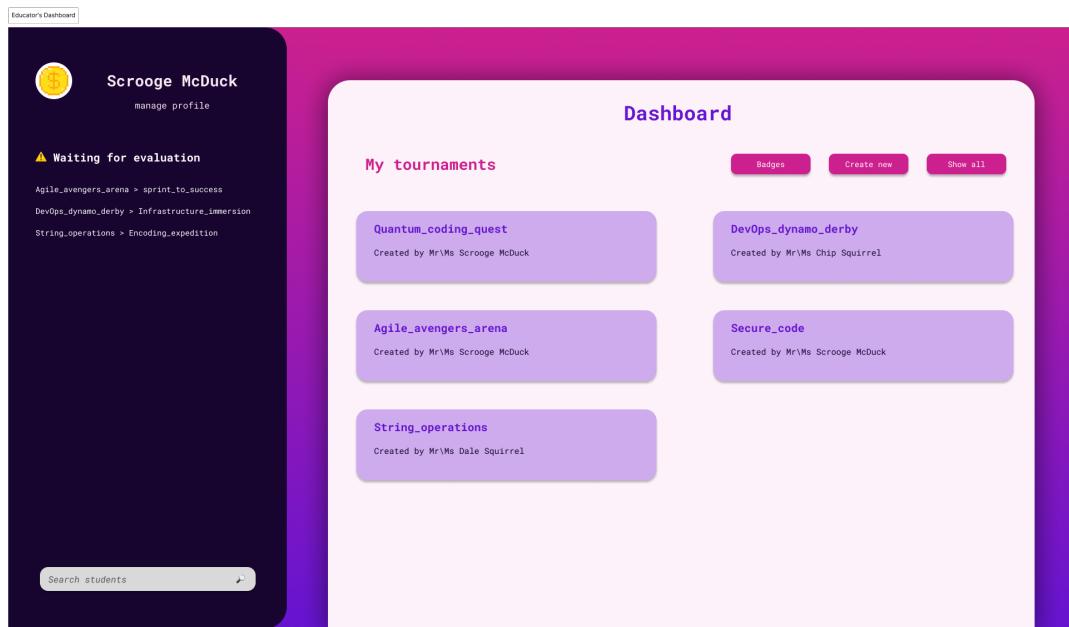


Figure 3.4: Dashboard

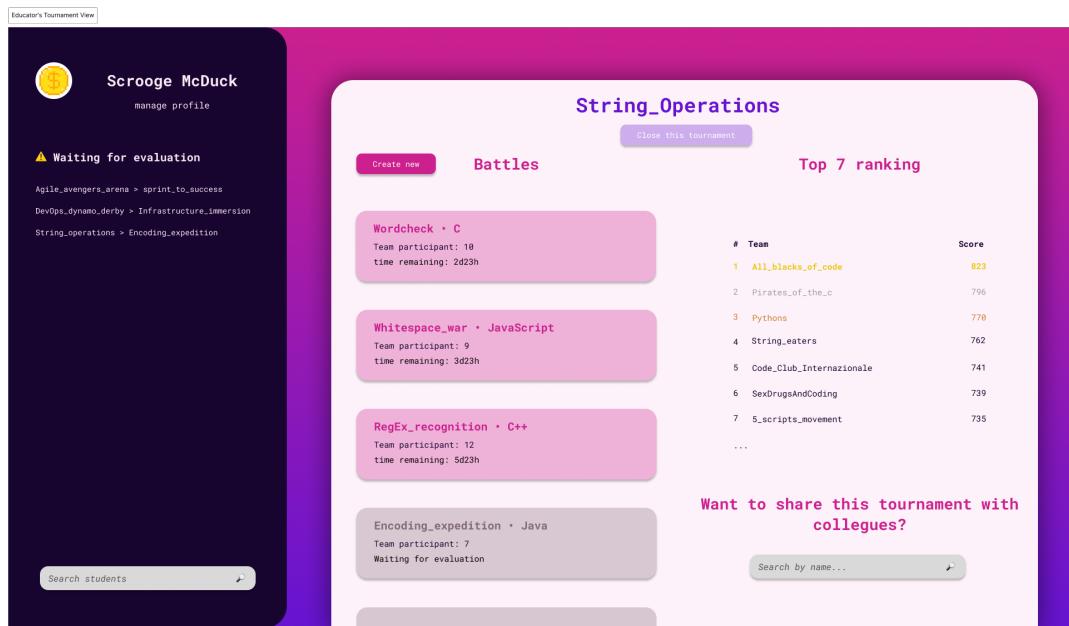


Figure 3.5: View of a tournament

The screenshot shows the 'Educator's Battle View (Manual evaluation stage)' interface. On the left, a sidebar for 'Scrooge McDuck' displays a yellow profile icon, a 'manage profile' link, and a 'Waiting for evaluation' status with three items: 'Agile\_avengers\_arena > sprint\_to\_success', 'DevOps\_dynamo\_derby > Infrastructure\_immersion', and 'String\_operations > Encoding\_expedition'. Below this is a search bar labeled 'Search students'. The main content area is titled 'String\_Operations > Encoding\_expedition'. It features a table with columns 'rk #', 'Team name', 'Score', and 'Action'. The table lists ten teams with their respective scores and actions (Edit or Evaluate). A 'Confirm grades and close battle' button is at the bottom.

rk #	Team name	Score	Action
1	SexDrugsAndCoding	75/100	Edit
2	String_eaters	20/100	Edit
3	Code_Club_Internazionale	18/100	Edit
4	All_blocks_of_code	N/D	Evaluate
5	Insert_team_name_here	N/D	Evaluate
6	Mir_Kinder_vom_Milan_Zoo	N/D	Evaluate
7	5_scripts_movement	N/D	Evaluate
8	2001_a_code_odyssey	N/D	Evaluate
9	Mr_Jekyll_and_dr_pyde	N/D	Evaluate
10	The_three_musketeers	N/D	Evaluate

Figure 3.6: Manual evaluation page

The screenshot shows the 'Creation of new badge' interface. The left sidebar for 'Scrooge McDuck' is identical to Figure 3.6. The main area is titled 'Gamification Badges'. It has two sections: 'My badges' (listing three badges: 'Perfect score in a battle', 'Perfect score in a tournament', and 'First battle push') and 'Create a new badge' (with fields for 'Name', 'Descriptions', 'Rules' (variable dropdown), and 'Value'). Below these are sections for 'Top used badges' (listing 'Polyglot' and 'Talkative') and a 'Badges' button. A 'Show all...' link is at the bottom.

Figure 3.7: Page to create a new badge

## STU's views

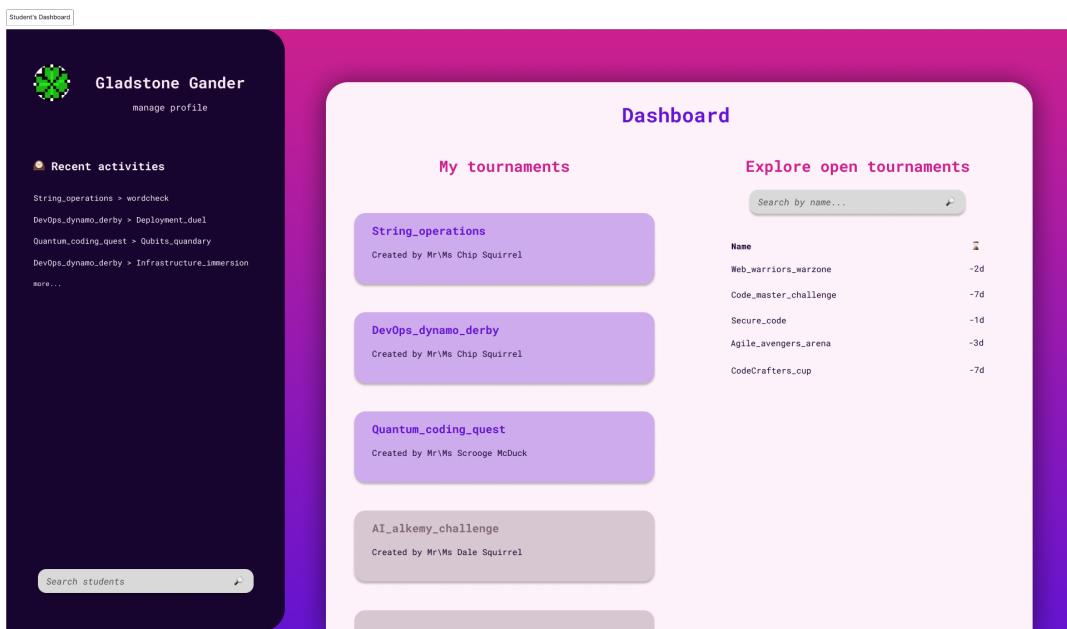


Figure 3.8: Dashboard

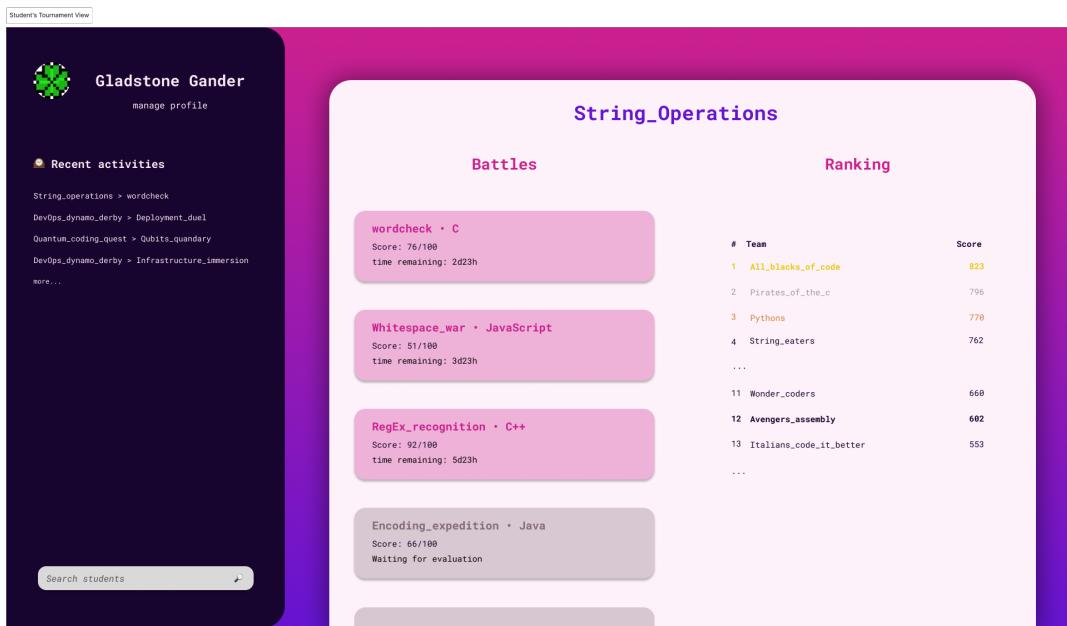


Figure 3.9: View of a tournament

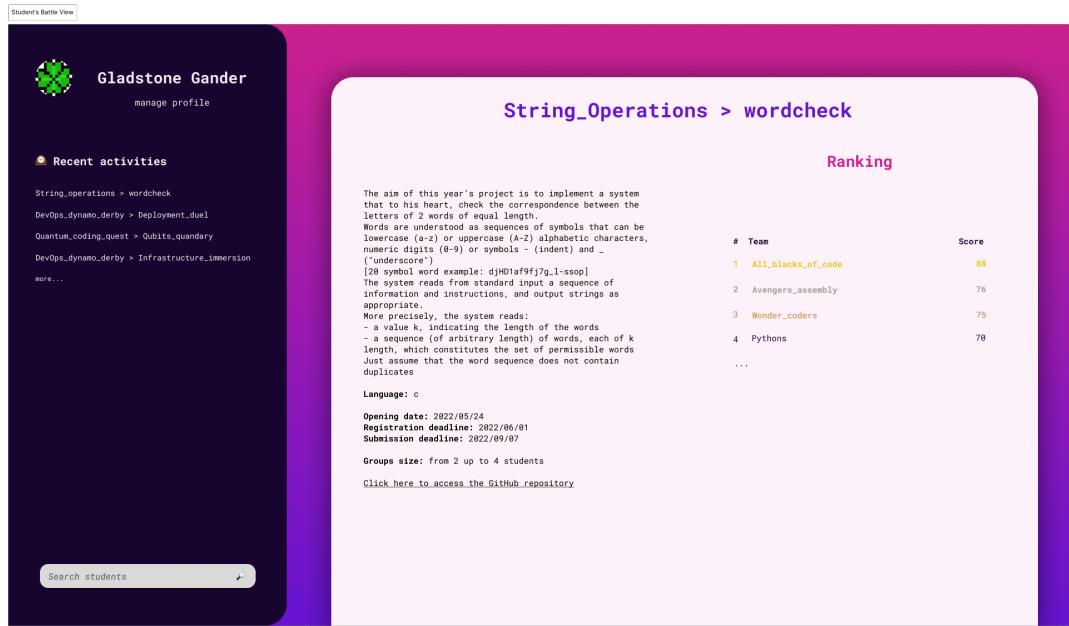


Figure 3.10: View of a battle

### 3.1.2 Hardware Interfaces

To use the CKB platform, both the Educators and the Students need an electronic device connected to the Internet, like a computer, a tablet, or a smartphone.

As the platform's primary functionality is closely tied to coding activities, it is expected that users will predominantly employ personal computers to access an Integrated Development Environment (IDE). Consequently, the platform's interfaces have been optimized for use on computer screens.

### 3.1.3 Software Interfaces

Since the platform is web-based, it is compatible with all the major operating systems, as long as they have a modern browser installed.

### 3.1.4 Communication Interfaces

The system requires a stable internet connection to work properly. The backend of the system will expose a unified RESTful API to communicate with all clients.

Furthermore, the system relies on various external interfaces accessible via uniform web API. These services are:

- **GitHub API:** to create and manage repositories and to retrieve students' code.
- **Mail API:** to send emails to the users to notify them about events.

## 3.2 Functional Requirements

To work properly, the software must fulfill the following functional requirements, which are written in hierarchical order, starting from those about EDUs and then STUs.

### 3.2.1 Use cases Diagrams

Unregistered EDU and STU da correggere

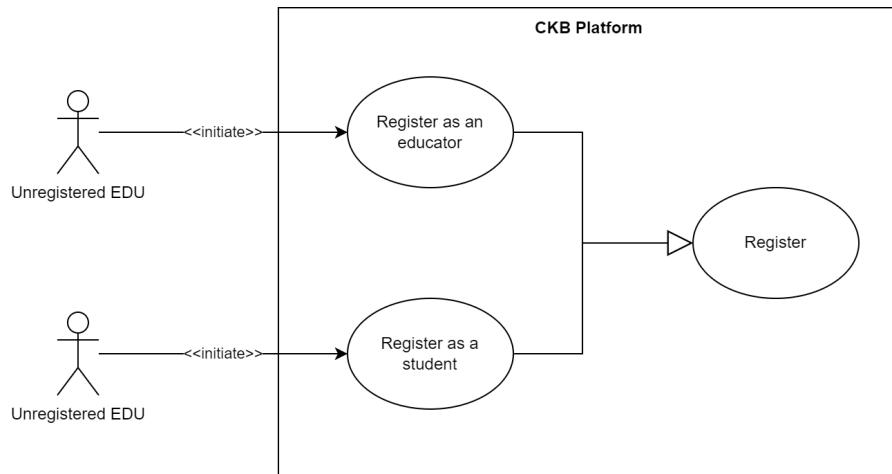


Figure 3.11: Registration Use Case Diagram

Nome ad actor Notification

Forse da invertire View info about a battle e View battles in a tournament

Log in non deve includere solo View tournaments visto che le altre sono derivate da questo?

Cambiare nomi:

- View tournament rank
- Create new badge
- View battle rank
- View STU's profile
- View battle info
- View battles in tournament



Figure 3.12: EDU Use Case Diagram

Log in modifica simile a sopra?

Cambiare nomi:

- View tournament rank
- Create new badge

- View battle rank
- View STU's profile
- View battle info
- View battles in tournament
- Push code

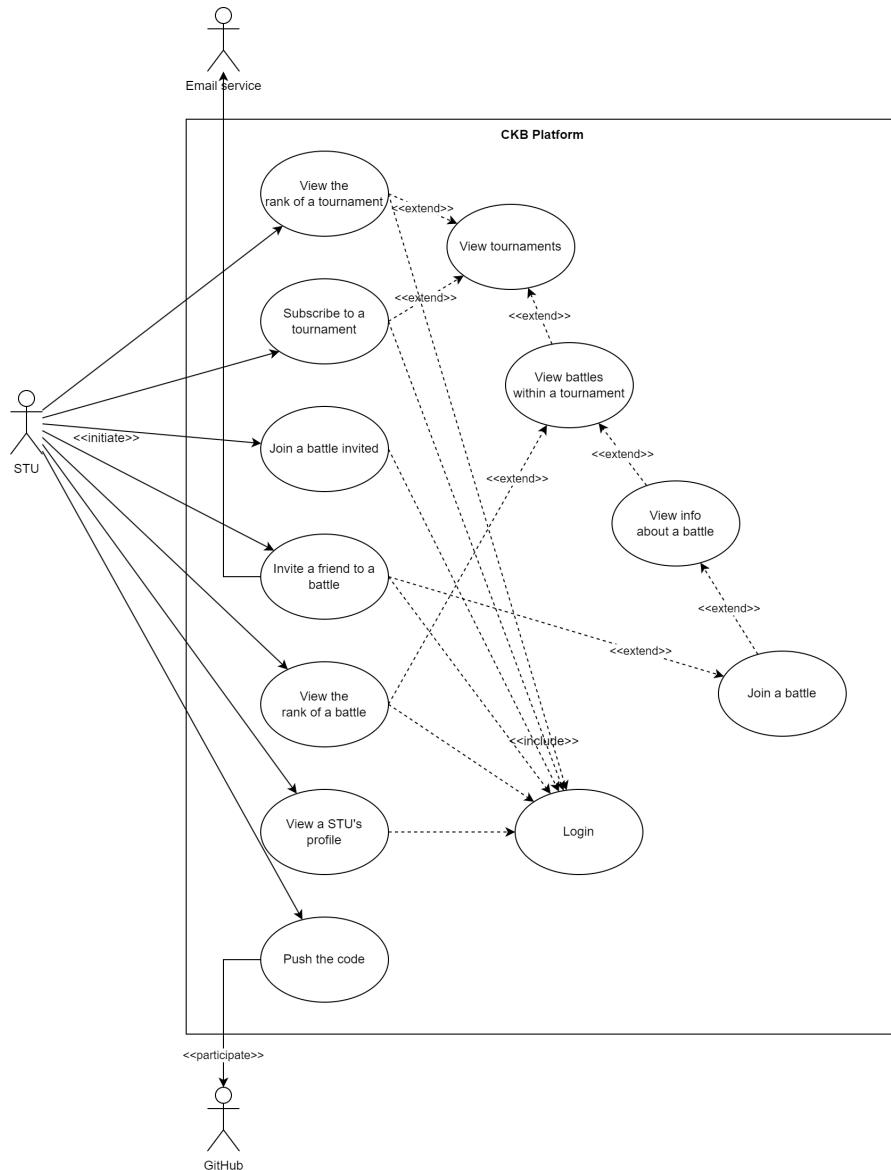


Figure 3.13: STU Use Case Diagram

### **3.2.2 Use cases Description**

The following use cases, when involving a form submission, do not specify exceptions for empty fields or data formats that are not allowed. In these situations, a readable error message is displayed on the screen.

Additionally, it's important to note that each transaction ensures the atomicity of execution. Therefore, the operation is carried out completely, otherwise, an error message occurs.

NOMI PAGINE:

- Log-In -> Log in
- Sign Up -> Creare account
- Profile View
- Dashboard => Dove c'è la lista dei tornei -> Badges, Create New, Show All
- Tournament View
- Battle View -> Create New
- Creation New Battle -> Create = Cambierei al posto di Badges
- Manual Evaluation -> Confirm grades and close battle

Name	Register
ID	UC1 (Figure 3.14)
Actors	EDU or STU
Entry conditions	The actor is not registered and wants to create an account
Event flow	<ol style="list-style-type: none"> <li>1. The actor enters the registration page</li> <li>2. The system shows the registration form</li> <li>3. The actor specifies whether is an educator or a student</li> <li>4. The actor fills the form with truthful informations</li> <li>5. The actor confirms the account creation</li> <li>6. The system creates an account with respect to the informations inserted by the actor</li> </ol>
Exit conditions	The system successfully creates the account
Exceptions	<ul style="list-style-type: none"> <li>• The actor inserts informations (i.e. email) about an account which already exists: a human-readable message is displayed</li> <li>• The actor inserts data in the wrong format: a human-readable message is displayed</li> <li>• The actor does not fill the form but press the confirm button: a human-readable message is displayed</li> </ul>

Name	Log in (Figure ??)
ID	UC2
Actors	EDU or STU
Entry conditions	The actor is already subscribed to CKB platform
Event flow	<ol style="list-style-type: none"> <li>1. The actor enters the login page</li> <li>2. The system shows the login form</li> <li>3. The actor fills the form with its credentials and submits it</li> <li>4. The system checks the credentials and logs the actor in</li> </ol>
Exit conditions	The actor is logged in and the home page is displayed
Exceptions	<ul style="list-style-type: none"> <li>• The actor inserts a wrong combination of username - password: a human-readable message is displayed</li> <li>• The actor inserts data in the wrong format: a human-readable message is displayed</li> <li>• The actor does not fill the form, but press the confirm button: a human-readable message is displayed</li> </ul>

Name	Tournament creation (Figure ??)
ID	UC3
Actors	EDU, Mail provider
Entry conditions	The user is an authenticated EDU in "Dashboard" page
Event flow	<ol style="list-style-type: none"> <li>1. User clicks on "Create new" button</li> <li>2. The system show "Create tournament" page with a form to be compiled</li> <li>3. User fills the form with the required information as Tournament name, registration window for STUs, and the optional list of badges</li> <li>4. User clicks on "Create" button</li> <li>5. The system notify all the registered STU about the creation of a new tournament, by sending an email</li> <li>6. User is redirected to the "Dashboard" page showing the new tournament created</li> </ol>
Exit conditions	The systems has created the new tournament
Exceptions	<ul style="list-style-type: none"> <li>• The actor define a name for the tournament already used</li> <li>• The actor inserts at least one of the data in the wrong format: a human-readable message is displayed</li> <li>• The actor specify a deadline in the past: a human-readable message is displayed</li> <li>• The actor does not fill the form, but press the confirm button: a human-readable message is displayed</li> <li>• A crash happens while creating the tournament: the system must ensure operation execution atomicity</li> </ul>

Name	Battle creation (Figure 3.15)
ID	UC4
Actors	EDU
Entry conditions	The actor is already subscribed to CKB platform and is an educator already logged in the platform
Event flow	<ol style="list-style-type: none"> <li>1. The actor opens the page correlated to the tournament in which he wants to create a new battle</li> <li>2. The system shows the tournament page</li> <li>3. If the actor has enough permissions, the system shows the "create a new battle" button</li> <li>4. The actor opens the battle creation page</li> <li>5. The system shows the battle creation form</li> <li>6. The actor fills the form with the details about the battle (e.g. code language, deadlines)</li> <li>7. The actor uploads the code kata</li> <li>8. The system checks if all fields are correctly filled</li> <li>9. The system creates the battle</li> </ol>
Exit conditions	The system creates successfully the new battle <i>Maybe we should say that the system send to all the STU in the tournament a notification about the new battle</i>
Exceptions	<ul style="list-style-type: none"> <li>• The actor has not enough permissions for the selected tournament: the system doesn't show the "create a new battle" button</li> <li>• The actor uploads files not allowed or it inserts data in the wrong format: a human-readable message is displayed</li> </ul>

Name	Sharing permission (Figure ??)
ID	UC5
Actors	EDU
Entry conditions	A tournament is in progress <b>and</b> the actor is logged in <b>and</b> it is on the home page
Event flow	<ol style="list-style-type: none"> <li>1. The EDU selects a tournament it has created</li> <li>2. The system shows the tournament page</li> <li>3. The EDU clicks on the "Share permission" button</li> <li>4. The system shows the list of all the EDUs subscribed to the CKB platform</li> <li>5. The EDU searches the EDU(s) to which it wants to share the permission</li> <li>6. The user add an EDU to the tournament by clicking the "Add" button</li> </ol>
Exit conditions	The other EDU(s) can now start battles within the selected tournament
Exceptions	<ul style="list-style-type: none"> <li>• The user search for an EDU that does not exist in the system: a human-readable message is displayed</li> <li>• The user search for an EDU already part of the tournament: a human-readable message is displayed</li> </ul>
Note	In order to make the research of a specific EDU easier, the system provides a search bar

Name	Join a tournament (Figure ??)
ID	UC6
Actors	STU
Entry conditions	The user is registered in the system <b>and</b> has received the e-mail from the system about a new tournament created
Event flow	<ol style="list-style-type: none"> <li>1. User open the e-mail and clicks on the link attached to be redirect to the tournament</li> <li>2. <b>Should we talk about the log-in here?</b></li> <li>3. The system show the "Tournament view" page</li> <li>4. User clicks on "Join tournament" button</li> <li>5. The system process the request and confirm the enrollment</li> </ol>
Exit conditions	STU is now part of that tournament
Exceptions	<ul style="list-style-type: none"> <li>• The tournament registration window is expired: the "Join tournament" button is disabled</li> <li>• The STU is already part of the tournament: a human-readable message is displayed</li> </ul>

Name	Join a Battle (Figure 3.16)
ID	UC7
Actors	STU, Mail Provider
Entry conditions	The actor is an authenticated STU <b>and</b> a tournament is in progress <b>and</b> the STU is subscribed to the tournament
Event flow	<ol style="list-style-type: none"> <li>1. The actor opens the tournament page in which he is subscribed</li> <li>2. The system shows the battles of the tournament</li> <li>3. The actor opens the kata battle page</li> <li>4. If the subscribing deadline is not expired yet, the system shows the kata battle page with the function "join and create a team"</li> <li>5. The actor clicks on "join and create a team"</li> <li>6. The system displays a form to invite other members</li> <li>7. The actor inserts emails of his mates</li> <li>8. If the invited members are subscribed to that tournament, the system sends an email to each invited member</li> <li>9. The system subscribes the actor to the battle</li> </ol>
Exit conditions	The actor can now invite other STUs to his team or he can wait the start of the battle and partecipating alone
Exceptions	<ul style="list-style-type: none"> <li>• The deadline expires and the team does not satisfy the constraint for the minimum team participants: the team is not enrolled to the battle</li> <li>• The emails inserted are not subscribed to the tournament : the system displays a human-readable error message</li> </ul>
Note	The system offers always the possibility to invite new members and sends via email the link to let other STUs join the team created by the actor

Name	Join a team - when already in the battle (Figure ??)
ID	UC8.1
Actors	STU
Entry conditions	STU is registered in CKB platform <b>and</b> is enrolled in a tournament <b>and</b> has received an email notification from the system inviting it to join a team for an upcoming battle within the context of the enrolled tournament <b>and</b> it has already joined that battle alone.
Event flow	<ol style="list-style-type: none"> <li>1. User open the e-mail and clicks on the link attached to be redirect to the system</li> <li>2. <b>Should we talk about the log-in here?</b></li> <li>3. The system show the "Dashboard" page with the invitation, if the join windows for the battle is still open</li> <li>4. User decide to Accept or Decline the invite <ul style="list-style-type: none"> <li>• User click "Accept" button <ul style="list-style-type: none"> <li>(a) The system add the STU to the team</li> <li>(b) User now is part of that team in that battle</li> </ul> </li> <li>• User click "Decline" button <ul style="list-style-type: none"> <li>(a) The system delete the notification from its "Dashboard" page</li> <li>(b) The system notify the STU that sent the invite of the decision and allows it to invite a new STU</li> </ul> </li> </ul> </li> </ol>
Exit conditions	STU partecipates to the battle, depending on its choice, alone or in a team of more then one STU.
Exceptions	<ul style="list-style-type: none"> <li>• STU ignore the invite received: STU partecipates alone and at the end of the registration window, for that specific battle, all the invites related are cancelled from the "Dashboard" page</li> <li>• STU received multiple invitation for the same battle, but from different teams: after one invite is accepted all the other are cancelled in its "Dashboard" page</li> </ul>

Name	Join a team - when not in the battle yet (Figure ??)
ID	UC8.2
Actors	STU
Entry conditions	STU is registered in CKB platform <b>and</b> is enrolled in a tournament <b>and</b> has received an email notification from the system inviting it to join a team for an upcoming battle within the context of the enrolled tournament
Event flow	<ol style="list-style-type: none"> <li>1. User open the e-mail and clicks on the link attached to be redirect to the system</li> <li>2. <b>Should we talk about the log-in here?</b></li> <li>3. The system show the "Dashboard" page with the invitation, if the join windows for the battle is still open</li> <li>4. User decide to Accept or Decline the invite <ul style="list-style-type: none"> <li>• User click "Accept" button <ul style="list-style-type: none"> <li>(a) The system enrolls the STU to the battle and then adds it to the team that sent the invite</li> <li>(b) User now is part of the battle and it competes in it with a team</li> </ul> </li> <li>• User click "Decline" button <ul style="list-style-type: none"> <li>(a) The system delete the notification from its "Dashboard" page</li> <li>(b) The system notify the STU that sent the invite of the decision and allows it to invite a new STU</li> </ul> </li> </ul> </li> </ol>
Exit conditions	STU is part of the battle and the team if it accepts the invite, else is not part of none of that
Exceptions	<ul style="list-style-type: none"> <li>• STU ignore the invite received: STU is not part of the battle nor the team and at the end of the registration window, for that specific battle, all the invites related are cancelled from the "Dashboard" page</li> <li>• STU received multiple invitation for the same battle, but from different teams: after one invite is accepted all the other are cancelled in its "Dashboard" page</li> </ul>

Name	Manual evaluation (Figure ??)
ID	UC9
Actors	EDU
Entry conditions	The deadline for submission a certain battle has expired <b>and</b> the battle has the "manual evaluation" enabled <b>and</b> the EDU is logged in <b>and</b> it is on the tournament page referred to that battle
Event flow	<ol style="list-style-type: none"> <li>1. The EDU selects a battle he has created</li> <li>2. The system shows the battle page, that has a list of all the teams that have submitted their work</li> <li>3. One by one, the EDU selects a team and the system shows the team code</li> <li>4. The EDU evaluates the code and assigns a score to the team (in the range [0, 100])</li> <li>5. The EDU clicks on the "Submit" button</li> <li>6. The system updates the battle score of the team</li> <li>7. When all the teams are evaluated the battle is closed</li> </ol>
Exit conditions	For every team the final score is available, the battle has a final rank and all the participants to the battle get notified
Exceptions	<ul style="list-style-type: none"> <li>• The EDU doesn't evaluate the code of a team and clicks on the "Submit" button: a human-readable message is displayed</li> <li>• The EDU assigns a score that is not in the range [0, 100]: a human-readable message is displayed</li> <li>• The EDU stops the evaluation process: the system saves the scores assigned to the teams and the evaluation process can be resumed later from the first team that hasn't been evaluated yet</li> <li>• The EDU wants to change the score assigned to a team: the system lets the EDU change the score and then it updates the battle score of the team</li> </ul>

Name	Create a new badge (Figure ??)
ID	UC10
Actors	EDU
Entry conditions	The user is an authenticated EDU in "Dashboard" page
Event flow	<ol style="list-style-type: none"> <li>1. User clicks on "Badges" button</li> <li>2. The system show "Create badges" page with a form to be compiled</li> <li>3. User fills the form with the required information as a title and rule that STU must fulfill to obtain that specific badge</li> <li>4. User clicks on "Create" button</li> </ol>
Exit conditions	The systems has created the new badge and now is available whenever EDUs create tournaments
Exceptions	<ul style="list-style-type: none"> <li>• The actor inserts at least one of the data in the wrong format: a human-readable message is displayed</li> <li>• The actor does not fill the form, but press the confirm button: a human-readable message is displayed</li> <li>• A crash happens while creating the badge: the system must ensure operation execution atomicity</li> </ul>

Name	Closing a tournament (Figure ??)
ID	UC11
Actors	EDU
Entry conditions	The actor has the authorization to create battles within the tournament <b>and</b> it is on the tournament page <b>and</b> the actor is logged in
Event flow	<ol style="list-style-type: none"> <li>1. The actor clicks on the "Close tournament" button</li> <li>2. The system shows a confirmation message</li> <li>3. The actor clicks on the "Confirm" button</li> <li>4. The system closes the tournament and elaborates the final tournament rank</li> </ol>
Exit conditions	All the STUs enrolled to the tournament gets notified and can access to the tournament final ranking
Exceptions	<ul style="list-style-type: none"> <li>• The EDU clicks on the "Cancel" button: the system closes the message and shows normally the tournament page</li> <li>• The tournament is already closed: a human-readable message is displayed</li> </ul>

Name	Visualizing battle ranking (Figure 3.17)
ID	UC12
Actors	EDU and STU
Entry conditions	The actor is in the page of the tournament it is looking for
Event flow	<ol style="list-style-type: none"> <li>1. The actor searches the battle</li> <li>2. The actor clicks on the button of the battle</li> <li>3. The system shows the battle page</li> </ol>
Exit conditions	The actor is able to see the ranking of the battle it was looking for
Exceptions	None
Note	If the battle is not started yet, the system will show the battle page and the score will be zero.

Name	Visualizing tournament ranking
ID	UC13
Actors	EDU or STU
Entry conditions	The actor is logged <b>and</b> it is on the home page
Event flow	<ol style="list-style-type: none"> <li>1. The system shows the list of all the tournaments</li> <li>2. The actor selects a tournament, either ongoing or closed</li> <li>3. The system shows the tournament page</li> </ol>
Exit conditions	The actor can see the tournament rank
Exceptions	<i>None</i>
Notes	The tournament page shows both the rank and the list of battles within it, ongoing or ended

Name	Visualize user profile (Figure ??)
ID	UC14
Actors	EDU and STU
Entry conditions	The user is authenticated in CKB platform
Event flow	<ol style="list-style-type: none"><li>1. The user clicks on a STU username</li><li>2. The system redirect the user to the "Profile" page of the STU with that username</li></ol>
Exit conditions	The user see the profile of the STU, it can visualize gained badges and the list of tournament is enrolled in
Exceptions	- There is no STU with that username and email

Name	Visualizing tournaments (Figure 3.19)
ID	15.1
Actors	EDU
Entry conditions	The actor is logged <b>and</b> he is in his dashboard
Event flow	<p>1. The system shows the list of all the tournaments the actor has created</p> <p>2. The actor selects a tournament, either ongoing or closed</p> <p>3. The system shows the tournament page</p> <p>Alternatively:</p> <p>1. The actor clicks on "Show all" button</p> <p>2. The actor clicks the search bar and insert the name of a tournament he is looking for</p> <p>3. The system shows the tournament page corresponding to the search</p>
Exit conditions	The actor can see the tournament page
Exceptions	<i>None</i>

Name	Visualizing tournaments (Figure 3.19)
ID	15.2
Actors	STU
Entry conditions	The actor is logged <b>and</b> he is in his dashboard
Event flow	<p>1. The system shows the list of all the tournaments to which the actor has subscribed</p> <p>2. The actor selects a tournament, either ongoing or closed</p> <p>3. The system shows the tournament page</p> <p>Alternatively:</p> <p>1. The actor clicks on "Show all" button</p> <p>2. The actor clicks the search bar and insert the name of a tournament he is looking for</p> <p>3. The system shows the tournament page corresponding to the search</p>
Exit conditions	The actor can see the tournament he has selected
Exceptions	If the tournament does not exists, the system suggests other tournaments showing their names and the subscribing deadlines
Notes	In the dashboard are shwon both the suggested tournaments and the tournaments to which the actor is subscribed

Name	Visualizing battles in a tournament
ID	UC16
Actors	EDU or STU
Entry conditions	The actor is logged <b>and</b> it is on the home page
Event flow	<ol style="list-style-type: none"><li>1. The actor selects a tournament</li><li>2. The system shows the tournament page</li></ol>
Exit conditions	The actor can see the list of all battles within the tournament
Exceptions	<i>None</i>
Notes	The tournament page shows both the rank and the list of battles within it, ongoing or ended

Name	Push commit and score updating (Figure 3.20)
ID	UC18
Actors	CKB platform, GitHub, STU
Entry conditions	The registration deadline for a battle has expired <b>and</b> STU is subscribed to the battle <b>and</b> the battle is not ended yet
Event flow	<ol style="list-style-type: none"> <li>1. STU pushes his changes to the GitHub repository</li> <li>2. GitHub actions use the CKB platform's API to inform of the new changes</li> <li>3. CKB platform pulls the latest sources and analyzes them</li> <li>4. CKB platform runs the tests on the corresponding executables</li> <li>5. CKB platform computes and updates the battle score of the team corresponding to STU</li> </ol>
Exit conditions	The STU's team can see the updated score
Exceptions	<i>None</i>
Notes	We have assumed that the STU setted properly the GitHub repository and the GitHub actions in the domain assumptions, so, by the side of the platform, nothing could go wrong

Name	Repository creation
ID	UC19
Actors	CKB platform, GitHub, STU
Entry conditions	The registration deadline for a battle has expired <b>and</b> STU is subscribed to the battle
Event flow	<ol style="list-style-type: none"> <li>1. The CKB platform creates a GitHub repository for the battle through the GitHub API</li> <li>2. The CKB platform sends an email to all STUs subscribed to the battle with the link to the GitHub repository</li> <li>3. The STU clicks on the link and is redirected to the GitHub repository</li> <li>4. The STU forks the repository</li> </ol>
Exit conditions	The STU and its team can start working on the coding battle, after setting up an automated workflow
Exceptions	<i>None</i>
Notes	Only one students per team receive the github repository link via mail, The correct functioning are assumed, so, by the side of the platform, nothing could go wrong

### 3.2.3 Use cases Sequence Diagrams

To enhance the clarity of the sequence diagrams, we opted not to include controls for empty fields and incorrect data formats in forms. Moreover we did not show how to handle transaction atomic.

Anticipating the above, we ensure that in the implementation, all necessary precautions are taken, both on the client and server side.

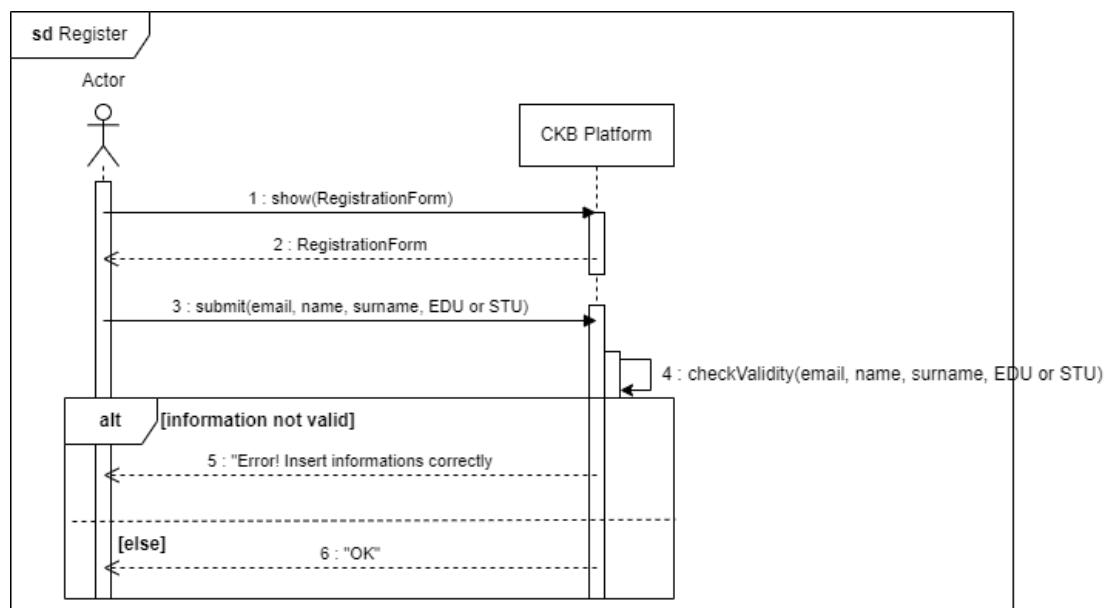


Figure 3.14: Register Use Case

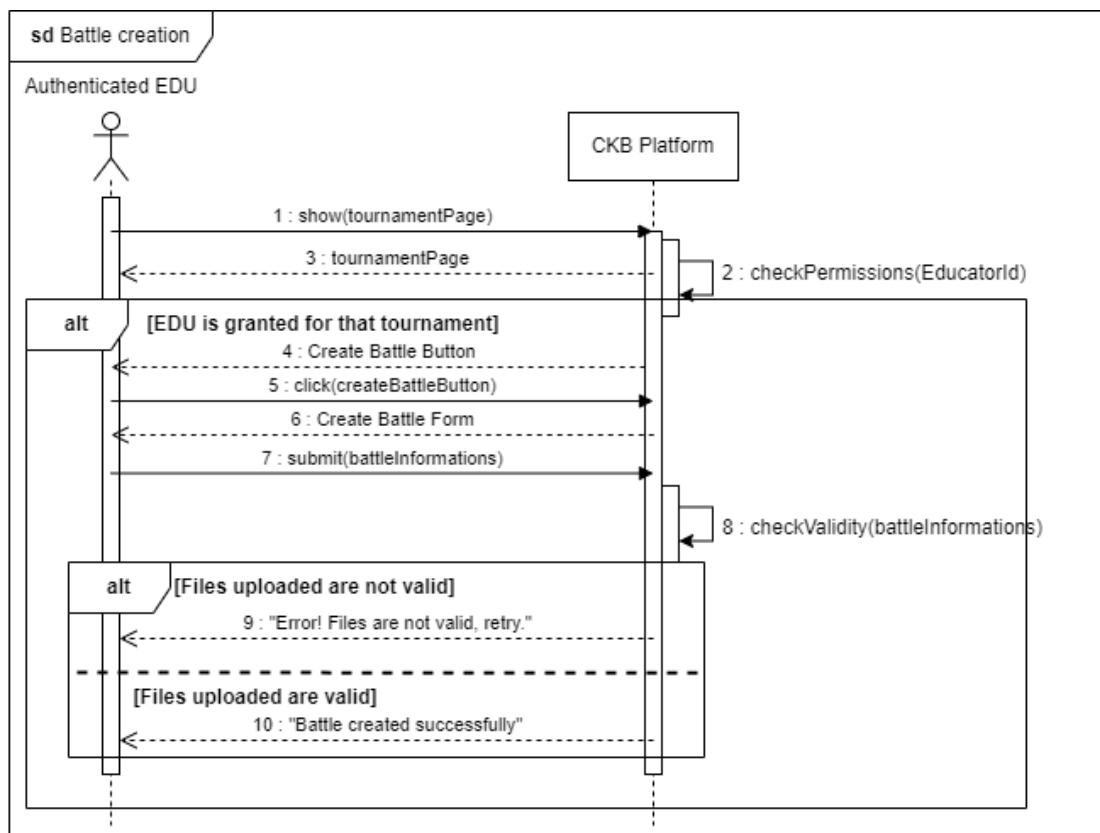


Figure 3.15: Battle creation Use Case

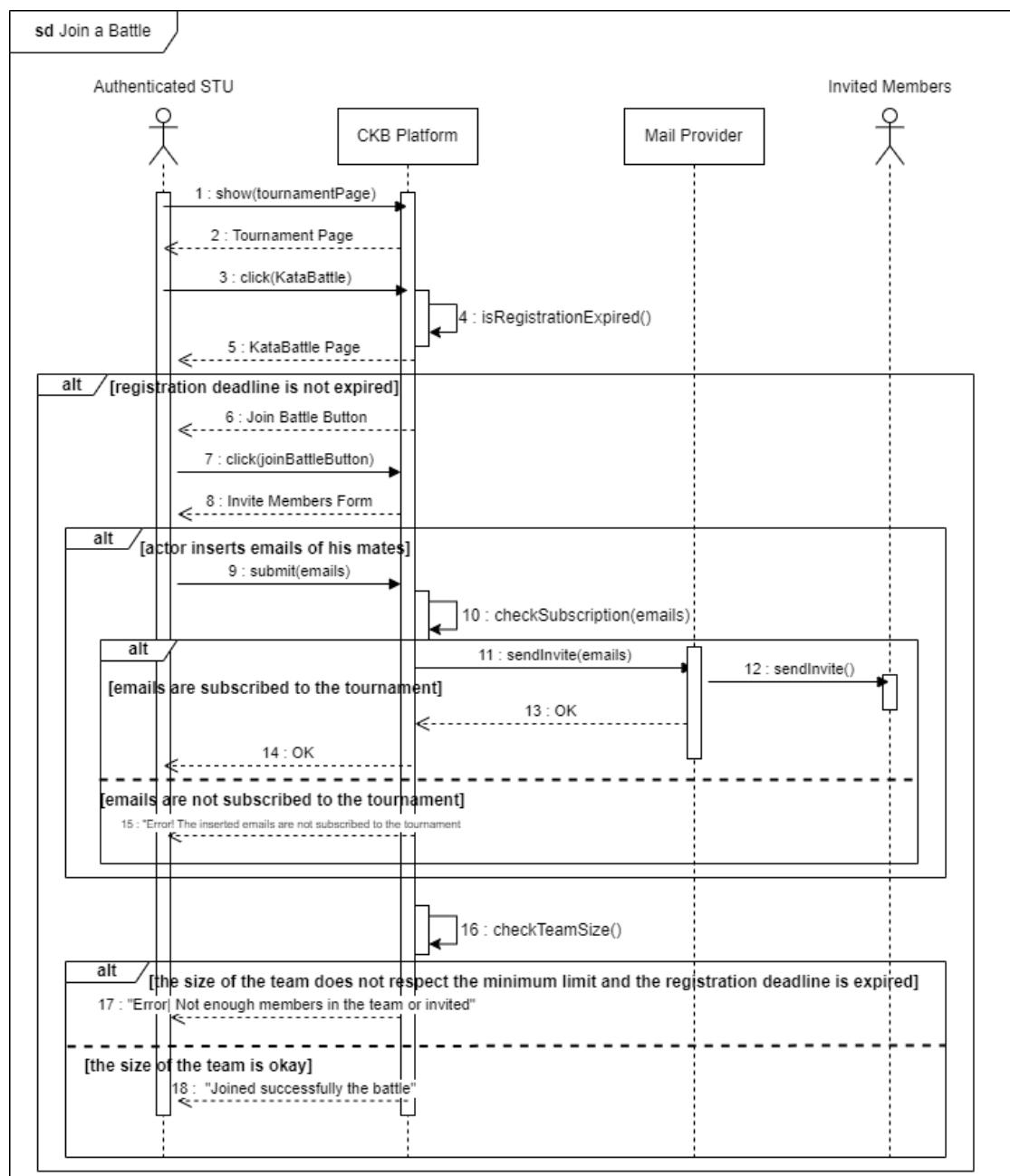


Figure 3.16: Join a Battle Use Case

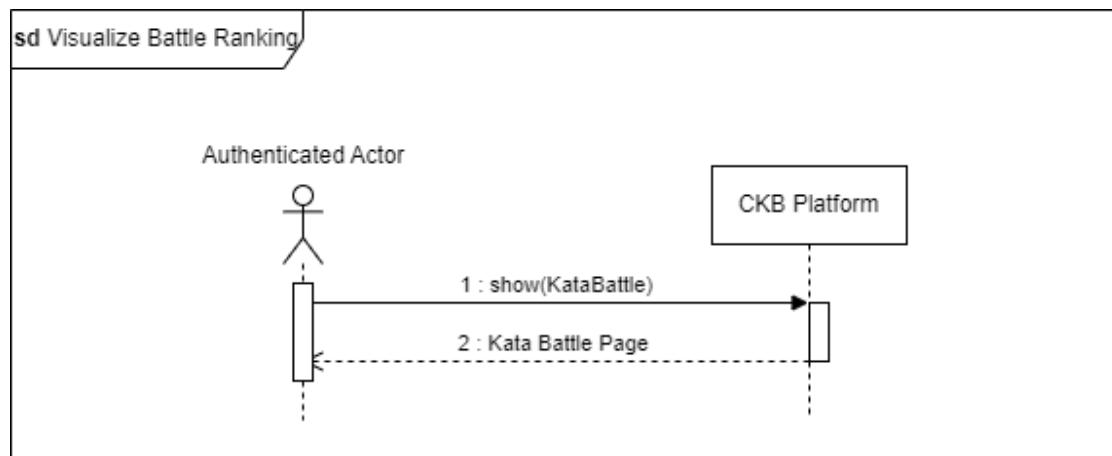


Figure 3.17: Visualizing battle ranking Use Case

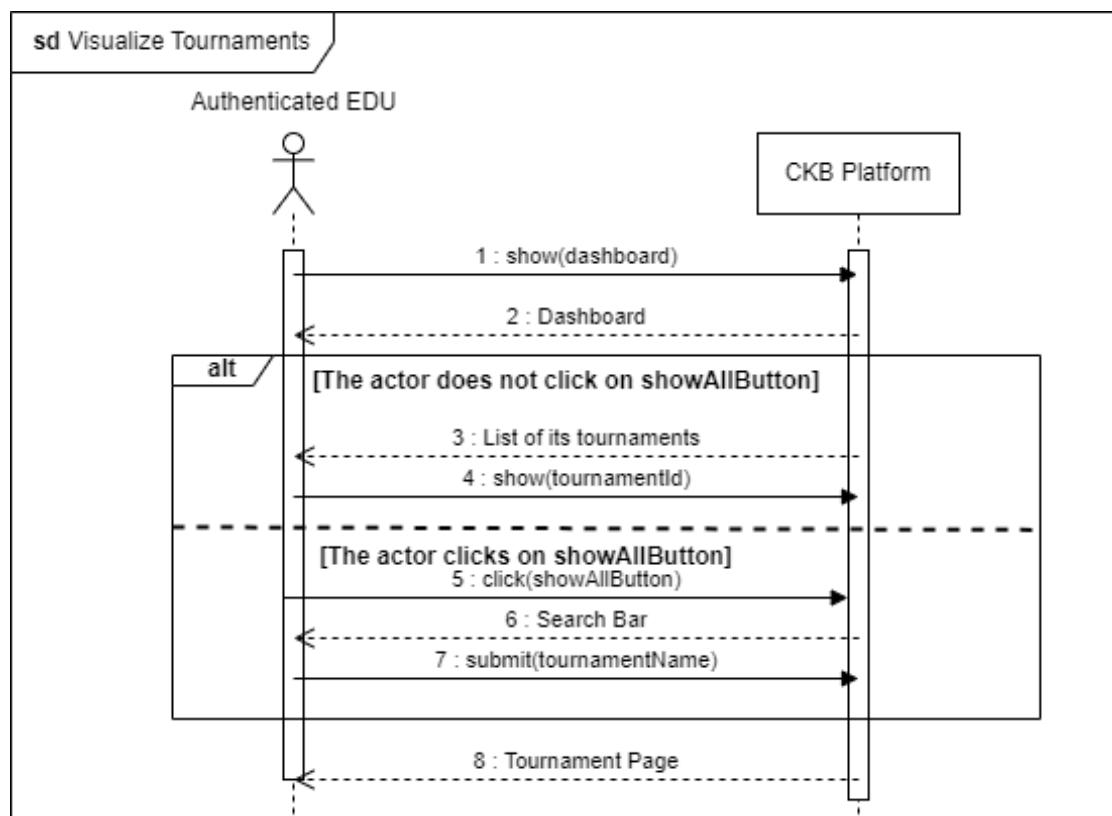


Figure 3.18: Visualizing tournaments Use Case

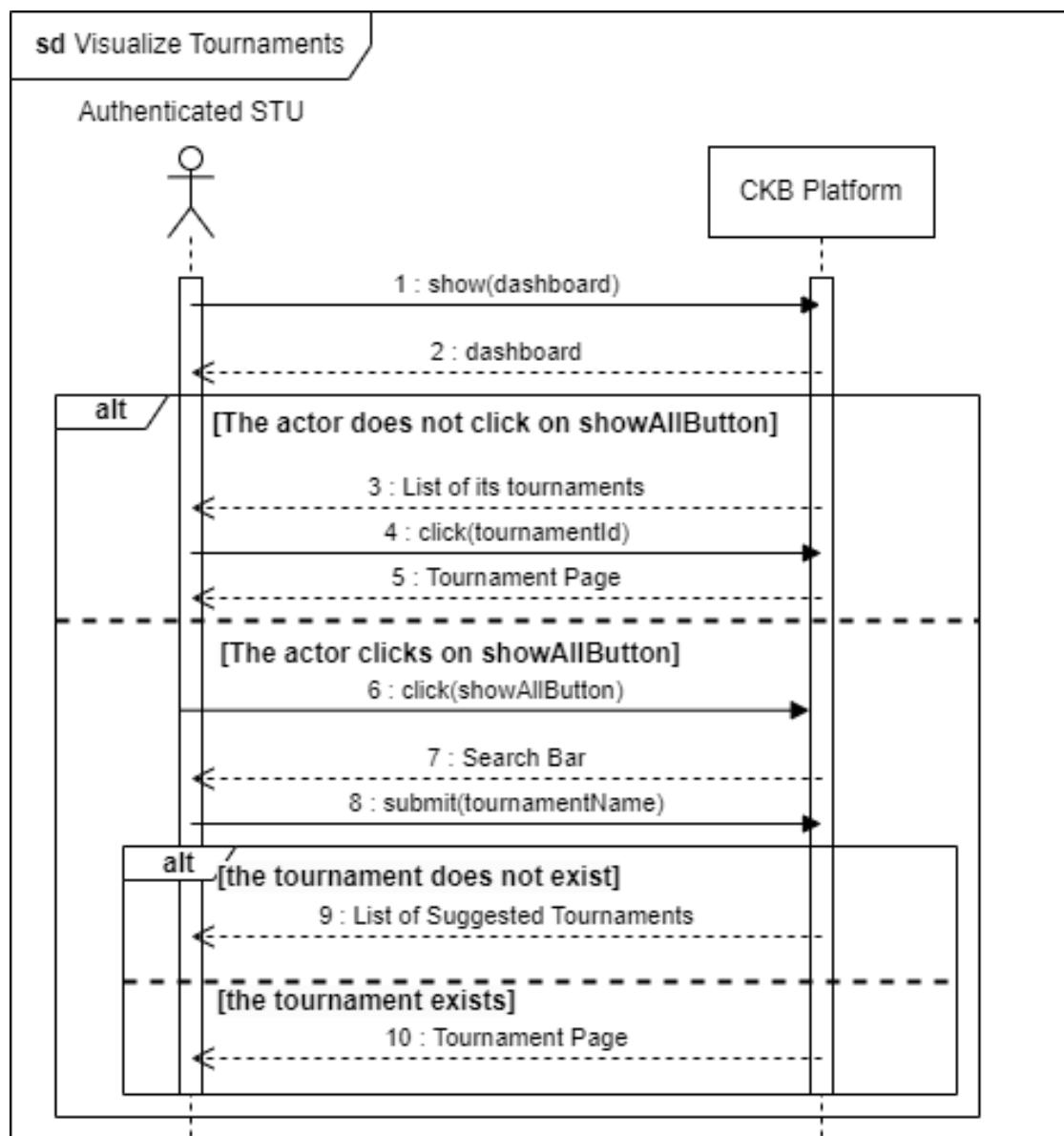


Figure 3.19: Visualizing tournaments Use Case

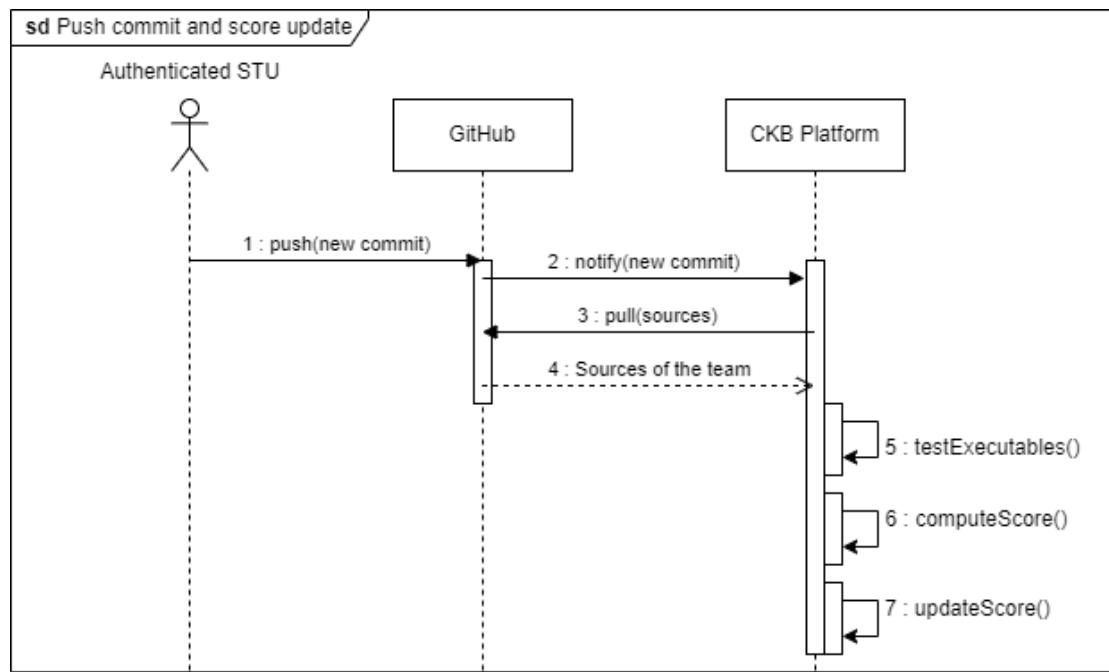


Figure 3.20: Push commit and score updating Use Case

### 3.2.4 List of functional requirements

Più che Shall metterei Must perchè è un cosa che deve fare il software  
Vogliamo mettere una notifica verso EDU per dirgli che deve valutare il codice degli studenti se ha messo l'opzione?

#### EDU functional requirements

ID	Description
R1	The software shall allow the unregistered EDUs to create an account.
R2	The software shall allow the registered EDUs to log in.
R3	The software shall allow the authenticated EDUs to create new tournaments.
R4	The software shall allow an authenticated EDU to permit other authenticated colleagues to create battles in its tournament, those become owners of the tournament as much as who added them.

<b>R5</b>	The software shall allow the authenticated EDUs to create coding battles in their tournaments by letting them upload the Code Kata, setting the minimum and maximum number of STUs per group, registration and final submission deadlines, and the score configurations.
<b>R6</b>	The software shall allow the authenticated EDUs to manually evaluate the work done by STUs subscribed to their own Code Kata battle.
<b>R7</b>	The software shall allow the authenticated EDUs to see the sources produced by each team participating in their tournaments. <b>non battles?</b>
<b>R8</b>	The software shall allow the authenticated EDUs to see the personal tournament score of each STU (which is the sum of all battle scores received in that tournament). <b>Non stiamo dicendo la stessa del R9 in qualche modo?</b>
<b>R9</b>	The software shall allow the authenticated EDUs to see a rank that measures how a STU's performance compares to other STUs in the context of that tournament.
<b>R10</b>	The software shall allow the authenticated EDUs to see the list of ongoing and finished tournaments as well as the corresponding tournament rank.
<b>R11</b>	The software shall allow the authenticated EDUs to see the list of ongoing and finished battles as well as the corresponding battle rank within a tournament.
<b>R12</b>	The software shall allow an authenticated EDU to close a tournament iff it is one of the owners of that tournament.
<b>R13</b>	When the authenticated EDU creates a tournament, the software shall allow it to define gamification badges concerning that specific tournament.
<b>R14</b>	The software shall allow the authenticated EDU to create new badges and define new rules as well as new variables associated with them.
<b>R15</b>	The software shall allow all authenticated EDUs to visualize the badges created in CKB by other EDUs.
<b>R16</b>	<b>The software shall allow all authenticated EDUs to visualize STUs' profile where they can see their collected badges, tournament attended, and personal information.=&gt; Non c'era un R per la visualizzazione del profilo / Era specificato poco in R8 e R15</b>

Table 3.1: EDU's requirements

### STU functional requirements

modificare numeri se aggiungiamo R16 e non rimuoviamo R8 da cui poi anche la mappatura potrebbe richiedere modifiche

ID	Description
<b>R16</b>	The software shall allow the unregistered STUs to create an account.
<b>R17</b>	The software shall allow the registered STUs to log in.
<b>R18</b>	The software shall allow the authenticated STUs to form teams by inviting other STUs respecting the minimum and maximum number of STUs per group set for that battle.
<b>R19</b>	The software shall allow the authenticated STUs to join a team by an invite.
<b>R20</b>	The software shall allow the authenticated STUs to subscribe to a tournament until a certain deadline.
<b>R21</b>	The software shall allow the authenticated STUs subscribed to a coding battle to upload their work until the final submission deadline of that Code Kata battle. <b>più che upload, push to GitHub?</b>
<b>R22</b>	When the registration deadline of a battle expires, the software shall create a GitHub repository containing the Code Kata.
<b>R23</b>	The software shall send to all authenticated STUs who are members of subscribed teams to a battle the link to a GitHub repository containing the Code Kata.
<b>R24</b>	The software shall run the tests on executables pushed by a team, it shall also calculate and update the battle score of the corresponding team.
<b>R25</b>	At the end of the consolidation stage of a specific battle ' $b$ ', the software shall send a notification to all authenticated STUs participating to ' $b$ ' when the final battle rank becomes available.
<b>R26</b>	The software shall allow the authenticated STUs to see the list of ongoing and finished battles as well as the corresponding battle rank, iff they are part of the tournament.

<b>R27</b>	The software shall allow all authenticated STUs to see the personal tournament score of each STU (which is the sum of all battle scores received in that tournament). <i>Non stiamo dicendo la stessa del R28 in qualche modo?</i>
<b>R28</b>	The software shall allow all authenticated STUs to see a rank that measures how a STU's performance compares to other STUs in the context of that tournament.
<b>R29</b>	The software shall allow all authenticated STUs to see the list of ongoing and finished tournaments as well as the corresponding tournament rank.
<b>R30</b>	The software shall notify all authenticated STUs involved in a closed tournament when the final tournament rank becomes available.
<b>R31</b>	The software shall allow to all authenticated STUs to visualize the badges gained: in particular, they can see collected badges when they visualize their profile or other STU's profile. <i>The software shall allow all authenticated STUs to visualize other STUs' profile where they can see their collected badges, tournament attended, and personal information. =&gt; Magari modificherei così più generale</i>

Table 3.2: STU's requirements

### 3.2.5 Traceability matrices

#### Mapping of functional requirements on use cases

Use case	Functional requirements
UC1	R1, R16
UC2	R2, R17
UC3	
UC4	R5
UC5	R4
UC6	
UC7	R18, R19
UC8	
UC9	R6, R7

UC10	
UC11	R12
UC12	R11, R26
UC13	R8, R9, R10, R27, R28, R29
UC14	R10, R29
UC15	
UC16	R11, R26
UC17	
UC18	R7, R21, R24
UC19	R21, R23

**Mapping  $D \wedge R \vDash G$** 


---

G1: Educators can create tournaments that involve coding battles to challenge students.

D2, D5, D6	R1, R2, R3, R4, R5, R6, R12, R13, R16, R17, R20, R21, R22, R23
------------	--

---

G2: Provides educators with the ability to track student software development knowledge.

D2, D3, D4, D5, D6, D8	R1, R2, R6, R7, R8, R9, R10, R11, R13, R14, R15, R16, R17, R20, R21, R23, R24
------------------------	---

---

G3: Students can improve software development skills by taking part in coding tournaments and battles where they must write programs.

D1, D2, D3, D4,D5, D6, D7, D8	R1, R2, R3, R4, R5, R6, R7, R13, R14, R16, R17, R18, R19, R20, R21, R22, R23, R24, R25, R26, R27, R28, R29, R30, R31
-------------------------------	--

---

G4: Coding battles enable students to enhance their soft skills, such as communication, collaboration, and time management, by creating a team and collaborating with the members.

D3, D5, D7, D8	R5, R16, R17, R18, R19
----------------	------------------------

---

### 3.3 Performance Requirements

To guarantee a good user experience, the system must:

- Make sure the backend can grow as needed, respond quickly to changes, and balance the workload effectively.
- Be protected against DDoS attacks to keep the system safe and stable.
- Create a user-friendly, responsive front end. It should handle well even when the internet is not great, so users have a smooth experience.
- Send email notifications quickly, so users do not even notice the delay.

### 3.4 Design Constraints

#### Standards Compliance

Since there are a lot of interactions between the various components of the system, it is important to follow some communication standards: in particular, the system uses the REST architectural style to communicate between the frontend and the backend, and the data will be exchanged in JSON format.

Furthermore, the Source code of the application must be commented on and documented adequately.

#### Hardware Limitations

The system is designed to be used on any device with a modern browser installed, so the only hardware limitation is the presence of a stable internet connection.

### 3.5 Software System Attributes

#### 3.5.1 Reliability

Since some functionality of the system relies on external APIs, the system should not completely fail because of failure in one of those.

It is also important to avoid data loss through redundant storage methods.

#### 3.5.2 Availability

In the event of an unplanned system downtime, all features should be restored as quickly as possible to minimize any inconvenience. To prevent such occurrences, the CKB platform must have a reliable infrastructure, including redundant servers, to ensure continuous operation. The aimed availability of the system is 3-nines availability (99.9%), which means that the system can be down for less than 9 hours per year.

The system should also be able to handle a large number of concurrent users.

### **3.5.3 Security**

Users of the system have distinct privileges according to their roles (student / educator), determined during the login process.

All data and information transferred and stored within the system are secured through robust encryption methods, such as HTTPS, ensuring data privacy and security.

### **3.5.4 Maintainability**

The source code and associated documentation must include clear comments and should be consistently maintained. During the design and development phases, emphasis should be placed on achieving modularity, minimizing coupling, and ensuring high cohesion between components. This is especially crucial for both the front-end and back-end, allowing developers to make updates to the back-end seamlessly without causing any disruptions or noticeable changes for users.

To avoid inconvenience in solving any type of problem (e.g. server downtime), maintenance services are notified to all users with an advance notice of at least 36 hours.

### **3.5.5 Portability**

Due to the fact that the CKB platform is a distributed system, and it does not rely on specific hardware or software, it can be used / accessed in multiple ways.

## 4. Formal Analysis Using Alloy

```
open util/relation
//Signatures
//DateTime is used to represent a couple <date, time>
sig DateTime{}

abstract sig Bool {}
one sig True, False extends Bool {}

/*TestCase represents what the educator will upload when
   creating a battle in order to test the code of the students
 */
sig TestCase{}
sig Name{}
sig Surname{}
sig Email{}
sig Password{}
sig Language{}
sig Description{}
sig Rule{}
sig Title{}
sig Score{}
sig RankingTeam{}
sig RankingStudent{}


/*User is an abstract entity containing all the attributes that
   each user will have*/
abstract sig User {
    name : one Name,
    surname: one Surname,
    email: one Email,
    password : one Password,
}
```

```

//Student represents the STU of the system
sig Student extends User{
    achievedBadges : set Badge,
    tournaments : set Tournament,
    battles : set Battle,
}

//Educator represents the EDU of the system
sig Educator extends User{
    ownedTournaments : set Tournament,
    closedTournaments : set Tournament,
}

/*Tournament entity represents the tournament created by an EDU
. In particular, grantedEducators will have all the EDUs who
have the same permissions of the creator EDU. "ranking"
attribute will contain a map in which the keys will be the
STUs and to each key will be assigned a value which is the
sum of scores in the battles concerning that tournament */
sig Tournament {
    id : one Int,
    subscriptionDeadline : one DateTime,
    ranking : set RankingStudent,
    grantedEducators: some Educator,
    battles: set Battle,
    studentsSubscribed : set Student,
    badges : set Badge,
} {
    #studentsSubscribed = #ranking
}

/*Battle entity represents the battle created by EDUs in
tournaments.
In particular, the ranking attribute will contain a map in
which the keys will be the teams and to each key will be
assigned a value which is the score of that team in this
battle.
We use the subscribedTeams attribute instead of
subscribedStudents because each team is composed by at least
one person and all the components of the team will be
subscribed to the battle.

```

As a consequence, we can derive all subscribed STUs by looking at the STUs who appear in the subscribedTeams attribute. \*/

```

sig Battle {
    id : one Int,
    closed : one Bool,
    rankingTeams : set RankingTeam,
    manualEvaluation: one Bool,
    language: one Language,
    description: one Description,
    testCases: some TestCase,
    minStudents : one Int,
    maxStudents : one Int,
    registrationDeadline : one DateTime,
    finalSubmissionDeadline : one DateTime,
    subscribedTeams: set Team,
    tournament : one Tournament,
}
#rankingTeams = #subscribedTeams

/*maxStudents and minStudents can't have negative values by
definition.*/
maxStudents>0
minStudents>0

/*minStudents as a minimum value will be less than or equal
to maxStudents by definition */
minStudents <= maxStudents

/*the registrationDeadline must be earlier than the
finalSubmissionDeadline by definition, otherwise it
would not be possible to upload code after the
registrationDeadline in some cases.*/
registrationDeadline != finalSubmissionDeadline
}

/*Team represents the team ( composed by at least one student
by definition) created by a student when he subscribes to a
battle*/
sig Team{
    battle : one Battle,
    students: some Student,
}

```

```

/*The entity Badge represents the badges which can be created
 by EDUs at any moment and can be associated to different
 tournaments at tournament creation time. */
sig Badge {
    rules : some Rule,
    values : some Int,
    title : one Title,
}

//Bool
pred isTrue[b: Bool] { b in True }

pred isFalse[b: Bool] { b in False }

// Facts
// User
fact emailsAreUnique{no disj u1, u2: User | u1.email=u2.email}

fact nameExistsOnlyWithUser{
    all un : Name | one u : User | un in u.name
}

fact surnameExistsOnlyWithUser{
    all un : Surname | one u : User | un in u.surname
}

fact passwordExistsOnlyWithUser{
    all un : Password | one u : User | un in u.password
}

fact emailExistsOnlyWithUser{
    all un : Email | one u : User | un in u.email
}

//TestCase
fact TestCaseExistsOnlyWithBattle{
    all tc: TestCase | one b: Battle | tc in b.testCases
}

//Battle
fact BattleExistsOnlyWithTournament{
    all b : Battle | one t : Tournament | b in t.battles
}

```

```

fact allBattlesAreUnique{
    no disj b1, b2 : Battle | b1.id = b2.id
}

//Team
fact TeamExistsOnlyWithBattle{
    all t : Team | all b: Battle | t in b.subscribedTeams <=> b
        in t.battle
}

fact allTeamsAreUnique{
    no disj t1, t2 : Team | t1.battle = t2.battle and t1.students
        = t2.students
}

//Tournament
fact allTournamentsAreUnique{
    no disj t1, t2 : Tournament | t1.id = t2.id
}

//Battle
//Subscription to a Battle by a Team
/*All students subscribed to a battle must be subscribed to the
corresponding tournament too. */
fact subscribedTeamsAreSubscribedToTournament{
    all t: Tournament| no s: Student | s in t.battles.
        subscribedTeams.students and s not in t.
        studentsSubscribed
}

fact teamIsSubscribed{
    all t: Team| all b : Battle | t in b.subscribedTeams <=> b =
        t.battle
}
/*All team subscribed to a battle must satisfy team size
constraint of that battle, if the battle is started. */
fact teamSizeInBoundaries{
    all b: Battle| all t : Team | t in b.subscribedTeams => (#t
        .students >= b.minStudents and #t.students <= b.
        maxStudents)
}

```

```

/*A STU can not partecipate to the same battle with two
different teams.*/
fact noStudentInTwoTeams{
    all b: Battle, t1 : Team, t2 : Team | no s: Student | t1 in
        b.subscribedTeams and t2 in b.subscribedTeams and (s in
            t1.students and s in t2.students) and t1 != t2
}

/*An Educator has the same privileges of the owner of a
tournament if and only if it is a granted EDU for that
tournament*/
fact ownerIsGranted{
    all t: Tournament, e : Educator | t in e.ownedTournaments
        <=> e in t.grantedEducators
}

/*A tournament is closed if and only if all its battles are
ended*/
fact closedTournamentclosedBattles{
    all t : Tournament | all b : Battle | t in Educator.
        closedTournaments <=> (b in t.battles and b.closed = True)
}

/*A STU is partecipating to a battle if and only if it is in a
subscribed team of that battle*/
fact inBattleIfInTeam{
    all s : Student | all b : Battle | all t: Team| b in s.
        battles <=> ( s in t.students and t in b.subscribedTeams
        )
}

pred show{
    #Battle = 2
    one b : Battle | b.minStudents = 2 and b.maxStudents = 4
    one t1 : Team | #t1.students >= 2
}
run show

```

## 5. Effort Spent

### Team

Topic	Time
Division of work	2h
Revision of chapters 1 and 2	2h
Definition and division of use cases	2h30m
Revision of chapter 3	1h

Table 5.1: Effort Spent during team meetings

### Tommaso Pasini

Topic	Time
Organizaionion document	1.5 h
Completion and correction chapter 1	4h

Table 5.2: Effort Spent by Tommaso Pasini

*Effort Spent*

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## Elia Pontiggia

Topic	Time
Scenarios	1h
State diagrams	2h
Specific requirements	2h30m
Use cases	2h
User interface mockups	5h
LATEX document setup and configuration	2h

Table 5.3: Effort Spent by Elia Pontiggia

## Michelangelo Stasi

Topic	Time
Functional Requirements	2h
Domain Assumptions	1h30m
Use Cases	5h
Traeciability Matrix	30m
Class Diagram	1h15m
Alloy	9h

Table 5.4: Effort Spent by Michelangelo Stasi