



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 in the 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, competition, and evaluation, fostering a collaborative and skill-building atmosphere.

1.1.2 Goals

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

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 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 team and collaborating with the members.

Table 1.1: Goals

1.2 Scope

CodeKataBattle (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 their chosen language while adhering to the test-first approach.

Educators create a battle by uploading a programming exercise (also known as Code Kata), specifying the group size, registration and submission deadlines, and scoring parameters. Once created, students can form teams, a team could be composed of just one person or at most the number specified by the group size. Each team can be changed between different battles in the same tournament, register for the battle, and receive access to a GitHub repository containing the code kata. They are required to fork the repository and automate their workflow through GitHub Actions.

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, in this way students and educators can keep track of the battle's ranking. Following the deadline for submission, educators perform an optional manual evaluation before sharing the final battle rank with participants.

All students on the CKB platform have a personal tournament score, which is the sum of their battle scores in that tournament. 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. Gamification badges, which educators can define when creating a tournament, reward students for their performance or achievement.

CodeKataBattle fosters collaborative coding challenges, helping students improve their software development skills while introducing competition and gamification elements to enhance engagement and recognition.

1.2.1 World Phenomena

ID	Description
WP1	Students participating in a tournament can decide whether doing a battle or not by subscribing or not to that battle.
WP2	Students choose for each battle if coding alone or forming a team.
WP3	The student who formed the team fork the GitHub repository of the code kata
WP4	Students set up an automatic workflow in the GitHub repository.
WP4	Student invites team member to its repository.
WP4	Students work and complete the code kata battle with their code.
WP4	The students push their work to the GitHub repository.
WP4	An educator creates a correct code kata, defining a coherent description of the project within its test cases and the configuration for automation scripts.
WP4	An educator checks the work done by students in order to evaluate them.

Table 1.3: World Phenomena

1.2.2 Shared Phenomena

ID	Description	Controlled by
SP1	A user registers its personal datas in CodeKataBattle system specifying if it is a student or an educator	
SP2	A registered user insert its credentials to get in CodeKataBattle environment	
SP3	An educator creates a tournament, defining all necessary details	
SP5	The educator who created a specific tournament grants other colleagues permission to create battles inside it	

SP4	An educator that has permission creates battles, defining all necessary details, within a tournament	
SP7	Students are notified of an upcoming tournament	
SP8	Students join a tournament	
SP9	Students are notified of an upcoming battle within a tournament they are subscribed to	
SP10	Student joins a battle	
SP13	Student invites other students, which are subscribed in the same tournament, to join its team respecting the boundaries imposed	
SP14	Student joins a team and therefore it gets enrolled to a battle via an invite by another student	
SP16	The platform sends the link of the GitHub repository to the students who created the team for the battle	
SP17	Students who recieved the GitHub repository link are asked to fork it and set up an automated workflow	
SP18	The forked repository's workflow notifies the platform of a new GitHub push action	
SP19	The platform updates the battle score of the students whenever their repository gets pushed	
SP20	Educator and student subscribed to the battle can monitor the battle ranking among other participants	
SP21	The educator uses the platform to go through the sources produced by each team	
SP6	The educator evaluates manually the work done by students in his own battle	
SP23	The platform notifies students of the end of a battle when the final battle rank becomes available	

SP25	An educator that has permission to create battles within a tournament, can also close the tournament	
SP26	The platform notifies all students involved in the tournament about its end when the tournament ranking is available	
SP27	All users can see the list of ongoing and ended tournaments as well as the corresponding tournament rank at any time	
SP285	An educator creates a gamification badge within the CKB platform and associates to it a rule and a variable	
SP29	An user checks the personal badges gained by anyone subscribed to the CKB platform	

Table 1.4: Shared Phenomena

1.3 Definitions, Acronyms, Abbreviations

1.3.1 Definitions

Term	Definition
User	Can be a Student or a User
Student	Identifies a person who is studying at a 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 that is 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.

Table 1.5: Definitions

1.3.2 Acronyms

Acronyms	Term
CKB	CodeKataBattle
EDU	Educator
STU	Student

Table 1.6: Acronyms

1.3.3 Abbreviations

Abbreviation	Term
\mathbf{G}_i	i-th goal
\mathbf{WP}_i	i-th World Phenomena
\mathbf{SP}_i	i-th Shared Phenomena
\mathbf{DA}_i	i-th Domain Assumption
\mathbf{Dep}_i	i-th Dependencie
\mathbf{R}_i	i-th Requirement

Table 1.7: Abbreviations

1.4 Reference Documents - qui ci mettiamo i link

- Assignment RDD A.Y 2023-2024
- Course slides on WeeBeep
- RASD review by Prof. M. Camilli
- ISO/IEC/IEEE 29148 dated 2018, Systems and software engineering - Life cycle processes - Requirements engineerings

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 document and 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 details about its main functions. The description is assisted with the help of UML diagrams, such as class, activity and state diagram. 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 cases diagrams, descriptions of each use case, and related sequence diagrams. Finally, it provides a mapping of the requirements to both goals and use cases.
4. **Formal Analysis Using Alloy:** contains Alloy models which are used for the description of the application domain and his properties, referring to the operations which the system has to provide and some critical aspects of the system.
5. **Effort Spent:** keeps track of the time spent to complete this document. The first table defines the amount of hours used by the whole team to get important decisions and to make reviews, the other tables contains the individual effort spent by each team member.
6. **References:** lists all the documents used and that were helpfull in drafting the RASD.

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 created a badge for the student who participated in the most tournaments, one for the student who won the most battles and one for the student that wrote the 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.

Creating a battle

In order to get the students familiar with the CKB platform and its features, Chip created an easy battle for his students to practice on, called "wordcheck", that basically requires the student to implement the game wordle. He decides that the battle will last 2 weeks and that the students will be able to work in teams of 2 or 3 people; they will be able to join the battle until the last day of the battle. In addition, he wants to give extra points to the code cleanup, so he will have to revise the code of each team at the end of the battle and assign extra points to the teams that wrote clean code. He sets all this information in the battle creation form and then he creates the battle.

Joining a battle

Huey and Dewey, two students of Chip's class, are notified of a new battle and decide to join it. Since the the more the merrier, they decide to invite their friend Louie to join them in the battle. After the registration deadline, they are notified that the battle

is about to start and they are given the link to the GitHub repository of the battle to fork and set up the automated workflow in order to be able to link their GitHub account to the CKB platform. 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 a warrior of the "wordcheck" battle and he is working on the battle alone. After a 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 leader group, that is composed by Huey, Dewey and Louie. Fortunately, the battle is still open 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 work to the GitHub repository. After checking his score again, he sees that he is now in the 1st position and moreover he obtained a badge for being the first to reach 100 points in the battle and now both students and professors can see this badge when they visit Donald's profile.

Closing a battle

When the deadline for the battle created by Scrooge is reached, all participants are notified that the battle is closed and that they can't push new commits to the 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. 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, even if the deadline is not reached yet. In order to do so, he logs in to the CKB platform and he closes the tournament. All participants are notified that the tournament is closed and that they can't join it anymore, 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 to the class of 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 and he also notes that Huey is involved in more than one tournament simultaneously. Thanks to the CKB platform, Pippo has now a complete overview of Huey's skills and he can decide whether to accept his application or not.

2.1.2 Class Diagram

2.1.3 State Diagrams

The following state diagrams describe the life cycle of the main entities of the system. Moreover, they also 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

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 the 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 and, if and only if all battles are ended, the educator can finally close the tournament.

The diagram is shown in figure 2.1.

Battle

The battle evolves in a linear way, starting from the *registration open* immediately followed by the *registration closed* state.

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 2.2.

Score evaluation

The score evaluation of a battle is a process that is triggered by the end of a battle and it is composed by 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, he can assign extra points. The diagram is shown in figure 2.3.

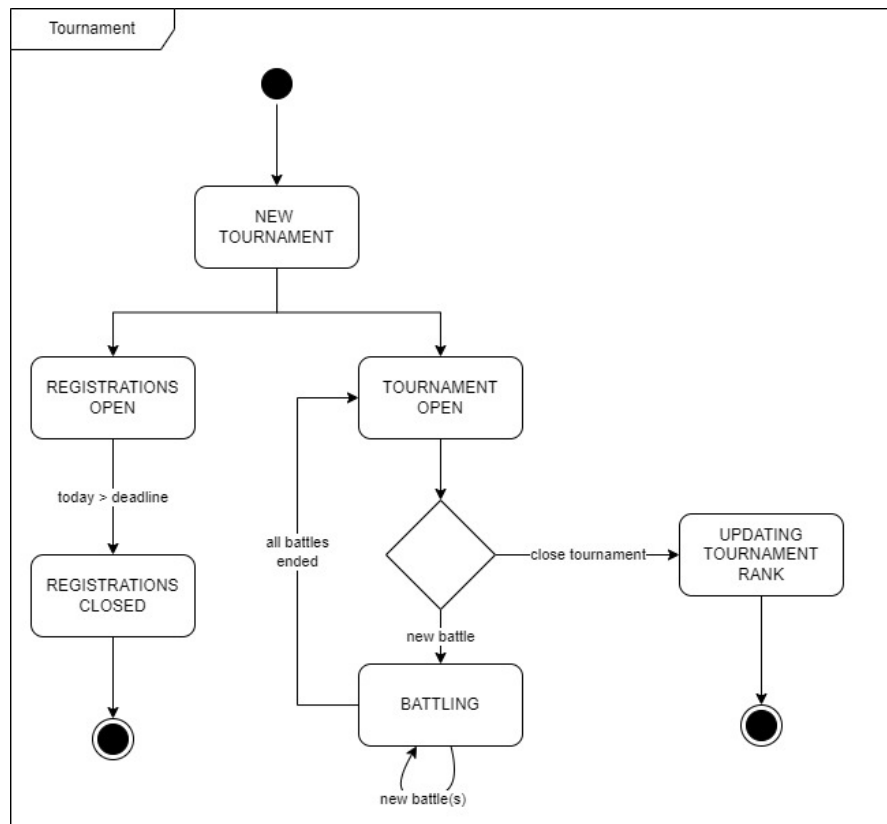


Figure 2.1: Tournament state diagram

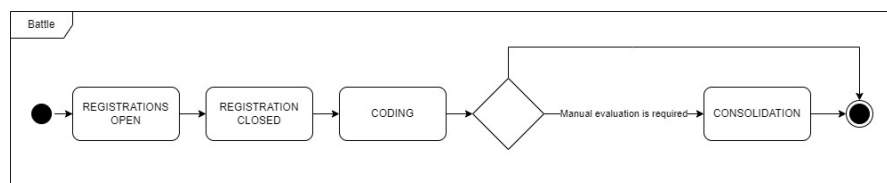


Figure 2.2: Battle state diagram

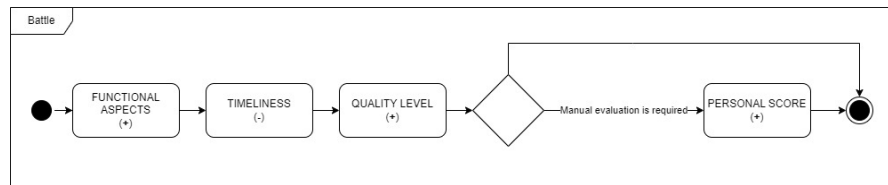


Figure 2.3: Score evaluation state diagram

2.2 Product Functions

2.2.1 Registrater function

- Studente o educatore - Educatore ha un livello di account maggiore rispetto allo studente
- Crea battaglie o tornei e specifico i dettagli per ogni cosa

2.2.2 Creating tournament function

- Come si crea il torneo molto in generale

2.2.3 Creating battles function

- Come si crea la battaglia molto in generale

2.2.4 Participating in tournament and battles function

- Come si iscrive a battaglie e tornei molto in generale

2.2.5 Score visualization function

- Score, ranking e badges vederli

2.2.6 Gamification function

2.3 User characteristics

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

Student

Identifies a person who provides instruction or education, such as a teacher.

Educator

2.4 Assumptions, Dependencies and Constraints

2.4.1 Domain Assumptions

- D1. STUs code with the programming language setted for the battle to which they are partecipating
- D2. EDUs upload the code kata with the description and the correct software project, including test cases and build automation scripts
- D3. 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
- D4. EDUs manual evaluation range from 0 to 100¹
- D5. The information inserted at registration moment of all users are truthful
- D6. GitHub and the tool for static analysis work properly
- D7. A team is formed by at least one person
- D8. All users subscribed to the CKB platform have a GitHub account

2.4.2 Dependencies

Dep1	The system will require internet connection to interact with CKB and other users
Dep2	The system will integrate an external API in order to compile the code written by students
Dep3	The system will integrate a GitHub API in order create repository for each battle

Table 2.1: Dependencies

2.4.3 Constraints

- The software must follow local laws and rules, especially when it comes to handling user data, like letting users access their data when they want.
- The software should only collect the data it really needs, like just the user's email address.

¹The full evaluation will be given by the average of all the four aspects evaluated by the CKB platform, the three automatic ones and the manual one

- 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

In the following, the interfaces, both hardware and software, of the system are described.

3.1.1 User Interfaces

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 the code of the students and to authenticate users.
- **Mail API:** to send emails to the users to notify them about events.

3.2 Functional Requirements

In order to work properly, the software must fulfill the following functional requirements, which are written in hierarchical order, starting from the requirements of EDUs agents and then STUs agents...

EDU functional requirements

- R1.** The software shall allow the unregistered EDUs to create an account
- R2.** The software shall allow the registered EDUs to login
- R3.** The software shall allow the authenticated EDUs to create new tournaments
- R4.** The software shall allow an authenticated EDU to grant to other authenticated colleagues the permission to create battles in his own tournament
- R5.** The software shall allow the authenticated EDUs to create coding kata battles in their own tournaments by letting them uploading the code kata, setting minimum and maximum number of STUs per group, setting a registration and a final submission deadlines, setting score configurations
- R6.** The software shall allow the authenticated EDUs to manually evaluate the work done by STUs subscribed to its own kata battle
- R7.** The software shall allow the authenticated EDUs to see the sources produced by each team participating to their own tournaments
- R8.** 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)
- R9.** 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
- R10.** The software shall allow the authenticated EDUs to see the list of ongoing and finished tournaments as well as the corresponding tournament rank
- R11.** The software shall allow the authenticated EDUs to see the list of ongoing and finished battles as well as the corresponding battle rank
- R12.** The software shall allow an authenticated EDU to close a tournament if and only if it is one of the owner of that tournament
- R13.** When the authenticated EDU creates a tournament, the software shall allow it to define gamification badges concerning that specific tournament
- R14.** The software shall allow the authenticated EDU to create new badges and define new rules as well as new variables associated with them

- R15. The software shall allow to all authenticated EDUs to visualize the badges: in particular, EDUs that visualize the profile of a STU can see its collected badges

STU functional requirements

- R16. The software shall allow the unregistered STUs to create an account
- R17. The software shall allow the registered STUs to login
- R18. 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
- R19. The software shall allow the authenticated STUs to join a team by an invite
- R20. The software shall allow the authenticated STUs to subscribe to a tournament until a certain deadline
- R21. The software shall allow the authenticated STUs subscribed to a kata battle to upload their work until the final submission deadline of that kata battle
- R22. When the registration deadline of a kata battle expires, the software shall create a GitHub repository containing the code kata
- R23. The software shall send to all authenticated STUs who are members of subscribed teams to a kata battle the link to a GitHub repository containing the code kata
- R24. The software shall run the tests on executables pushed by a team and it shall also calculate and update the battle score of the corresponding team
- R25. 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
- R26. The software shall allow the authenticated STUs to see the list of ongoing and finished battles as well as the corresponding battle rank
- R27. The software shall allow to all authenticated STUs to see the personal tournament score of each STU (which is the sum of all battle scores received in that tournament)
- R28. The software shall allow to all authenticated STUs to see a rank that measures how a STU's performance compares to other STUs in the context of that tournament.
- R29. The software shall allow to all authenticated STUs to see the list of ongoing and finished tournaments as well as the corresponding tournament rank
- R30. The software shall notify all authenticated STUs involved in a closed tournament when the final tournament rank becomes available

R31. The software shall allow to all authenticated STUs to visualize the badges: in particular, STUs can see collected badges when they visualize the profile of a STU

Allah grandissimo ¡3 ¡3

3.3 Performance Requirements

In order 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 isn't great, so users have a smooth experience.
- Send email notifications really quickly, so users don't 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 communic standards: in particular, the system will use the REST architectural style to communicate between the frontend and the backend, and the data will be exchanged in JSON format.

Furthermore, 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, though the system should not completely fail because of failure in one of those.

It's 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, it is crucial for the CKB platform to 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 a 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 doesn't rely on a specific hardware or software, it can be used / accessed in multiples way.

Summary of Non-Functional Requirements

4. Formal Analysis Using Alloy

5. Effort Spent

Team

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

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

Elia Pontiggia

Topic	Time
Scenarios	1h
State diagrams	2h
Specific requirements	2h
L ^A T _E X document setup and configuration	2h

Table 5.3: Effort Spent by Elia Pontiggia

Michelangelo Stasi

Topic	Time
Functional Requirements	2h
Domain Assumptions	1h30m

Table 5.4: Effort Spent by Michelangelo Stasi