#### **SAT Modulo Theories:**

### Can we get the best of two worlds?

# Invited talk, CP 2010 - St Andrews

Robert Nieuwenhuis

(+ Albert Oliveras, Enric Rodríguez, Roberto Asín, Javier Larrosa, ...)

Barcelogic Research Group, Tech. Univ. Catalonia, Barcelona

rcelogic - Tech. Univ. Catalonia (UPC)

CP 2010 Barcelogic – p. 1

#### The objective of this talk is to explain:

- What SAT Modulo Theories (SMT) is.
- Our current aim: bring SMT from verification applications to other more typical CP ones: scheduling, timetabling...
- Can we use SMT trying to get the best of two worlds?:
  - From SAT: efficiency, robustness, no need for tuning.
  - From general complete methods in CP (note: CP ⊃ SAT): expressiveness, rich modeling languages, special-purpose algorithms for arithmetic, for global constraints....

#### **Outline of this talk**

Good vs Bad

Good vs Bad in SAT and other complete CP search methods.

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?
- Lazy approach, improved Lazy approach.

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?
- Lazy approach, improved Lazy approach.
- Our DPLL(T) approach: DPLL(T) = DPLL(X) + T-Solver.

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?
- Lazy approach, improved Lazy approach.
- Our DPLL(T) approach: DPLL(T) = DPLL(X) + T-Solver.
- The Barcelogic SMT solver. Theories and T-Solvers

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?
- Lazy approach, improved Lazy approach.
- Our DPLL(T) approach: DPLL(T) = DPLL(X) + T-Solver.
- The *Barcelogic* SMT solver. Theories and *T*-Solvers
- CP-like theories and *T*-solvers. Examples.

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?
- Lazy approach, improved Lazy approach.
- Our DPLL(T) approach: DPLL(T) = DPLL(X) + T-Solver.
- The *Barcelogic* SMT solver. Theories and *T*-Solvers
- CP-like theories and *T*-solvers. Examples.
- Proof complexity and other insights

- Good vs Bad in SAT and other complete CP search methods.
- SAT Solvers. Why do they work so well? Three basic ideas.
- Same ideas not as successful in general complete CP search?
- What is SAT Modulo Theories (SMT)?
- Lazy approach, improved Lazy approach.
- Our DPLL(T) approach: DPLL(T) = DPLL(X) + T-Solver.
- The *Barcelogic* SMT solver. Theories and *T*-Solvers
- CP-like theories and *T*-solvers. Examples.
- Proof complexity and other insights
- Concluding remarks

# What is meant by CP solver in this talk?

"Typical" state-of-the-art solver with:

- complete systematic search
- backtracking (no backjumping)
- no learning
- rich modeling languages
- *sophisticated*:
  - heuristics for branching variable selection (e.g., first-fail)
  - heuristics for branching value selection
  - special-purpose global contraint propagation algorithms

NB: for some problems, complete CP/SAT/SMT all inadequate!

Decades of academic and industrial efforts in SAT Lots of **\$\$\$** from, e.g., EDA (Electronic Design Automation)

Decades of academic and industrial efforts in SAT Lots of **\$\$\$** from, e.g., EDA (Electronic Design Automation)

Lesson: Real-world problems  $\neq$  random or artificial ones !

- Decades of academic and industrial efforts in SAT Lots of \$\$\$ from, e.g., EDA (Electronic Design Automation)
- Lesson: Real-world problems  $\neq$  random or artificial ones !

What's GOOD? Complete solvers:

- outperforming by far the other methods (see later why)
- on real-world problems from many sources, with a
- single, fully automatic, push-button, var selection strategy!
- Hence modeling is essentially declarative.

- Decades of academic and industrial efforts in SAT Lots of <mark>\$\$\$</mark> from, e.g., EDA (Electronic Design Automation)
- Lesson: Real-world problems  $\neq$  random or artificial ones !

What's GOOD? Complete solvers:

- outperforming by far the other methods (see later why)
- on real-world problems from many sources, with a
- single, fully automatic, push-button, var selection strategy!
- Hence modeling is essentially declarative.

++ SAT in CP'10 Procs! E.g., pg 398, Petke&Jeavons' abstract ends:

"We (...) show that, without being explicitly designed to do so, current clause-learning SAT solvers efficiently simulate *k*-consistency techniques, for all values of *k* [and] (...) efficiently solve certain families of CSP instances which are challenging for conventional CP solvers".

- Decades of academic and industrial efforts in SAT Lots of \$\$\$ from, e.g., EDA (Electronic Design Automation)
- Lesson: Real-world problems  $\neq$  random or artificial ones !

What's GOOD? Complete solvers:

- outperforming by far the other methods (see later why)
- on real-world problems from many sources, with a
- single, fully automatic, push-button, var selection strategy!
- Hence modeling is essentially declarative.

What's BAD?

- very low-level language: need modeling and encoding tools
- no good encodings for many aspects: arithmetic...
- Answers "unsat" or model. Optimization not as well studied.

#### Good vs Bad in general CP Solvers

## Good vs Bad in general CP Solvers

What's GOOD?

- Expressive modeling constructs and languages
- Specialized algorithms for many (global) constraints
- Optimization aspects better studied

# Good vs Bad in general CP Solvers

What's GOOD?

- Expressive modeling constructs and languages
- Specialized algorithms for many (global) constraints
- Optimization aspects better studied

What's BAD or, well, not so good?

- Performance(?)
- Not quite automatic or push-button Heuristics tuning per problem (or even per instance)
- In CP Procs, sometimes only "academic" experiments:
  on random or artificial problems (sometimes not realistic)
  no big database of real-world/industrial instances

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A :Clause set F : $\emptyset$  $\|$  $\|$  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$ 

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A :Clause set F : $\emptyset$  $\overline{1} \lor 2$ ,  $\overline{3} \lor 4$ ,  $\overline{5} \lor \overline{6}$ ,  $6 \lor \overline{5} \lor \overline{2} \Rightarrow$  (Decide)1 $\overline{1} \lor 2$ ,  $\overline{3} \lor 4$ ,  $\overline{5} \lor \overline{6}$ ,  $6 \lor \overline{5} \lor \overline{2} \Rightarrow$  (UnitPropagate)

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A :Clause set F : $\emptyset$  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$  (Decide)1 $\|$  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$  (UnitPropagate)12 $\|$  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$  (Decide)

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A :Clause set F : $\emptyset$  $\|$  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (Decide)1 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (UnitPropagate)12 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (Decide)123 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (UnitPropagate)

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A :Clause set F : $\emptyset$  $\|$  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (Decide)1 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (UnitPropagate)12 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (Decide)12.3 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (UnitPropagate)12.3.4 $\|$  $1\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $\Rightarrow$ (Decide)

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A : **Clause set** *F* :  $\overline{1} \lor 2, \ \overline{3} \lor 4, \ \overline{5} \lor \overline{6}, \ 6 \lor \overline{5} \lor \overline{2} \Rightarrow (\text{Decide})$  $\oslash$  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2} \Rightarrow$  (UnitPropagate) 1  $\| \overline{1} \vee 2, \overline{3} \vee 4, \overline{5} \vee \overline{6}, 6 \vee \overline{5} \vee \overline{2} \implies (\text{Decide})$ 12  $\| \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow (\text{UnitPropagate})$ 123  $\| \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \implies (\text{Decide})$ 1234  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2} \Rightarrow$ (UnitPropagate) 12345

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A : **Clause set** *F* :  $\overline{1} \lor 2, \ \overline{3} \lor 4, \ \overline{5} \lor \overline{6}, \ 6 \lor \overline{5} \lor \overline{2} \Rightarrow (\text{Decide})$  $\emptyset$  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2} \Rightarrow$  (UnitPropagate) 1  $\overline{1} \lor 2, \ \overline{3} \lor 4, \ \overline{5} \lor \overline{6}, \ 6 \lor \overline{5} \lor \overline{2} \Rightarrow$  (Decide) 12  $\overline{1} \lor 2, \ \overline{3} \lor 4, \ \overline{5} \lor \overline{6}, \ 6 \lor \overline{5} \lor \overline{2} \Rightarrow (UnitPropagate)$ 123  $\| \overline{1} \vee 2, \overline{3} \vee 4, \overline{5} \vee \overline{6}, 6 \vee \overline{5} \vee \overline{2} \implies (\text{Decide})$ 1234  $\| \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow$ (UnitPropagate) 12345  $\| \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2}$  $12345\overline{6}$ 

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A : Clause set F :

Ø	$\overline{1}$ $\lor$ 2,	3∨4,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
1	<u>1</u> ∨2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(UnitPropagate)
12	$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
123	$\overline{1}$ $\lor$ 2,	3∨4,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(UnitPropagate)
1234	$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
12345	<u>1</u> ∨2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(UnitPropagate)
1 2 <mark>3</mark> 4 5 <del>6</del>	$\overline{1}$ $\lor$ 2,	3∨4,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Backtrack)

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A : Clause set F :

Ø	$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
1	<u>1</u> ∨2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(UnitPropagate)
12	$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
123	$\overline{1}$ $\lor$ 2,	<u></u> 3∨4,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(UnitPropagate)
1234	$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
12345	<u>1</u> ∨2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(UnitPropagate)
1 2 <mark>3</mark> 4 5 <del>6</del>	<u>1</u> ∨2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Backtrack)
<b>1 2 3</b> 4 <del>5</del>	$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$		

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A : Clause set F :

Ø	$\  \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow$	(Decide)
1	$\  \overline{1} \vee 2, \overline{3} \vee 4, \overline{5} \vee \overline{6}, 6 \vee \overline{5} \vee \overline{2} \Rightarrow$	(UnitPropagate)
12	$\  \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow$	(Decide)
123	$\  \overline{1} \vee 2, \ \overline{3} \vee 4, \ \overline{5} \vee \overline{6}, \ 6 \vee \overline{5} \vee \overline{2}  \Rightarrow$	(UnitPropagate)
1234	$\  \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow$	(Decide)
12345	$\  \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow$	(UnitPropagate)
123456	$\  \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2} \Rightarrow$	(Backtrack)
<b>1 2 3 4 </b> 5	$\  \overline{1} \lor 2, \overline{3} \lor 4, \overline{5} \lor \overline{6}, 6 \lor \overline{5} \lor \overline{2}$	model found!

here: DPLL (= Davis-Putnam-Loveland-Logemann) = CDCL

An Abstract DPLL state has the form  $A \parallel F$  (see [NOT], JACM'06):

Assignment A : **Clause set** *F* :  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2} \Rightarrow$ (Decide)  $\emptyset$  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2}$   $\Rightarrow$ 1 (UnitPropagate)  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2}$   $\Rightarrow$ 12 (Decide)  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2}$   $\Rightarrow$ 123 (UnitPropagate)  $\overline{1}\vee 2$ ,  $\overline{3}\vee 4$ ,  $\overline{5}\vee \overline{6}$ ,  $6\vee \overline{5}\vee \overline{2} \Rightarrow$  (Decide) 1234  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2} \Rightarrow$ (UnitPropagate) 12345  $\| \overline{1} \vee 2, \ \overline{3} \vee 4, \ \overline{5} \vee \overline{6}, \ 6 \vee \overline{5} \vee \overline{2} \quad \Rightarrow$  $12345\overline{6}$ (Backtrack)  $\overline{1}\lor 2$ ,  $\overline{3}\lor 4$ ,  $\overline{5}\lor \overline{6}$ ,  $6\lor \overline{5}\lor \overline{2}$  $1234\overline{5}$ model found!

More rules: Backjump, Learn, Forget, Restart [M-S,S,M,...]!

#### **Backtrack vs. Backjump**

Same example as before. Remember: Backtrack gave  $1 \ 2 \ 3 \ 4 \ \overline{5}$ . But: decision level  $3 \ 4$  is irrelevant for the conflict  $6 \lor \overline{5} \lor \overline{2}$ :  $\oslash \qquad \parallel \quad \overline{1} \lor 2, \quad \overline{3} \lor 4, \quad \overline{5} \lor \overline{6}, \quad 6 \lor \overline{5} \lor \overline{2} \implies (Decide)$  $\vdots \qquad \vdots \qquad \vdots \qquad \vdots$  $1 \ 2 \ 3 \ 4 \ 5 \ \overline{6} \qquad \parallel \quad \overline{1} \lor 2, \quad \overline{3} \lor 4, \quad \overline{5} \lor \overline{6}, \quad 6 \lor \overline{5} \lor \overline{2} \implies (Backjump)$
### **Backtrack vs. Backjump**

Same example as before. Remember: Backtrack gave  $1 \ 2 \ 3 \ 4 \ \overline{5}$ . But: decision level  $3 \ 4$  is irrelevant for the conflict  $6 \lor \overline{5} \lor \overline{2}$ :  $\oslash \qquad \parallel \quad \overline{1} \lor 2, \quad \overline{3} \lor 4, \quad \overline{5} \lor \overline{6}, \quad 6 \lor \overline{5} \lor \overline{2} \Rightarrow$ (Decide)  $\vdots \qquad \vdots \qquad \vdots$  $1 \ 2 \ 3 \ 4 \ 5 \ \overline{6} \qquad \parallel \quad \overline{1} \lor 2, \quad \overline{3} \lor 4, \quad \overline{5} \lor \overline{6}, \quad 6 \lor \overline{5} \lor \overline{2} \Rightarrow$ (Backjump)  $1 \ 2 \ \overline{5} \qquad \parallel \quad \overline{1} \lor 2, \quad \overline{3} \lor 4, \quad \overline{5} \lor \overline{6}, \quad 6 \lor \overline{5} \lor \overline{2} \Rightarrow \dots$ 

# **Backtrack vs. Backjump**

Same example as before. Remember: Backtrack gave  $1\ 2\ 3\ 4\ \overline{5}$ .

But: decision level 3 4 is irrelevant for the conflict  $6\sqrt{5}\sqrt{2}$ :

Ø		$\overline{1}\lor 2$ ,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Decide)
• •	• •		• •				
$1 2 3 4 5 \overline{6}$		$\overline{1}$ $\lor$ 2,	3∨4,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	(Backjump
125		$\overline{1}$ $\lor$ 2,	$\overline{3}\vee4$ ,	$\overline{5}\vee\overline{6}$ ,	$6 \lor \overline{5} \lor \overline{2}$	$\Rightarrow$	• • •

Backjump =

- 1. Conflict Analysis: "Find" a backjump clause  $C \vee l$  (here,  $\overline{2} \vee \overline{5}$ )
  - that is a logical consequence of F
  - that reveals a unit propagation of *l* at earlier decision level *d* (i.e., where its part C is false)
- 2. Return to decision level *d* and do the propagation.

# **Conflict Analysis: find backjump clause**

**Example.** Consider assignment:  $\ldots 6 \ldots \overline{7} \ldots 9$  and let *F* contain:  $\overline{9}\sqrt{6}\sqrt{7}\sqrt{8}$ ,  $8\sqrt{7}\sqrt{5}$ ,  $\overline{6}\sqrt{8}\sqrt{4}$ ,  $\overline{4}\sqrt{1}$ ,  $\overline{4}\sqrt{5}\sqrt{2}$ ,  $5\sqrt{7}\sqrt{3}$ ,  $1\sqrt{2}\sqrt{3}$ . UnitPropagate gives  $\ldots 6 \ldots \overline{7} \ldots 9 \overline{8} \overline{5} 4 \overline{1} 2 \overline{3}$ . Conflict w/  $1 \lor \overline{2} \lor 3!$ 

C.An. = do resolutions in reverse order backwards from conflict:



until reaching clause with only 1 literal of last decision level.

Can use this backjump clause  $8 \vee 7 \vee \overline{6}$  for Backjump to  $\ldots 6 \ldots \overline{7} 8$ .

Three key ingredients that only work if used TOGETHER:

Three key ingredients that only work if used TOGETHER:

- 1. Learn at each conflict backjump clause as a lemma ("nogood"):
  - makes UnitPropagate more powerful
  - prevents EXP repeated work in future similar conflicts

Three key ingredients that only work if used TOGETHER:

- 1. Learn at each conflict backjump clause as a lemma ("nogood"):
  - makes UnitPropagate more powerful
  - prevents EXP repeated work in future similar conflicts
- 2. Decide on variables with many occurrences in recent conflicts:
  - Dynamic activity-based heuristics (former VSIDS implm.)
  - idea: work off, one by one, clusters of tightly related vars (try DPLL on two independent instances together...)

Three key ingredients that only work if used TOGETHER:

- 1. Learn at each conflict backjump clause as a lemma ("nogood"):
  - makes UnitPropagate more powerful
  - prevents EXP repeated work in future similar conflicts
- 2. Decide on variables with many occurrences in recent conflicts:
  - Dynamic activity-based heuristics (former VSIDS implm.)
  - idea: work off, one by one, clusters of tightly related vars (try DPLL on two independent instances together...)
- 3. Forget from time to time low-activity lemmas:
  - crucial to keep UnitPropagate fast and memory affordable
  - idea: lemmas from worked-off clusters no longer needed!

It's not easy to get everything together right. But also (I think):

It's not easy to get everything together right. But also (I think):

- Static (e.g., first-fail) heuristics used
  - effect: work simultaneously on too unrelated variables
  - would require storing too many nogoods at the same time

It's not easy to get everything together right. But also (I think):

- Static (e.g., first-fail) heuristics used
  - effect: work simultaneously on too unrelated variables
  - would require storing too many nogoods at the same time
- No simple uniform underlying language (as SAT's clauses):
  - hard to express nogoods (in SAT, 1st-class citizens: clauses)
  - hard to understand conflict analysis
  - hard to implement things really efficiently

It's not easy to get everything together right. But also (I think):

Static (e.g., first-fail) heuristics used

- effect: work simultaneously on too unrelated variables
- would require storing too many nogoods at the same time
- No simple uniform underlying language (as SAT's clauses):
  - hard to express nogoods (in SAT, 1st-class citizens: clauses)
  - hard to understand conflict analysis
  - hard to implement things really efficiently
- Learning nogoods not found very useful...
  - mislead by random/academic pbs?
  - Indeed, it is useless isolatedly, and also on random pbs!

It's not easy to get everything together right. But also (I think):

Static (e.g., first-fail) heuristics used

- effect: work simultaneously on too unrelated variables
- would require storing too many nogoods at the same time
- No simple uniform underlying language (as SAT's clauses):
  - hard to express nogoods (in SAT, 1st-class citizens: clauses)
  - hard to understand conflict analysis
  - hard to implement things really efficiently
- Learning nogoods not found very useful...
  - mislead by random/academic pbs?
  - Indeed, it is useless isolatedly, and also on random pbs!
- Learning requires explaining filtering algs.! [KB'03,05, ...]

It's not easy to get everything together right. But also (I think):

Static (e.g., first-fail) heuristics used

- effect: work simultaneously on too unrelated variables
- would require storing too many nogoods at the same time
- No simple uniform underlying language (as SAT's clauses):
  - hard to express nogoods (in SAT, 1st-class citizens: clauses)
  - hard to understand conflict analysis
  - hard to implement things really efficiently
- Learning nogoods not found very useful...
  - mislead by random/academic pbs?
  - Indeed, it is useless isolatedly, and also on random pbs!
- Learning requires explaining filtering algs.! [KB'03,05, ...]

Towards a solution... see the next slide...

# What is SAT Modulo Theories (SMT)?

Origin: Reasoning about equality, arithmetic, data structures such as arrays, etc., in Software/Hardware verification.

What is SMT?Deciding satisfiability of an (existential) SAT<br/>formula with atoms over a background theory T

Example 1:T is Equality with Uninterpreted Functions (EUF):3 clauses: $f(g(a)) \neq f(c) \lor g(a) = d,$ g(a) = c, $c \neq d$ 

**Example 2:** several (how many?) combined theories: 2 clauses: A = write(B, i+1, x),  $read(A, j+3) = y \lor f(i-1) \neq f(j+1)$ 

Typical verification examples, where SMT is method of choice.

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq a}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ 

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ Theory solver says  $[\overline{1}, 3, \overline{4}]$  is *T*-inconsistent

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ Theory solver says  $[\overline{1}, 3, \overline{4}]$  is *T*-inconsistent

2. Send {  $\overline{1} \lor 2$ , 3,  $\overline{4}$ ,  $1 \lor \overline{3} \lor 4$  } to SAT solver

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ Theory solver says  $[\overline{1}, 3, \overline{4}]$  is *T*-inconsistent

2. Send {  $\overline{1} \lor 2$ , 3,  $\overline{4}$ ,  $1 \lor \overline{3} \lor 4$  } to SAT solver SAT solver returns model  $[1, 2, 3, \overline{4}]$ 

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ Theory solver says  $[\overline{1}, 3, \overline{4}]$  is *T*-inconsistent

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ Theory solver says  $[\overline{1}, 3, \overline{4}]$  is *T*-inconsistent 2. Send {  $\overline{1} \lor 2$ , 3,  $\overline{4}$ ,  $1 \lor \overline{3} \lor 4$  } to SAT solver

SAT solver returns model  $[1, 2, 3, \overline{4}]$ 

Theory solver says  $[1, 2, 3, \overline{4}]$  is *T*-inconsistent

3. Send  $\{\overline{1}\lor 2, 3, \overline{4}, 1\lor \overline{3}\lor 4, \overline{1}\lor \overline{2}\lor \overline{3}\lor 4\}$  to SAT solver

Aka Lemmas on demand [dMR,2002]. Same EUF example:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

1. Send  $\{\overline{1}\lor 2, 3, \overline{4}\}$  to SAT solver SAT solver returns model  $[\overline{1}, 3, \overline{4}]$ Theory solver says  $[\overline{1}, 3, \overline{4}]$  is *T*-inconsistent

2. Send {  $\overline{1} \lor 2$ , 3,  $\overline{4}$ ,  $1 \lor \overline{3} \lor 4$  } to SAT solver SAT solver returns model  $[1, 2, 3, \overline{4}]$ Theory solver says  $[1, 2, 3, \overline{4}]$  is *T*-inconsistent 3. Send  $\{\overline{1}\lor 2, 3, \overline{4}, 1\lor \overline{3}\lor 4, \overline{1}\lor \overline{2}\lor \overline{3}\lor 4\}$  to SAT solver SAT solver says UNSAT

Since state-of-the-art SAT solvers are all DPLL-based...

Check *T*-consistency only of full propositional models

Since state-of-the-art SAT solvers are all DPLL-based...

- Check T consistency only of full propositional models
- Check *T*-consistency of partial assignment while being built

Since state-of-the-art SAT solvers are all DPLL-based...

- Check T consistency only of full propositional models
- Check *T*-consistency of partial assignment while being built
- Given a *T*-inconsistent assignment *M*, add  $\neg$ *M* as a clause

Since state-of-the-art SAT solvers are all DPLL-based...

- Check T-consistency only of full propositional models
- Check *T*-consistency of partial assignment while being built
- Given a *T*-inconsistent assignment *M*, add  $\neg$ *M* as a clause-
- Given a *T*-inconsistent assignment *M*, find an explanation (a small *T*-inconsistent subset of *M*) and add it as a clause

Since state-of-the-art SAT solvers are all DPLL-based...

- Check T-consistency only of full propositional models
- Check *T*-consistency of partial assignment while being built
- Given a *T*-inconsistent assignment *M*, add  $\neg$ *M* as a clause
- Given a *T*-inconsistent assignment *M*, find an explanation (a small *T*-inconsistent subset of *M*) and add it as a clause
- Upon a *T*-inconsistency, add clause and restart

Since state-of-the-art SAT solvers are all DPLL-based...

- Check T-consistency only of full propositional models
- Check *T*-consistency of partial assignment while being built
- Given a *T*-inconsistent assignment *M*, add ¬*M* as a clause
- Given a *T*-inconsistent assignment *M*, find an explanation (a small *T*-inconsistent subset of *M*) and add it as a clause
- Upon a T-inconsistency, add clause and restart
- Upon a *T*-inconsistency, do conflict analysis of the explanation and Backjump

# **DPLL(T)** approach ('04) ([NOT], JACM Nov06)

#### **DPLL(T)** = **DPLL(X)** engine + *T*-Solvers

- Modular and flexible: can plug in any *T*-Solvers into the DPLL(X) engine.
- *T***-Solvers** specialized and fast in Theory Propagation:
  - Propagate input literals that are theory consequences
  - more pruning in improved lazy SMT
  - *T*-Solver also guides search, instead of only validating it
  - fully exploited in conflict analysis (non-trivial)
- **DPLL(T)** approach is being quite widely adopted (cf. Google).

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$
$$\varnothing \qquad \| \quad \overline{1} \lor 2, \ 3, \ \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$
$$\bigotimes \\ \begin{pmatrix} \emptyset \\ 3 \end{pmatrix} \parallel \overline{1} \lor 2, \ 3, \ \overline{4} \\ \Rightarrow \qquad (\text{UnitPropagate}) \\ (\text{T-Propagate}) \end{cases}$$

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

$$\bigotimes \qquad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

$$\bigotimes \qquad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \qquad (\text{UnitPropagate})$$

$$3 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \qquad (\text{UnitPropagate})$$

$$3 \quad 1 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \qquad (\text{UnitPropagate})$$

$$3 \quad 1 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \qquad (\text{UnitPropagate})$$

$$3 \quad 1 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \qquad (\text{UnitPropagate})$$

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

$$\bigotimes \qquad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \quad 1 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \quad 1 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \quad 1 \quad 2 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \quad 1 \quad 2 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

$$\bigotimes \qquad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$31 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$312 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$312 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$312 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$312 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$312 \quad \| \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

Conflict at decision level zero. No search in this example.

Notation used: Abstract DPLL Modulo Theories:

$$\underbrace{f(g(a)) \neq f(c)}_{\overline{1}} \lor \underbrace{g(a) = d}_{2}, \qquad \underbrace{g(a) = c}_{3}, \qquad \underbrace{c \neq d}_{\overline{4}}$$

$$\bigotimes \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \qquad 1 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \qquad 1 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{UnitPropagate})$$

$$3 \qquad 1 \qquad 2 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \qquad 1 \qquad 2 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \qquad 1 \qquad 2 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

$$3 \qquad 1 \qquad 2 \qquad \parallel \quad \overline{1} \lor 2, \quad 3, \quad \overline{4} \quad \Rightarrow \quad (\text{T-Propagate})$$

Conflict at decision level zero. No search in this example.

**Explanation** for last T-Propagate:

 $2 \land 3 \rightarrow 4$  or, equivalently,  $\overline{2} \lor \overline{3} \lor 4$ Explanations are *T*-lemmas, i.e., tautologies (valid clauses) in *T*
# **Conflict analysis in DPLL(***T***)**

Need to do backward resolution with two kinds of clauses:

- UnitPropagate with clause C: resolve with C (as in SAT)
- **T-Propagate** of *lit* : resolve with (small) explanation  $l_1 \land ... \land l_n \rightarrow lit$  provided by *T*-Solver Too new *T*-explanations are forbidden!

How should it be implemented? (see again [NOT], JACM'06)

- UnitPropagate: store a pointer to clause C, as in SAT solvers
- T-Propagate: (pre-)compute explanations at each T-Propagate?
  Better only on demand, during conflict analysis
  - Better only on demand, during conflict analysis
  - typically only one Explain per approx. 250 T-Propagates.
  - depends on T, etc.

### What does DPLL(*T*) need from *T*-Solver?

- *T*-consistency check of a set of literals *M*, with:
  - Explain of *T*-inconsistency: find small *T*-inconsistent subset of *M*
  - Incrementality: if *l* is added to *M*, check for *M l* faster than reprocessing *M l* from scratch.
- Theory propagation: find input *T*-consequences of *M*, with:
  - Explain T-Propagate of *l*: find (small) subset of *M* that
     *T*-entails *l* (needed in conflict analysis).
- Backtrack *n*: undo last *n* literals added

### The Barcelogic SMT solver

DPLL(X) is a state-of-the-art DPLL-based SAT engine: the Barcelogic SAT solver.

- *T*-Solvers for:
  - Congruences (EUF)
  - Integer/Real Difference Logic
  - Linear Integer/Real Arithmetic
  - Arrays
  - **\_** ...
  - New: typical CP filtering algorithms (next)

# A DPLL(alldifferent) example

- Example: Quasi-Group Completion (QGC) Each row and column must contain 1 . . . *n*.
- Good method: 3-D encoding in SAT where  $p_{ijk}$  means "row *i* col *j* has value *k*":
  - at least one k per [i, j]: clauses like
     at most one k per [i, j]: 2-lit clauses like
  - **same for exactly one** j per [i,k] and i per [j,k]
  - I unit clause per filled-in value, e.g.,  $p_{313}$
- In our 5x5 example, DPLL's UnitPropagate infers no value but **alldifferent** does. Which one?



 $\frac{p_{ij1} \vee \ldots \vee p_{ijn}}{\overline{p_{ij1}} \vee \overline{p_{ij2}}}$ 

### **SMT for the theory of** alldifferent

#### QGC Example continued:

**alldifferent** infers that x, y will consume 1, 2 and hence z = 3.

#### 

### Idea:

- Use 3-D encoding + SMT where T is alldifferent.
  As usual in SMT, T-solver knows what  $p_{ijk}$ 's mean.
- From time to time invoke *T*-solver before Decide, but do always cheap SAT stuff first: UnitPropagate, Backjump, etc.
- *T*-solver e.g., incremental filtering [Regin'94] but with Explain: in our example, the literal  $p_{133}$  (meaning z = 3) is entailed by  $\{ \overline{p_{113}} \ \overline{p_{114}} \ \dots \ \overline{p_{135}} \}$  (meaning  $x \neq 3, x \neq 4, \dots, z \neq 5$ ).

### **SMT for the theory of** alldifferent

Get CP with special-purpose global filtering algorithms, learning, backjumping, automatic variable selection heuristics...

Application to real-world professional round-robin sports scheduling

Sometimes better results with weaker alldiff propagation

### Another example: DPLL(cumulative)

N tasks. Each one has a duration and uses certain finite resources. Pure SMT approach, modeling with variables  $s_{t,h}$ :

- $s_{t,h}$  means  $start(t) \le h$  (so  $\overline{s_{t,h-1}} \land s_{t,h}$  means start(t) = h).
- **J T-solver** propagates resource capacities (using filtering algs.)

**Better "hybrid" approach**, adding variables *a*<sub>*t*,*h*</sub>:

- $a_{t,h} \text{ means task } t \text{ is active at hour } h$
- Time-resource decomposition (AgounBel93, Schutt+09): quadratic no. of clauses like  $\overline{s_{t,h-duration(t)}} \wedge s_{t,h} \longrightarrow a_{t,h}$
- **T-solver** handles, for each hour *h* and each resource *r*, one Pseudo-Boolean constr. like  $3a_{t,h} + 4a_{t',h} + ... \le capacity(r)$

Very good results.

Why can SAT sometimes beat SMT? See below.

### **Proof complexity and other insights**

SMT solvers can generate unsat proofs, which come in two parts:

- A resolution refutation from:
  - the clauses of the input CNF
  - the generated explanations (clauses)
- For each explanation clause, an independent proof in (its) T.

So, after all, SMT generates a SAT encoding, but lazily.

SMT solver runtime  $\geq$  size of smallest resolution proof.

In "artificial-like" problems:

- SMT's lazy SAT encoding could end up being a full one
- And... this full encoding could be a rather naive one.

**Example:** T = cardinality constraints. T-solver is just a counter.

Unsat instance:  $x_1 + \ldots + x_n \ge k$  and  $x_1 + \ldots + x_n < k$ 

Refutation requires all  $\binom{n}{k+1}$  explanations like, e.g.,

$$x_1 \wedge \ldots \wedge x_k \to \overline{x_{k+1}}$$

Here a good SAT encoding with auxiliary vars works better. Splitting on aux vars can give expon. speedup: Extended Resol.

But... some constraints admit no P-size domain-consistent SAT encoding, e.g., alldiff [BessiereEtal'09].

# **Comparison with Lazy Clause Generation**

LCG [OhrimenkoStuckeyCodish07] was the instance of SMT where:

each time the T-solver detects that *lit* can be propagated, it generates and adds (forever) the explanation clause, so the SAT-solver can UnitPropagate *lit* with it.

But as we have seen in this talk, it is usually better to:

- Generate explanations only when needed: at conflict an. time.
- Never add explanations as clauses. Otherwise: die keeping too many explanations (or the whole SAT encoding).
   Remember: Forget of the usual lemmas is already Crucial to keep UnitPropagate fast and memory affordable!

Since recently, with these improvements, LCG = SMT.

# **Concluding remarks**

Need more work on further filtering algorithms with explain.

- Progress (but need more) in optimization problems:
  - Branch and bound is just another SMT theory (SAT'06)
  - Framework for branch and bound w/ lower bounding and optimality proof certificates (SAT'09).
  - MAX-SMT.

Need more work on further filtering algorithms with explain.

- Progress (but need more) in optimization problems:
  - Branch and bound is just another SMT theory (SAT'06)
  - Framework for branch and bound w/ lower bounding and optimality proof certificates (SAT'09).
  - MAX-SMT.
- Barcelogic is looking for industrial problems, partners, projects (e.g., EU)...

# Thank You!