

# CS1632, LECTURE 1: TESTING THEORY AND TERMINOLOGY

# KEY ( ? ) CONCEPT TO THE COURSE

EXPECTED BEHAVIOR VS OBSERVED BEHAVIOR

#### EXPECTED BEHAVIOR VS OBSERVED BEHAVIOR

You need to know what "should" happen under some circumstances, then check to see if that behavior actually occurred.

For example, assume I have a function foo, which accepts an integer, a, and returns a float. What should happen if I send in the value a = 42?

This is a simple idea, but it's the "Fundamental Theorem of Testing" (although note that we may violate it later...)

#### **EXAMPLE**

Assume foo is supposed to return the square root of the passed in value a.

When I send in the value a = 42, then I expect to be returned the value 6.48074069841.

When I send in the value a = 9, then I expect to be returned the value 3.

When I send in the value a = -1, then I expect....

#### THE IMPOSSIBILITY OF EXHAUSTIVE TESTING

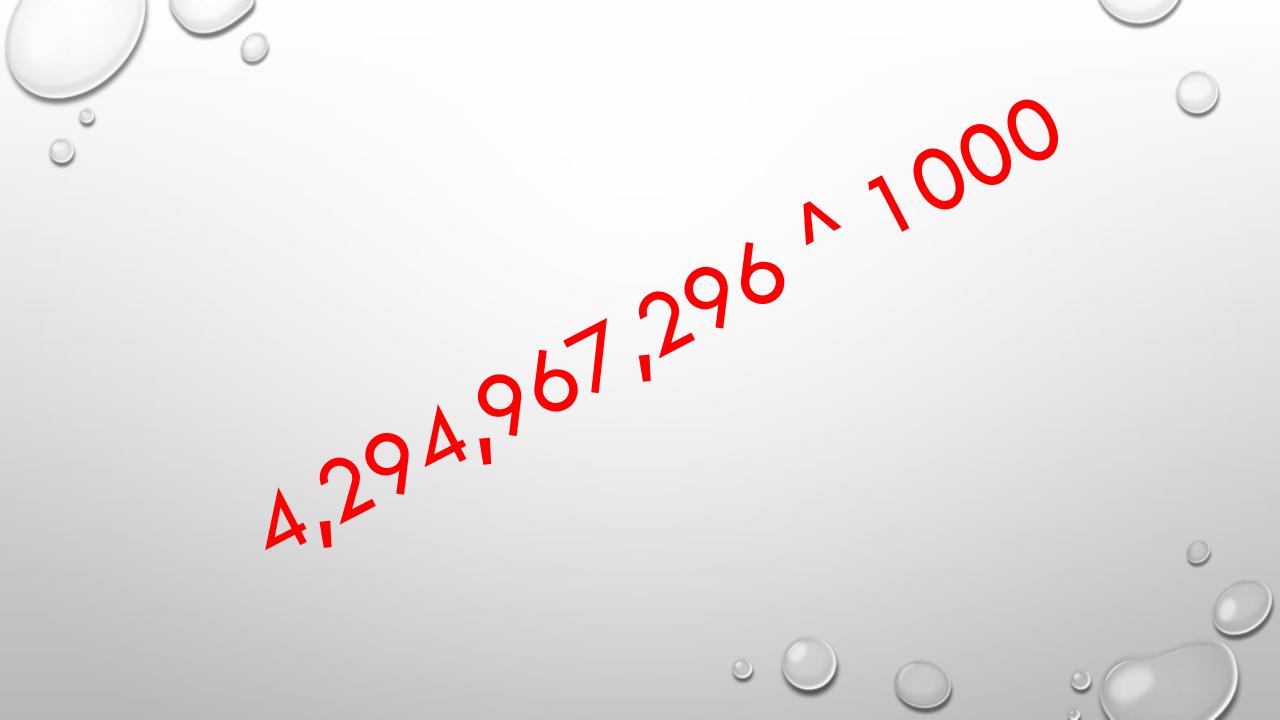
- Let's say we want to ensure that our square root method will never fail, no matter what we send in.

  Assume we are using a standard Java int (signed 32-bit integer)
- How many values do we have to test?



# WHAT ABOUT A MEDIUM-SIZED, 1000-METHOD JAVA PROGRAM?

- Assume that each method accepts one 32-bit int argument and returns one primitive value.
- If we have references to objects, or multiple arguments, etc., then the program have even more possibilities to test.
- Remember that methods in a java-like language could theoretically influence other methods (e.g., setting global variables, calling other methods, mutating objects, etc.)



#### THAT'S EQUAL TO...

# WOULD HAVING THAT MANY TESTS GUARANTEE THAT THERE ARE NO PROBLEMS WITH THE SYSTEM UNDER TEST?



#### LOL NOPE

- Data races?
- Compiler issues?
- Non-functional issues (performance, usability, etc.)?
- Floating-point issues?
- Integration issues?
- Systems-level issues?
- Ambiguous or misunderstood requirements?

#### TESTING = ART + SCIENCE

- There are techniques for testing which can reduce the number of tests necessary for sufficient test coverage.
- We will need to define what we mean by "sufficient test coverage".
- We will also require domain knowledge.

#### **EQUIVALENCE CLASS PARTITIONING**

- We can partition the testing parameters into "equivalence classes"
  - Equivalence class = a natural grouping of values with similar behavior or belonging to the same category
- For example, in our square root method:
  - Negative numbers -> Imaginary numbers (or exception)
  - 0 -> 0
  - Positive numbers -> Positive numbers

#### EQUIVALENCE CLASSES ARE STRICTLY PARTITIONED

- For any given input value, it must belong to one and ONLY one equivalence class (strictly partitioned)
  - If there are values that seem like they belong in multiple equivalence classes, you either need:
    - Multiple partitionings
    - Another equivalence class

#### **EXAMPLE**

- Assume you have a program which will return the square root of an int, and if the number is whole (e.g., 1 or 2, but not 1.342), it should print it out in red, otherwise it will print it out in black.
- You can have two partitionings:
  - (the positive/0/negative partitioning on the previous slide)
  - Another partitioning:
    - Number is whole -> output printed in red
    - Number is not whole -> output printed in black
- Therefore, for every value, there are multiple partitionings to check



#### THEY DO NOT HAVE TO BE NUMERIC

- On Twitter, if you follow somebody, you see all of their tweets, unless they are writing directly to somebody you do not follow.
- Equivalence classes:
  - You do not follow person A -> DO NOT see the tweet
  - You do follow person A, they are not writing directly to somebody -> see the tweet
  - You do follow person A, they are writing directly to person B, whom you also follow -> see the tweet
  - You do follow person A, they are writing directly to person B, whom do you not follow -> DO NOT see tweet

#### THEY DO NOT HAVE TO BE NUMERIC

- Suppose Twitter only allows alphanumeric [A-Za-z0-9] characters, and tweets must contain at least one character. Tweets that contain any invalid characters are not posted.
- Equivalence classes (NV = number of valid characters, <math>NI = number of invalid characters):
  - (NV >= 1, NI == 0 ) -> Post the tweet
  - (NV == 0, NI == 0) -> DO NOT post the tweet
  - (NI >= 1) -> DO NOT post the tweet (note NV is irrelevant here)

#### TEST EACH EQUIVALENCE CLASS

- Pick at least one value from each equivalence class
- This will ensure you capture behavior from each "class" of possible behavior
- Will find a good percentage of defects without exhaustive testing!
- We reduced the problem to something a human can do! Woo-hoo!
- How to pick the input? Well, that is part of the art.
  - However, there are some good guidelines!



#### INTERIOR AND BOUNDARY VALUES

• Theory: Problems are more prevalent on the boundaries of equivalence classes than in the middle.



### **MHA**\$



#### EQUIVALENCE CLASS PARTITIONING

CANNOT\_BE\_PRESIDENT =

[0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34]

CAN\_BE\_PRESIDENT =

[35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64....INFINITY]



#### WHERE ARE PROBLEMS LIKELY?

CANNOT\_BE\_PRESIDENT =

[0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34]

CAN\_BE\_PRESIDENT =

[35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64....INFINITY]

## TRY TO ENSURE THAT YOU TEST BOUNDARY AND INTERIOR VALUES

```
CANNOT_BE_PRESIDENT =

[0,1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34]

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```

• Are we missing anything?

## "HIDDEN" (IMPLICIT) BOUNDARY VALUES

- The boundary values we have gone over already are explicit that is, they are
  defined, or at least able to be deduced from, the requirements of the problem itself.
- Some boundaries are implicit they are generated from the domain, architecture, hardware, or other elements:
  - MAXINT, MININT
  - Maximum precision of a floating point value
  - Allocation limitation (memory, hard drive space, network bandwidth, etc.)
  - Undefined values



### BASE, EDGE, AND CORNER CASES

- Base case An element in an equivalence class that is not around a boundary (interior value), OR an expected use case.
- **Edge case** An element in an equivalence class that is next to a boundary (boundary value), OR an unexpected use case.
- Corner case (or pathological case) A case which can only occur outside of normal operating parameters, or a combination of multiple edge cases.

## BLACK-, WHITE, AND GREY-BOX TESTING

- **Black-box testing:** Testing with no knowledge of the interior structure or code of the application. Tests are often performed from the user's perspective, looking at the system as a whole.
- White-box testing: Testing with explicit knowledge of the interior structure and codebase, and directly testing that code. Tests are often at a lower level (e.g., testing individual methods or classes)
- **Grey-box testing:** Testing with knowledge of the interior structure and codebase of the system under test, but not directly testing the code. Tests are similar to black-box tests, but are informed by the tester's knowledge of the codebase.



#### BLACK-BOX TESTING EXAMPLES

- Accessing a website, using a browser, to look for flaws
- Running a script against an API endpoint
- Checking to see that changing fonts in a word processor shows the correct font



#### WHITE-BOX TESTING EXAMPLES

- Testing that a function returns the correct result
- Testing that instantiating an object creates a valid object
- Checking that there are no unused variables in a method



#### GREY-BOX TESTING EXAMPLES

- Reviewing code, and noticing that bubble sort is used. Then write a user-facing test involving a large input size.
- Reviewing code and noticing an off-by-one error. Then write a userfacing test which checks that boundary value.

#### STATIC VS DYNAMIC TESTING

- Dynamic testing = code is executed (at least some of it)
- Static testing = code is not executed



- If you're thinking about testing, this is probably what you are thinking about.
  - Code is executed under certain circumstances (e.g. input values, environment variables, etc.)
  - Observed results are then compared with expected results
- The majority of the class will consists of dynamic testing
- Much more commonly used in industry

#### STATIC TESTING

 The code is reviewed by a person or external program, without being executed

#### • Examples:

- Code walkthroughs and reviews
- Requirements analysis
- Source Code Analysis
  - Linting
  - Model checking
  - Complexity analysis
  - Code coverage
  - Finite state analysis