

# **Testing and Test cases**

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# Today's Agenda

- Correctness Issues
  - Motivation ✓
  - Correctness
    - Modules ✓
    - Contracts ✓
    - Invariants ✓
  - **Tests and Test Cases**

# Why Testing?

- Verify fidelity of implementation.
  - Does the implementation meet design specifications?
- Verify robustness of design.
  - Not everything is specified in design.
  - Not everything about design is provably correct.
- Identify and understand exceptions.

# Testing and Design

- Identification of test cases
  - Should be done during or before Design Phase.
- High level test cases
  - Based on problem specification.
- Low level test cases
  - Based on solution (design)

# Test Case Identification [1]

- E.g. Binary Search

Problem Specification:

Find the position of an element  $x$   
in an ordered list  $A$   
(of finite length, say  $N$ ).

# Binary Search Algorithm

```
low = 1; high = N;  
while (low <= high) do  
    mid = (low + high) / 2;  
    if (A[mid] == x) return x;  
    else if (A[mid] < x) low = mid + 1;  
    else high = mid - 1;  
endwhile;  
return Not_Found;
```

# Test Case Identification [2]

- What is a test case?
  - Any input: e.g.,  $x = 3$ ,  $A = \{2, 3, 5, 7, 18\}$ ,  $N=5$
- How many test cases are there ? (for a fixed  $N$ )
  - If each location of  $A$  can take  $k$  possible values,  $A$  has  $k^N$  possible values.
  - So, there are at least  $k^{N+1}$  possible values

# Test Case Identification [3]

- How many cases are enough?
  - Ideally all cases must be covered.
  - Similar cases may be grouped into classes.  
e.g.  $x$  and  $A$  such that  $x < A\{1\}$
- Which cases are to be tested?
  - One sample case per class must be tested.



# Test Case Identification [4]

- Will the algorithm handle one element array?
  - e.g.  $x = 0$  and  $A = \{1\}$
  - e.g.  $x = 1$  and  $A = \{1\}$
  - e.g.  $x = 2$  and  $A = \{1\}$
- Will it handle the case where all array values are equal?
  - e.g.  $x = 5$  and  $A = \{5, 5, 5, 5, 5, 5, 5\}$
- What if the value is the first element of the array?
  - e.g.  $x = 5$  and  $A = \{5, 7, 9, 12\}$

# Test Case Identification [5]

- What if the value is the last element of the array?
  - e.g.  $x = 12$  and  $A = \{5, 7, 9, 11, 12\}$
- What if the value is not found in the array?
  - the value is within the range:
    - e.g.  $x = 8$  and  $A = \{5, 7, 9, 12\}$
  - the value is below the range:
    - e.g.  $x = 4$  and  $A = \{5, 7, 9, 12\}$
  - the value is above the range:
    - e.g.  $x = 13$  and  $A = \{5, 7, 9, 12\}$

# Test Case Identification [6]

- All of the above questions are answerable at design time.
  - Testing ensures “fidelity” of implementation.
- Other questions?
  - Is the design complete?
  - Is the design proven?

# Test Case Identification [7]

- Is the solution dependent on even or odd locations?
  - Needed because:  $(\text{low} + \text{high})/2$ ;
- Is the solution affected by large values of low OR high?
  - Suppose  $N=2^{19}$  in LC-3. What happens when  $\text{low} > 2^8$

# Test Case Identification [8]

- E.g. quad

Problem Specification:

Given a, b, and c, solve quadratic equation:

$$a*x^2 + b*x + c = 0$$

# Test Case Identification [9]

- Solution:

// Pre-condition:  $b*b > 4*a*c$

#include <assert.h>

function quad(float a, float b, float c, boolean sign) returns float

{

assert(a!=0 || b!=0);

if(a==0) return - c/b;

int disc = b\*b - 4\*a\*c;

If(disc == 0) return -b/2\*a;

assert(disc > 0);

if (sign) return (-b + sqrt(disc)) / (2 \*a);

else return (-b - sqrt(disc)) / (2\*a);

}

# Test Case Identification [10]

- Does the algorithm handle positive values for a,b, and c?
- Does the algorithm handle negative values for a,b, and c?
- What if a or b or c is zero?
- What if all of them are zeroes?
- Are calls to sqrt correct?
- The key point here is: Are we checking all rare cases.
- Do some of these rare cases require a re-visit of our code?

# Test Case Identification [11]

- Open issues in design:
  - Will a high value of b cause an overflow?
  - Will high values of a and c cause an overflow?
  - Will there be underflow?
    - $b^2 - 4 * a * c$
    - $(-b + \text{sqrt}(\text{disc})) / (2 * a)$



# sqrt function

<pre>/* Pre condition:     m &gt; 0 Post condition:     R = sqrt(m) (with a relative     error less than 1%)     Err &lt; 0.01 */</pre>	<pre>float sqrt (float m) {     float R=m/2;     float Err= (R*R - m)/m;     while (Err &gt;= 0.01)     {         R= (R + m/R)/2;         Err=(R*R - m)/m;     }     return R; }</pre>
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# Test Case Identification [12]

- function `sqrt(float x)` returns float
- Will `sqrt` be able to handle all positive values?
- Will there be any underflows?

# Test Case Identification [13]

- Exceptions
  - What happens when contracts are violated?  
e.g. `sqrt(-1)`  
e.g. `quad(2, 1, 2, true)`
  - Is graceful termination guaranteed?

# Test Case Identification [14]

- Exercise:
  - Identify test cases for function `pow2(x,y)` that computes  $x^y$  when  $y$  is a power of 2.
  - Identify test cases for function `pow(x,y)` that computes  $x^y$ .
  - Identify exception (crash) scenarios!

# Common Hour Problem 1

- A year is called leap year if it is (divisible by 400) or (divisible by 4 but not divisible by 100). Consider a function *isLeapYear* which takes year as parameter and returns a Boolean value true or false depending upon whether the year passed to it is a leap year or not.
- You are required to write the sufficient test cases to test this function.

# CH2.1 contd

- Precondition: Year must be  $>0$
- Postcondition: Returned value is TRUE or FALSE depending upon whether year is a leap year or not.
- Conditions for test cases classes:
- divisible by 400 e.g. 2000 (TRUE)
- not divisible by 400
  - divisible by 100 e.g. 2100 (FALSE)
  - not divisible by 100
    - divisible by 4 e.g. 1996 (TRUE)
    - not divisible by 4 e.g. 1997/8/9 (FALSE)

# CH2.1 Test Cases

1. Checking for precondition violation

Input: 0 or -100

Output: Assertion `year>0' failed.

Aborted

2. Checking a sample input for divisibility by 400 (Test case 1)

Input: 2000

Output: TRUE

3. Checking a sample input which is not divisible by 400 but divisible by 100

Input: 2100 (Test case 2a)

Output: FALSE

4. Checking another sample input for divisibility by 4 but not divisible by 100

Input: 2004 (Test case 2b(i))

Output: TRUE

5. Checking a sample input which is neither divisible by 4 nor by 100 (Test case 2b(ii))

Input: 1997

Output: FALSE