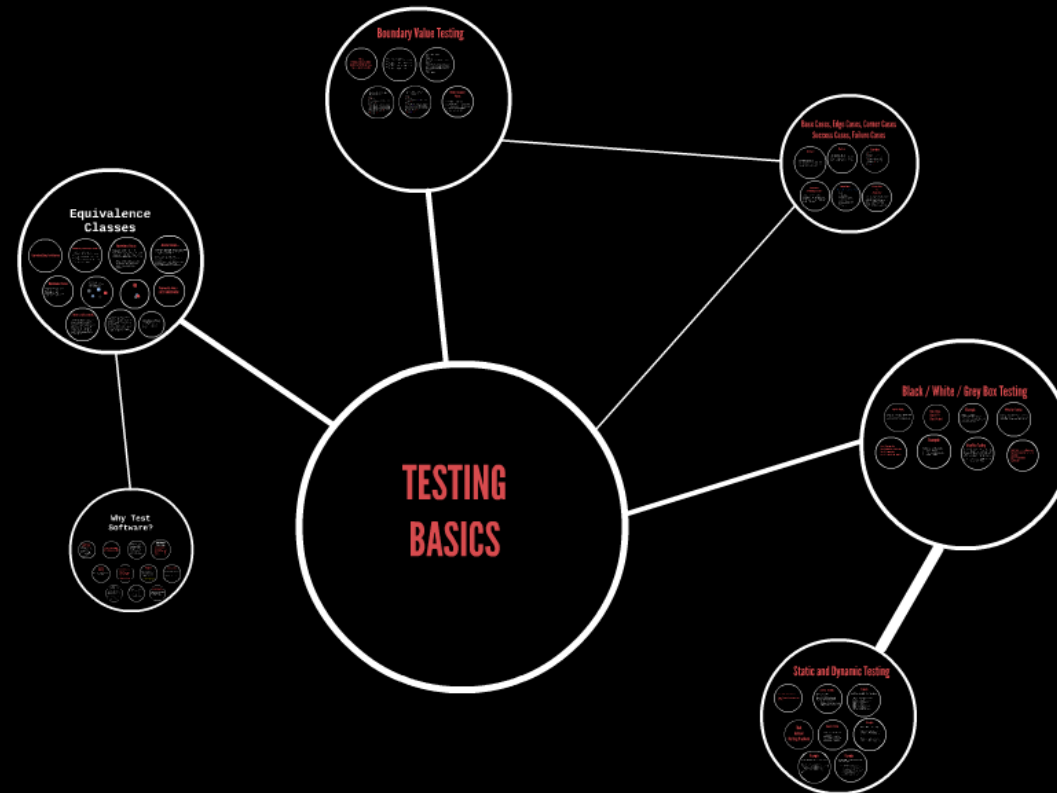


# CS1699 - Lecture 2 - Testing Basics



# CS1699 - Lecture 2 - Testing Basics

# TESTING BASICS

# Why Test Software?

Put Yourself in  
the Role of CEO...



Why Waste Time on Testing?  
Our Developers are Good, Right?

"Software bugs, or errors, are so prevalent and so detrimental that they cost the U.S. economy an estimated \$50.2 billion annually, or about 0.6 percent of the gross domestic product, according to a newly released study commissioned by the Department of Commerce's National Institute of Standards and Technology (NIST)." -NIST Report, 2002

Relative Cost of  
Fixing Defects

Requirements Analysis: 1x  
Software Design: ~2x  
Software Development: 6.5x  
Testing: 15x  
Deployment: 100x

Golden Rule  
of Testing

Find defects EARLIER rather  
than later!

In order to do so, we need:  
1. A process  
2. Standard Terminology  
3. Agreed-upon Theory

Ad hoc is not good enough!

EXAMPLE

Military Command & Control System  
Functional Test Lead  
Project of > 2.5 megaSLOC  
> 10 Years in Development  
> 80 Developers  
> 100 pages of requirements

< 15 TESTERS!

Remember Last Lecture?

One simple function... return a  
lower-case version of String

= more than 10 different cases!

Let's say 1,000  
functions...  
each with 10 cases.  
So, 10,000 individual cases.  
However, you have to deal  
with inter-relationships. This  
means permutations.  
Remember your discrete math...  
10,000! (factorial)

$2.8 * 10^4$  35,659  
tests necessary!  
(that's a lot)  
(~  $2 * 10^{28}$  atoms in  
observable Universe)

This is the art and science of testing...  
knowing what to test and what not to test.

He who knows when to fight, and when not  
to fight, will be victorious.  
-Sun-Tzu, "The Art of War"

# Put Yourself in the Role of CEO...



**Why Waste Time on Testing?  
Our Developers are Good, Right?**

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$2.8 * 10^{35,659}$

tests necessary!

(that's a lot)

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# Equivalence Classes

## Equivalent Class Partitioning

### Partition Testing Parameters by Expected Result

Example: Bus rides are...  
... free for children under 2 years old.  
... \$1.00 for children under 18, but older than 2.  
... \$1.00 for senior citizens, 65 or older.  
... \$2.00 for everybody else.

### Equivalence Classes

Babies under 2 -> 0  
Children > 2 && < 18 -> 1  
Adults > 18 && < 65 -> 2  
Senior Citizens > 65 -> 1

*Note that babies and seniors are NOT the same equivalence class!*

### Another Example...

Undergrad students get 20% off pizza  
Grad students get 20% off pizza  
TAs get 10% off pizza

Offers can be combined.  
TAs can be undergrad, grad, or neither.  
Students must be EITHER grad xor undergrad - can't be both.  
Final discount is % addition

### Equivalence Classes

Undergrad only -> 20%  
Grad only -> 20%  
TA only -> 10%  
Undergrad + TA -> 30%  
Grad + TA -> 30%

Equivalence classes must be PARTITIONED

NO

They need to have a STRICT PARTITIONING

### A more realistic example...

Imagine an online store that sells one item (a "quux"). Users can add or remove this item from their shopping cart by clicking + or - buttons. Users can buy 1 or more quuxes. Users can remove quuxes from their shopping cart. Cart displays EMPTY when no quuxes in it.

1. User adds quux to empty cart ( + : 0 -> 1 )
2. User adds quux to non-empty cart ( + : {n>0 -> n+1} )
3. User removes quux, making cart empty ( - : 1 -> 0 )
4. User removes quux, cart is not empty ( - : n>0 -> n-1 )
5. User attempts to remove quux from empty cart ( - : 0 )

Note how we reduced a potentially limitless testing set ( { + : 5 -> 6, { + : 6 -> 7 }, etc.) to five test cases.



# Equivalent Class Partitioning

## Partition Testing Parameters by Expected Result

*Example: Bus rides are...*

... free for children under 2 years old.

... \$1.00 for children under 18, but older than 2.

... \$1.00 for senior citizens, 65 or older.

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Senior Citizens > 65 -> 3

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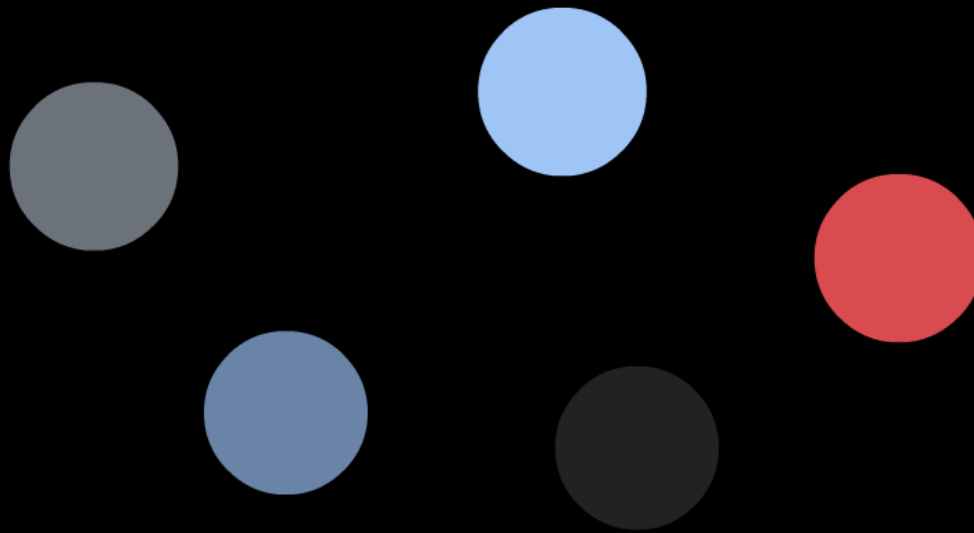
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Undergrad + TA  $\rightarrow$  30%

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Equivalence  
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**NO**



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cart ( + : 0 -> 1 )
2. User adds quux to non-empty  
cart ( + : (n>0 -> n+1))
3. User removes quux, making  
cart empty ( - : 1 -> 0)
4. User removes quux, cart is  
not empty ( - : n>0 -> n-1)
5. User attempts to remove  
quux from empty cart ( - : 0)

Note how we reduced a potentially limitless testing set (  $(+ : 5 \rightarrow 6, (+ : 6 \rightarrow 7), \text{etc.})$  ) to five test cases.

# Boundary Value Testing

**Theory:**  
Problems are more prevalent on  
boundaries of equivalence classes,  
less prevalent in the middle.

Example: Bus rides are...  
... free for children under 2 years  
old.  
... \$1.00 for children under 18, but  
older than 2.  
... \$1.00 for senior citizens, 65 or  
older.  
... \$2.00 for everybody else.

Equivalence Classes  
Babies =  
[0,1]  
Children =  
[2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17]  
Adults =  
[18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64]  
Seniors =  
[65,66...INF]

Where are problems  
most likely?

```
Babies =  
[0,1]  
Children =  
[2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17]  
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Seniors =  
[65,66,67...INF]
```

So you try to test the  
boundaries as well as the  
"interior values"...

```
Babies =  
[0,1]  
Children =  
[2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17]  
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[18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64]  
Seniors =  
[65,66,67...INF]
```

**Hidden Boundary  
Values**

- \* MAXINT, MININT
- \* Resource limitations
- \* Allocation limitations
- \* Undefined values  
(e.g., sqrt(-1))

**Theory:**  
**Problems are more prevalent on  
boundaries of equivalence classes,  
less prevalent in the middle.**

Example: Bus rides are...

- ... free for children under 2 years old.
- ... \$1.00 for children under 18, but older than 2.
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## Equivalence Classes

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*Children* =

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*Adults* =

[18,19,20,21,22,23,24,25,26,27,28,  
,29,30,31,32,33,34,35,36,37,38,39,  
,40,41,42,43,44,45,46,47,48,49,50,  
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# Hidden Boundary Values

- \* MAXINT, MININT
- \* Resource limitations
- \* Allocation limitations
- \* Undefined values  
(e.g., `sqrt(-1)`)

# Base Cases, Edge Cases, Corner Cases Success Cases, Failure Cases

## Base Case

An element in an equivalence class that is not around a boundary, OR, an expected use case.

## Edge Case

An element in an equivalence class that is next to/near a boundary, OR, an unexpected use case.

## Examples

```
Babies =  
[0,1]  
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49,50,51,52,53,54,55,56,57,58,  
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Seniors =  
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```

## Corner Case (or Pathological Case)

Cases which only occur outside of normal operating parameters. By analogy with "edge case" - where multiple edges intersect.

## Corner Cases

-1, 3 + 7i, 9.3, "foo"

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Babies =  
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Seniors =  
[65,66,67,...INF]
```

## Success Case

vs  
Failure Case

Success cases should return the CORRECT value.  
Failure cases should do... something else (throw exception, return NaN, return default value, etc.)

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*Success Case*

*VS*

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*Success cases* should return the CORRECT value.

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# Black / White / Grey Box Testing

## Black-Box Testing

Testing with NO KNOWLEDGE of actual interior structure of application.

Step 1: Input  
Step 2: ???  
Step 3: Output

## Example

Testing a website...  
1. Accessing via browser  
2. Using curl or similar tool  
3. Running scripts against external interface

## White Box Testing

Testing the internals of the system; with full knowledge of the code, architecture, etc.

Step 1: Examine code  
Step 2: Write tests to test code  
Step 3: Execute tests  
Step 4: Expected code execution

## Example

Testing a website  
1. Unit tests  
2. Profiling tools  
3. Code hooks

## Grey Box Testing

A hybrid approach - still using input and output, but informed by the structure of the underlying program.  
e.g., classes, comms (TCP vs UDP), algorithms

Step 1: Examine code, architecture, etc.  
Step 2: Write tests with this knowledge  
Step 3: Input  
Step 4: ??? (Well, kinda)  
Step 5: Output

# Black-Box Testing

Testing with NO KNOWLEDGE  
of actual interior  
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**Step 1: Input**  
**Step 2: ???**  
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1. Accessing via browser
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**Step 2: Write tests to test code**

**Step 3: Execute tests**

**Step 4: Expected code execution**

# Example

Testing a website

1. Unit tests
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e.g., classes, comms (TCP vs UDP), algorithms

**Step 1: Examine code, architecture, etc.**

**Step 2: Write tests with this knowledge**

**Step 3: Input**

**Step 4: ??? (Well, kinda)**

**Step 5: Output**

# Static and Dynamic Testing

Static Testing = Code is not executed

Dynamic Testing = Code is executed (at least partially)

## Static Testing Examples

Code Reviews  
Walkthroughs  
Requirement Analysis  
Source Code Analysis  
\* Model Checking  
\* Finite State Analysis  
\* Complexity Analysis

## Example

### metrics plugin for Eclipse

McCabe's Cyclomatic Complexity  
Effort Couplings  
Lack of Cohesion in Methods  
Lines of Code in Method  
Number of Fields  
Number of Levels  
Number of Locals in Scope  
Number of Parameters  
Number of Statements  
Weighted Methods Per Class

That  
darned  
Halting Problem!

## Dynamic Testing

Code is executed

OBSERVED results  
are compared with  
EXPECTED results

## Example

### jUnit Unit Testing

```
@Test
public void testIterateEven() {
    Collatz c = new Collatz();
    assertEquals(c.iterate(4), 2);
}

@Test
public void testIterateOdd() {
    Collatz c = new Collatz();
    assertEquals(c.iterate(5), 16);
}
```

## Example

### rspec Specification Test in Ruby

```
describe Bowling, "score" do
  it "returns 0 for all gutter game" do
    bowling = Bowling.new
    20.times { bowling.hit(0) }
    bowling.score.should eq(0)
  end
end
```

## Example

### Selenium Acceptance Test for web app

```
public class TempScript extends SeleniumTestBase {
    public void setUp() throws Exception {
        setUp("http://localhost:8080/", "Explorer");
    }

    public void testTempScript() throws Exception {
        selenium.open("http://www.example.com/");
        selenium.click("//a[contains(text(),'Examples')]");
        selenium.waitForPageToLoad("30sec");
        selenium.type("name=id", "test");
        selenium.type("name=password", "haz");
        selenium.click("//input[@type='button']");
        selenium.waitForPageToLoad("30sec");
    }
}
```

**Static Testing = Code is not executed**

**Dynamics Testing = Code is executed (at least partially)**

# Static Testing Examples

Code Reviews

Walkthroughs

Requirement Analysis

Source Code Analysis

- \* Model Checking
- \* Finite State Analysis
- \* Complexity Analysis

# Example

## metrics plugin for Eclipse

- McCabe's Cyclomatic Complexity
- Efferent Couplings
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# Example

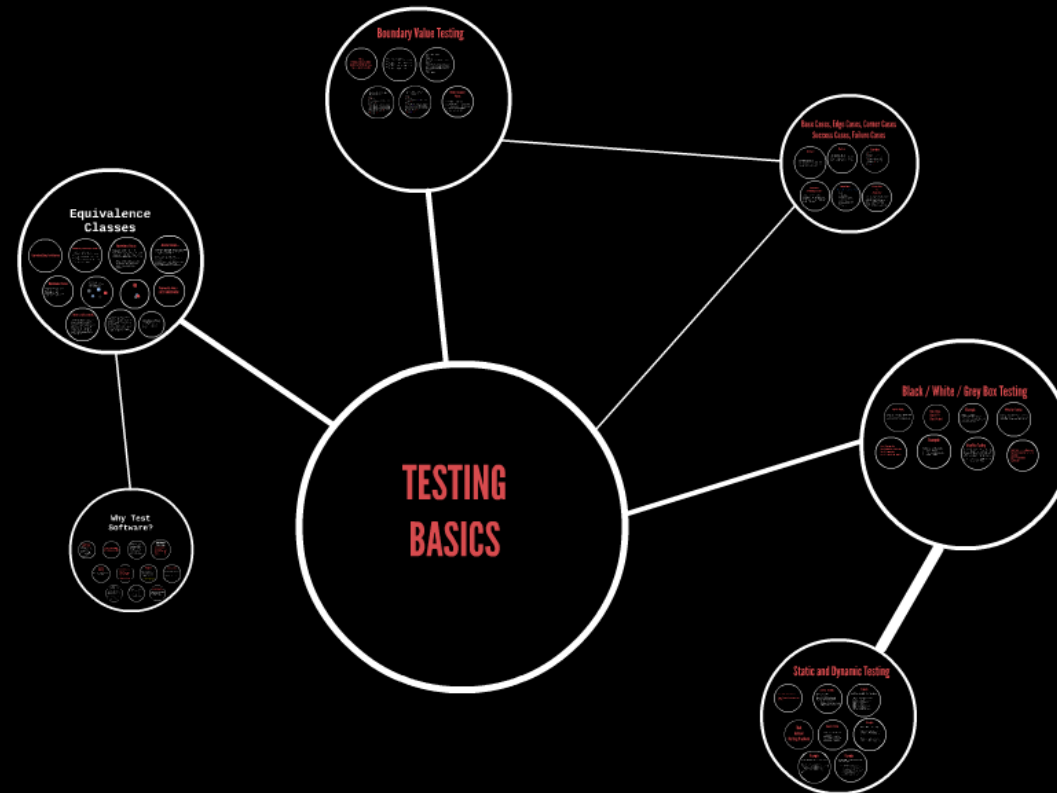
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    bowling.score.should eq(0)
  end
end
```

# Example

## Selenium Acceptance Test for web app

```
public class temp script extends SeleneseTestCase {  
    public void setUp() throws Exception {  
        setUp("http://localhost:8080/", "*iexplore");  
    }  
    public void testTemp script() throws Exception {  
        selenium.open("/BrewBizWeb/");  
        selenium.click("link=Start The BrewBiz Example");  
        selenium.waitForPageToLoad("30000");  
        selenium.type("name=id", "bert");  
        selenium.type("name=Password", "biz");  
        selenium.click("name=dologin");  
        selenium.waitForPageToLoad("30000");  
    }  
}
```



# CS1699 - Lecture 2 - Testing Basics