

# MEASURING COMPETENCE

The Software Testing Disciplines uses a formative assessment model that is designed to reveal 'areas for improvement' rather than ranking the tester using a score based model.

The process for measuring competence is a self-assessment process where the tester asks how confident they are in applying each of the skills within the discipline or fundamentals. For a tester that feels their self-assessment is not accurate they can then mentor to work through their assessment with them.

The following outlines each competency level and the criteria for self assessment.

## LEVEL 0

The tester is completely unaware of the concept, technique or responsibility or has no formal knowledge. The tester cannot explain what the concept means or why it is applied.

## LEVEL 1

Fundamentals	The tester is aware of testing and understands why testing needs to be done but not how. This is the first level of competence where the tester can engage in discussions on the why of testing without getting into implementation details.
Discipline	The tester is aware of discipline and understands what types of testing are performed, why it is done, the types of defect identified and the benefits of such a testing approach. A tester at this level does not know how the testing is performed.
Results	Not applicable. The tester is not yet capable of producing output.

## LEVEL 2

Fundamentals	The tester is learning the concepts but is not yet competent enough to apply the concepts without continual attention. The tester should not be in charge of any part of a project and all work should be done with or reviewed by a mentor.
Discipline	The tester is able to identify what needs to be tested for a small subset of aspects within the discipline. The tester is able to execute existing test cases but may not be skilled enough to design all but simplest of test cases.

Results Not applicable. No work should be signed off without being reviewed by the test lead.

### LEVEL 3

Fundamentals The tester understands the concepts and processes and is applying them with regular review and guidance. The tester should not be in charge of a test project. The tester can be given ownership of a subsection of the project. All effort should be regularly reviewed by the experienced test lead.

Discipline The tester is able to identify what is to be tested within the discipline for any particular project but may not be able fully to execute the test cases. The tester should not be in charge of a discipline within a project. The tester can be given ownership of a subsection of the project relating to that discipline. All effort should be regularly reviewed by the experienced test lead.

Results Not applicable. No work should be signed off without being reviewed by the test lead.

### LEVEL 4

Fundamentals The tester understands the concepts and processes and is able to apply them with infrequent review. The tester can be responsible for a test project. The tester does not need to be given guidance. At this point the tester is focusing on the application of their skill set. Testers of this level should be able to provide guidance.

Discipline Is able to build the test plan and test suite for the discipline on any given project and execute the majority of tests. May need occasional guidance to overcome more complicated test scenarios. Testers of this level should be able to provide guidance.

Results Ideally a competent tester should not be responsible for more than 3 major, avoidable defects being found in production per project.

### LEVEL 5

Fundamentals Satisfies all requirements for the fundamentals of software testing and should be able to provide sound guidance to any tester.

Discipline Is able to build the test plan and test suite for the discipline on any given project and execute all tests. The expert disciplinarian should be able to overcome the most complicated of testing scenarios within the discipline.



Results	The expert tester should not be responsible for any major, avoidable defects being found in production.
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