

# **COMP 3111**

# **SOFTWARE ENGINEERING**

## **LECTURE 14**

## **TESTING**



# WHITE BOX TESTING: CONDITION TESTING

*Condition testing executes the true and false value of each simple logical condition in a component.*

## Errors in a condition result from errors in:

- simple condition:**  $(a \text{ rel-op } b)$  where  $\text{rel-op} = \{<, \leq, =, \neq, \geq, >\}$   
may be negated with NOT, e.g.,  $a \leq b$ ;  $\text{NOT}(a \leq b)$
- compound condition:** two or more simple conditions connected with  
AND, OR, e.g.,  $(a > b) \text{ AND } (c < d)$
- relational expression:**  $(E_1 \text{ rel-op } E_2)$  where  $E_1$  and  $E_2$  are arithmetic  
expressions, e.g.,  $((a * b + c) > (a + b + c))$
- Boolean expression:** non relational expressions (e.g.,  $\text{NOT } A$ )

## Due to incorrect/missing/extra:

- Boolean operator
- Boolean variable
- parenthesis
- relational operator
- arithmetic expression

# WHITE BOX TESTING: CONDITION TESTING (CONT'D)

## 1. Branch testing

For a **compound condition**  $C$ , test true and false branches of  $C$  and every simple condition of  $C$ .

e.g., for  $C = (a > b) \text{ AND } (c < d)$  we test for:

**Basis path testing already covers these cases.**

$C$	TRUE and FALSE
$a > b$	TRUE and FALSE
$c < d$	TRUE and FALSE

## 2. Domain testing

For an **expression**  $E_1 \text{ rel-op } E_2$ , we test using values that make:  $E_1$  greater than  $E_2$ ,  $E_1$  equal to  $E_2$ , and  $E_1$  less than  $E_2$ .

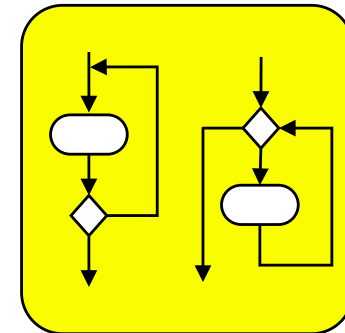
- This **guarantees detection of rel-op error** if  $E_1$  and  $E_2$  are correct.
- To detect errors in  $E_1$  and  $E_2$ , **the difference between  $E_1$  and  $E_2$**  for the tests that make  $E_1$  greater than  $E_2$  and  $E_1$  less than  $E_2$  **should be as small as possible.**

# WHITE BOX TESTING: LOOP TESTING

**Loop testing executes loops at and within their bounds.**

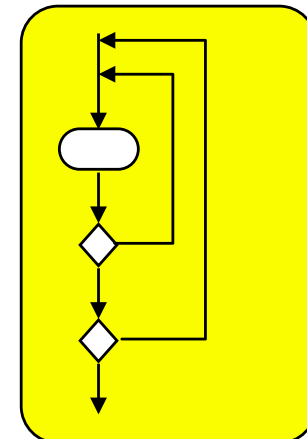
## 1. Simple Loops (n iterations)

1. 0, 1, 2 passes through the loop.
2. m passes through the loop where  $m < n$ .
3.  $n-1$ ,  $n$ ,  $n+1$  passes through the loop.



## 2. Nested Loops

1. Conduct simple loop tests for the innermost loop while holding the outer loops at their minimum iteration values.
2. Work outward, conducting simple loop tests for the next innermost loop.
3. Continue until all the loops have been tested.



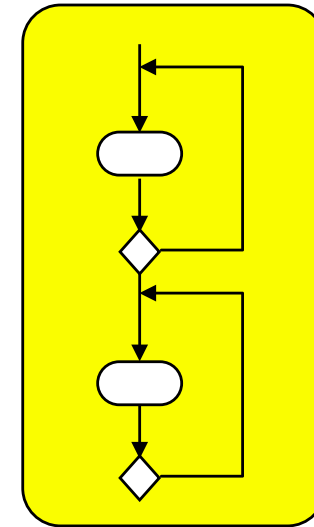
**Tests grow geometrically with level of nesting!**

# WHITE BOX TESTING: LOOP TESTING (CONTD)

## 3. Concatenated Loops

☞ If loops are **independent**  
→ use **simple loop testing**

☞ If loops are **dependent** (i.e., a loop depends on a variable set in another loop)  
→ use **nested loop testing**



## 4. Unstructured Loops

☞ **Refactor the code!!!**

**These loop test have the highest likelihood of uncovering errors with the minimum amount of effort and test overlap.**

# WHITE BOX TESTING: DATA FLOW TESTING

*Data flow testing ensures that the value of a variable is correct at certain points of execution in the code.*

Select test paths according to the **locations** of **definitions** (**S**) and **uses** (**S'**) of a variable (**X**).

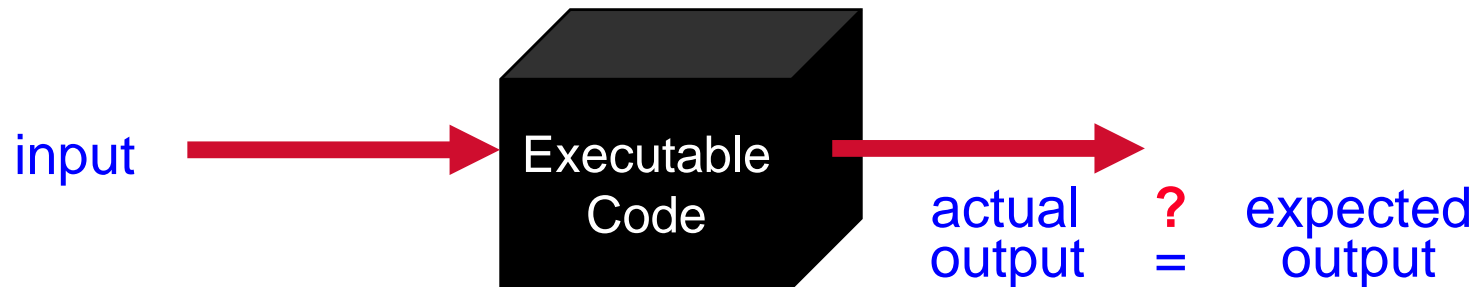
**Definition Use (DU) Chain (X)** is the set of  $[X, S, S']$  where **X** is not redefined between **S** and **S'**.  
S, S' are statement numbers

**A testing strategy:** Every DU chain must be covered once.

For every variable, do a test along the path from where the variable is defined to the statement(s) where the variable is used.

**These tests can be combined with basis path testing.**

## DESIGN TESTS: BLACK BOX TESTING



**Black box tests attempt to find:**

- incorrect or missing functions
- interface incompatibility errors
- data structure or external database access errors
- performance errors
- initialization and termination errors

To achieve reasonable testing, a black box test case should cover a range of input or output values, not just a single value. That is, it should tell us something about the presence or absence of a class of errors (e.g., all character data is correctly/incorrectly processed).



# EQUIVALENCE PARTITIONING

**Equivalence partitioning creates subdomains by grouping inputs and outputs by type to create test coverage of a class of errors.**

- Divide the input/output data of a component into partitions of equivalent data.
- The equivalence partitions are usually derived from the requirements specification.
- Test cases are designed to cover each equivalence partition at least once.

## A COMMON PARTITIONING HEURISTIC

**Select subdomains based on valid and invalid inputs/outputs.**

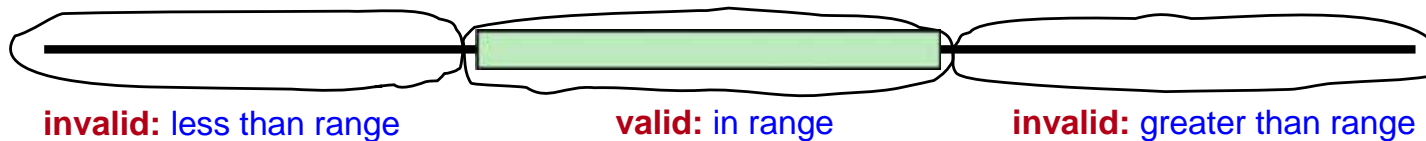
**For testing, select “typical” values “inside” a subdomain.**



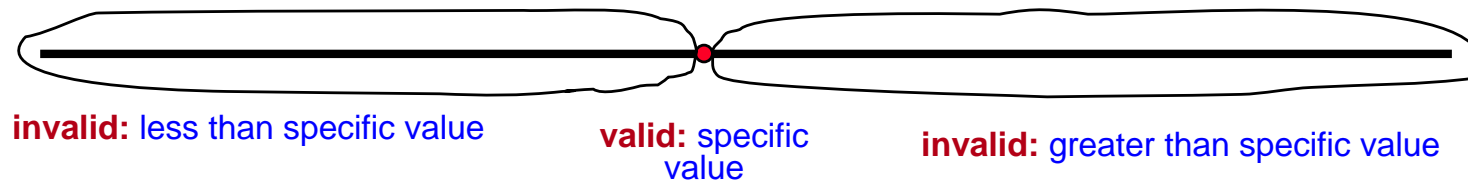


# EQUIVALENCE PARTITIONING: SUBDOMAIN SELECTION HEURISTICS

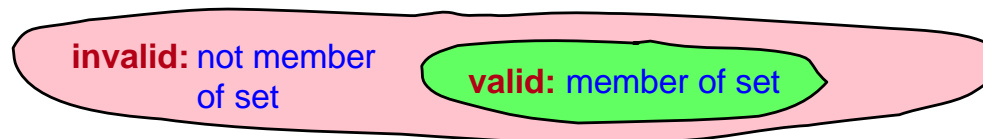
1. If the input is a **range** → **one valid** and **two invalid** subdomains:



2. If the input is a **specific value** → **one valid** and **two invalid** subdomains:



3. If the input is a **set of related values** → **one valid** and **one invalid** subdomain:



4. If the input is **Boolean** → **one valid** and **one invalid** subdomain:



# BOUNDARY TESTING

**More errors occur at the “boundaries” of a subdomain than in the “center”.**

## Why?

- off-by-one bugs
  - forget to handle empty container/null object
  - overflow errors in arithmetic
  - program does not handle aliasing of objects
- Small subdomains at the “boundaries” of the main subdomains have a high probability of revealing these common errors.

**For testing, select values at the “boundaries” of a main subdomain.**

# BOUNDARY TESTING EXAMPLE

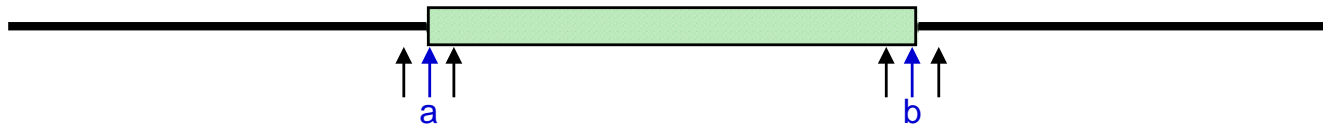
```
public int abs (int x)  
// returns: |x|
```

- Tests for `abs`

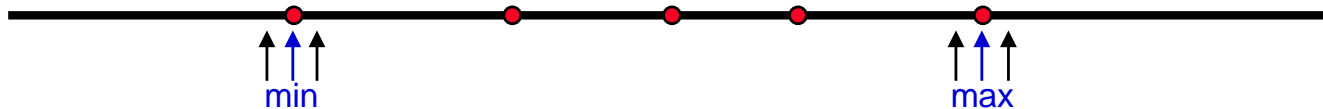
What are some values or ranges of `x` that might be worth testing?

# BOUNDARY TESTING: TEST VALUE SELECTION HEURISTICS

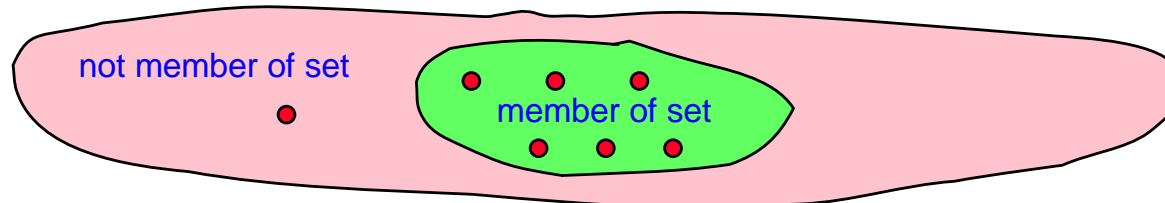
1. If the **input is a range** and is bounded by **a** and **b**, then use **a**, **b**, and values just above and just below **a** and **b**, respectively.



2. If the **input is a number of discrete values**, use the **minimum** and the **maximum** of the values and values just above and just below them, respectively. (Can also be applied to a single specific input value.)

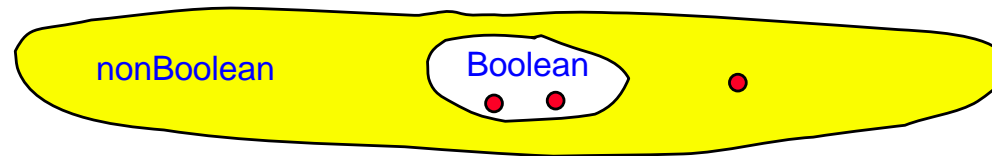


3. If the **input is a set of values**, test **all values in the set** (if possible) and **one value outside the set**.



# BOUNDARY TESTING: TEST VALUE SELECTION HEURISTICS

4. If the **input is a Boolean**, test for **both Boolean values** (T, F) and for a **non-Boolean value**.

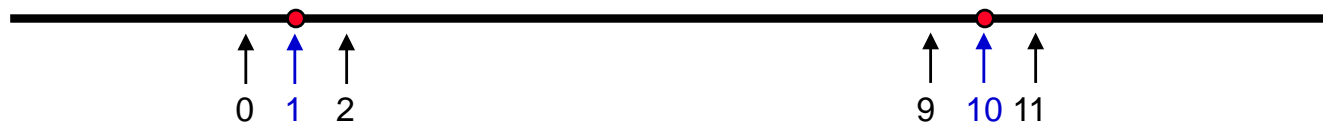


5. Apply guidelines 1 and 2 to create **output values** at the **minimum** and **maximum** expected values.

E.g., if the output is a table, create a minimum size table (1 row) and a maximum size table.

6. If **data structures have boundaries**, test these **boundary values** and values **just above** and **just below** them, respectively.

E.g., for an array with bounds 1 to 10 → test array index = 0, 1, 2, 9, 10, 11.



# EXAMPLE ASU BLACKBOX TESTING

## Student Record Search

In the ASU System, the *Maintain Student Information* use case uses a procedure that searches the database for the record of a given student. The input to the search procedure is a student ID. The output is either a success indication and the student record containing the given student ID or a failure indication and a message indicating the nature of the failure. The valid range of student IDs is from 1000000 to 9999999.

For each of the test categories below, what **test cases** and **specific test values** should be used to test whether the search procedure works correctly and accepts only valid student IDs?

- (a) boundary
- (b) typical
- (c) other



# EXAMPLE ASU BLACKBOX TESTING: TEST CASES AND TEST VALUES

## Boundary values

<u>Test Case</u>	<u>Test Value</u>
1. Minimum range—valid student ID	1000000
2. Minimum range—valid student ID	1000001
3. Minimum range—invalid student ID	999999
4. Maximum range—valid student ID	9999999
5. Maximum range—valid student ID	9999998
6. Maximum range—invalid student ID	10000000

## Typical values

<u>Test Case</u>	<u>Test Value</u>
7. Mid-range—valid student ID; existing student record	5000000
8. Mid-range—valid student ID; non-existent student record	5000001
9. Below lower range—invalid student ID	500000
10. Above upper range—invalid student ID	50000000

## Other values

<u>Test Case</u>	<u>Test Value</u>
11. Nonnumeric value—invalid student ID	5647ABC





# EXAMPLE ASU BLACKBOX TESTING: DESIGNING TEST CASES

## Test case procedures: boundary values

Test case 1: Minimum range—valid student ID  
Setup: Ensure that a record with student ID 1000000 exists in the data base  
Test value: 1000000  
Verification: Successful retrieval of student record with ID 1000000

Test case 2: Minimum range—valid student ID  
Setup: Ensure that a record with student ID 1000001 exists in the data base  
Test value: 1000001  
Verification: Successful retrieval of student record with ID 1000000

Test case 3: Minimum range—invalid student ID  
Setup: None  
Test value: 999999  
Verification: Invalid student ID error message

Test case 4: Maximum range—valid student ID  
Setup: Ensure that a record with student ID 9999999 exists in the data base  
Test value: 9999999  
Verification: Successful retrieval of student record with ID 9999999



# EXAMPLE ASU BLACKBOX TESTING: DESIGNING TEST CASES

Test case 5: Maximum range—valid student ID  
Setup: Ensure that a record with student ID 9999998 exists in the data base  
Test value: 9999998  
Verification: Successful retrieval of student record with ID 9999998

Test case 6: Maximum range—invalid student ID  
Setup: None  
Test value: 10000000  
Verification: Invalid student ID error message

## Test case procedures: typical values

Test case 7: Mid-range—valid student ID; existing student record  
Setup: Ensure that a record with student ID 5000000 exists in the data base  
Test value: 5000000  
Verification: Successful retrieval of student record with ID 5000000

Test case 8: Mid-range—valid student ID; non-existent student record  
Setup: Ensure that no record with student ID 5000001 exists in the data base  
Test value: 5000001  
Verification: Unsuccessful retrieval and no such record error message



# EXAMPLE ASU BLACKBOX TESTING: DESIGNING TEST CASES

Test case 9: Below lower range—invalid student ID  
Setup: None  
Test value: 500000  
Verification: Invalid student ID error message

Test case 10: Above upper range—invalid student ID  
Setup: None  
Test value: 50000000  
Verification: Invalid student ID error message

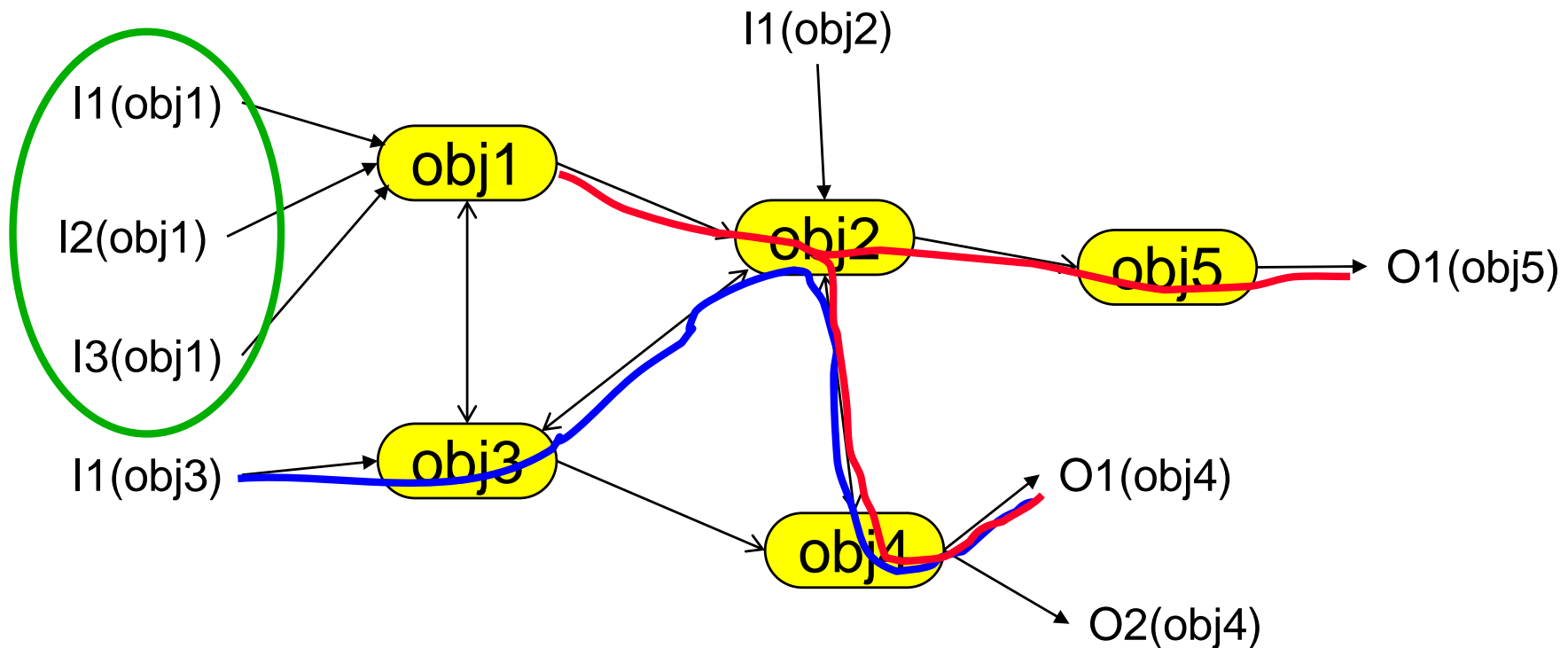
## Test case procedures: other values

Test case 11: Nonnumeric value—invalid student ID  
Setup: None  
Test value: 5647ABC  
Verification: Invalid student ID error message

# BLACK BOX TESTING: THREAD TESTING

- An **event-based approach** where tests are based on **events** which **trigger system actions**.  
✎ **Particularly appropriate for object oriented systems.**
- It is used after classes have been **unit tested** and **integrated into subsystems**.
- Need to **identify** and **execute** each possible **processing thread**.  
✎ **Examine the use cases.**
- However, it may not be possible to do complete thread testing.  
✎ **Since there are usually too many input/output combinations.**
- Therefore, we focus on the **most commonly executed threads**.  
✎ **These are the basic flow of events of use cases.**

## BLACK BOX TESTING: THREAD TESTING (CONT'D)

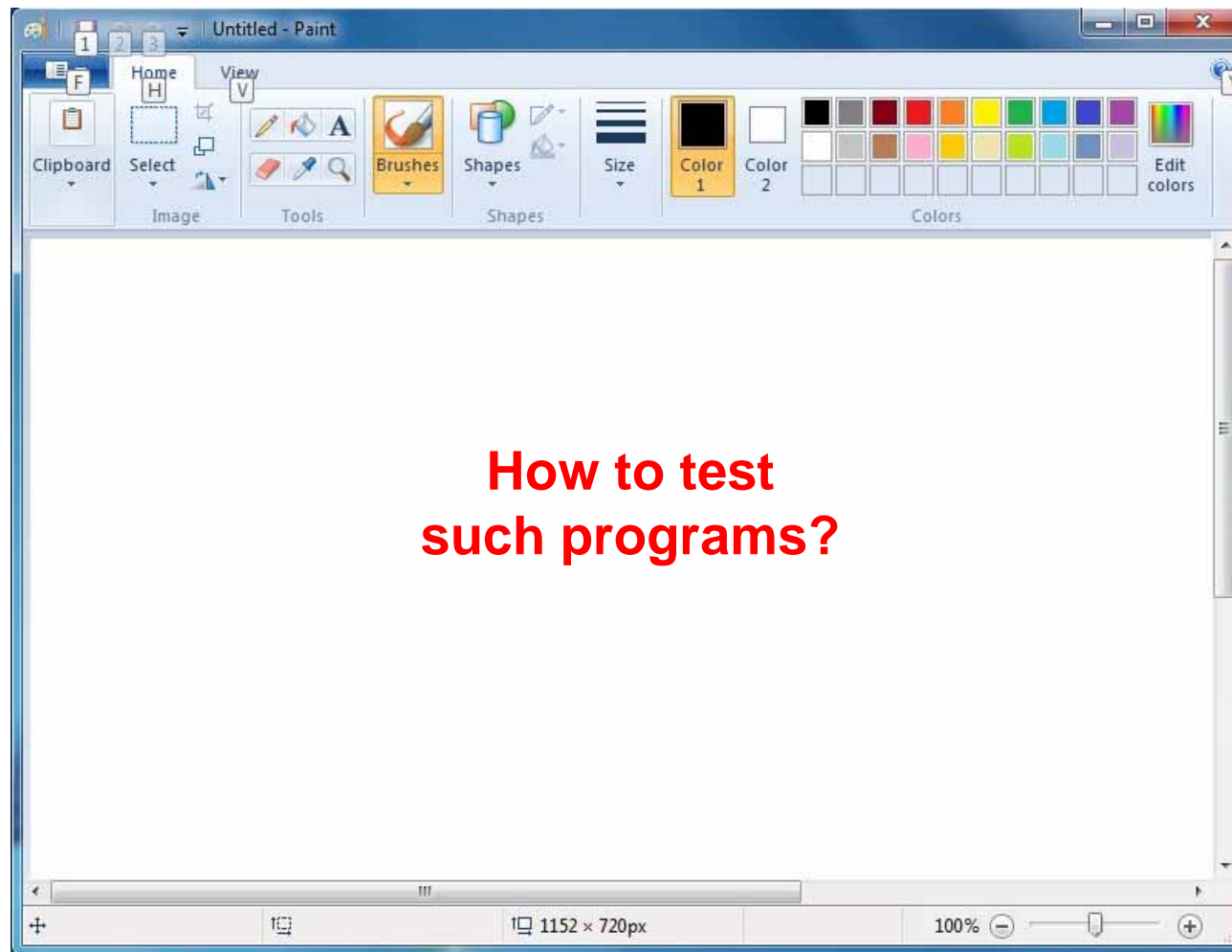


### Types of thread tests include:

- **single thread:** obj3 → obj2 → obj4
- **multiple thread:** obj1 → obj2 → {obj4; obj5}
- **multi-input thread:** into obj1

# BLACK BOX TESTING: STATE-BASED TESTING

Some programs can be in many different states simultaneously.



## BLACK BOX TESTING: STATE-BASED TESTING

- State-based testing focuses on **comparing** the **resulting state** of **a class** with the **expected state**.

 **Derive test cases using state machine diagram for a class.**

- Derive a **representative set of “stimuli”** (events) for each **transition** (similar to equivalence testing).
- **Check the attributes or links** of the class after applying a “stimuli” to determine if the specified state has been reached.

 **We first need to put the class in the desired state before applying the “stimuli”.**



# REGRESSION TESTING

- **Whenever you find a bug:**
    - **Reproduce it** (before you fix it).
    - **Record** the **input** that produced that bug.
    - **Record** the correct **output**.
    - Put everything into the test suite.
    - Then, **fix the bug** and **verify the fix**.
  - **Why is this a good idea?**
    - It helps to populate the test suite with **good tests**.
    - It protects against changes that **reintroduce the bug**.
- 👉 It happened once, so it might happen again!**