Rapid
Software Testing

Appendices

James Bach
Michael Bolton
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A Rapid Testing Framework

Context
“In this murky, complex, volatile, social world, and given our limited time and materials...”

People
“There are people who matter...”

Requirements
“who have both explicit and implicit needs and desires for a product.”

Development
“As this product is being developed, and perhaps long afterward, too...”

Product Risk
“There is a danger that it will have important problems, and risks in the project that drive those problems.”

Mission
“We have agreed to serve our clients by understanding those requirements, examining the product as needed, to evaluate risk.”

Test Strategy
“To fulfill our mission we develop and refine a requisite variety of ideas that guide...”

Activities
“reasonably inexpensive yet sufficiently powerful things that testers do, learn, apply, and construct, both formally and informally.”

Testing Story
explicit and tacit narrative about the status of testing

Reporting
“making sense of the test process, progress, and results and rendering that into a compelling testing story...”

Learning
“studying the product or anything related to the product or the context of its use, by any useful or necessary means, to develop mental models by which to test...”

Skills & Heuristics
“Applying skills, knowledge, and fallible methods of solving problems...”

Models
explicit and tacit representations of the product and context of use

Testers & Team
“dedicated testers do the work while soliciting the help of others, too...”

Performing Experiments
“enacting our test procedures to discover reliable answers to our clients’ questions...”

Designing Experiments
“synthesizing ideas and mechanisms by which we systematically question the status of the product...”

Test Procedures
explicit and tacit ideas and mechanisms by which people configure, operate, observe, and evaluate the product...

Test Lab & Tools
“using and questioning our tools and test lab infrastructure...”

Coverage
“examining aspects of the product both intentionally and incidentally...”

Oracles
“applying our knowledge and feelings to detect important problems...”
The Heuristic Test Strategy Model is a set of patterns for designing a test strategy. The immediate purpose of this model is to remind testers of what to think about when they are creating tests. Ultimately, it is intended to be customized and used to facilitate dialog and direct self-learning among professional testers.

Project Environment includes resources, constraints, and other elements in the project that may enable or hobble our testing. Sometimes a tester must challenge constraints, and sometimes accept them.

Product Elements are things that you intend to test. Software is complex and invisible. Take care to cover all of it that matters, not just the parts that are easy to see.

Quality Criteria are the rules, values, and sources that allow you as a tester to determine if the product has problems. Quality criteria are multidimensional and often hidden or self-contradictory.

Test Techniques are heuristics for creating tests. All techniques involve some sort of analysis of project environment, product elements, and quality criteria.

Perceived Quality is the result of testing. You can never know the "actual" quality of a software product, but through the application of a variety of tests, you can make an informed assessment of it.
General Test Techniques

A test technique is a heuristic for creating tests. There are many interesting techniques. The list includes nine general techniques. By “general technique” we mean that the technique is simple and universal enough to apply to a wide variety of contexts. Many specific techniques are based on one or more of these nine. And an endless variety of specific test techniques may be constructed by combining one or more general techniques with coverage ideas from the other lists in this model.

Function Testing

Test what it can do

1. Identify things that the product can do (functions and sub-functions).
2. Determine how you’d know if a function was capable of working.
3. Test each function, one at a time.
4. See that each function does what it’s supposed to do and not what it isn’t supposed to do.

Claims Testing

Verify every claim

1. Identify reference materials that include claims about the product (implicit or explicit). Consider SLAs, EULAs, advertisements, specifications, help text, manuals, etc.
2. Analyze individual claims, and clarify vague claims.
3. Verify that each claim about the product is true.
4. If you’re testing from an explicit specification, expect it and the product to be brought into alignment.

Domain Testing

Divide and conquer the data

1. Look for any data processed by the product. Look at outputs as well as inputs.
2. Decide which particular data to test with. Consider things like boundary values, typical values, convenient values, invalid values, or best representatives.
3. Consider combinations of data worth testing together.

User Testing

Involve the users

1. Identify categories and roles of users.
2. Determine what each category of user will do (use cases), how they will do it, and what they value.
3. Get real user data, or bring real users in to test.
4. Otherwise, systematically simulate a user (be careful—it’s easy to think you’re like a user even when you’re not).
5. Powerful user testing is that which involves a variety of users and user roles, not just one.

Stress Testing

Overwhelm the product

1. Look for sub-systems and functions that are vulnerable to being overloaded or “broken” in the presence of challenging data or constrained resources.
2. Identify data and resources related to those sub-systems and functions.
3. Select or generate challenging data, or resource constraint conditions to test with: e.g., large or complex data structures, high loads, long test runs, many test cases, low memory conditions.

Risk Testing

Imagine a problem, then look for it.

1. What kinds of problems could the product have?
2. Which kinds matter most? Focus on those.
3. How would you detect them if they were there?
4. Make a list of interesting problems and design tests specifically to reveal them.
5. It may help to consult experts, design documentation, past bug reports, or apply risk heuristics.

Flow Testing

Do one thing after another

1. Perform multiple activities connected end-to-end; for instance, conduct tours through a state model.
2. Don’t reset the system between actions.
3. Vary timing and sequencing, and try parallel threads.

Scenario Testing

Test to a compelling story

1. Begin by thinking about everything going on around the product.
2. Design tests that involve meaningful and complex interactions with the product.
3. A good scenario test is a compelling story of how someone who matters might do something that matters with the product.

Automatic Checking

Check a million different facts

1. Look for or develop tools that can perform a lot of actions and check a lot things.
2. Consider tools that partially automate test coverage.
3. Consider tools that partially automate oracles.
4. Consider automatic change detectors.
5. Consider automatic test data generators.
6. Consider tools that make human testing more powerful.
Project Environment

Creating and executing tests is the heart of the test project. However, there are many factors in the project environment that are critical to your decision about what particular tests to create. In each category, below, consider how that factor may help or hinder your test design process. Try to exploit every resource.

Mission. **Your purpose on this project, as understood by you and your customers.**
- Do you know who your customers are? Whose opinions matter? Who benefits or suffers from the work you do?
- Do you know what your customers expect of you on this project? Do you agree?
- Maybe your customers have strong ideas about what tests you should create and run.
- Maybe they have conflicting expectations. You may have to help identify and resolve those.

Information. **Information about the product or project that is needed for testing.**
- Whom can we consult with to learn about this project?
- Does this product have a history? Old problems that were fixed or deferred? Pattern of customer complaints?
- Is your information current? How are you apprised of new or changing information?
- Are there any comparable products or projects from which we can glean important information?

Developer Relations. **How you get along with the programmers.**
- *Hubris:* Does the development team seem overconfident about any aspect of the product?
- *Defensiveness:* Is there any part of the product the developers seem strangely opposed to having tested?
- *Rapport:* Have you developed a friendly working relationship with the programmers?
- *Feedback loop:* Can you communicate quickly, on demand, with the programmers?
- *Feedback:* What do the developers think of your test strategy?

Test Team. **Anyone who will perform or support testing.**
- Do you know who will be testing? Do you have enough people?
- Are there people not on the "test team" that might be able to help? People who've tested similar products before and might have advice? Writers? Users? Programmers?
- Are there particular test techniques that the team has special skill or motivation to perform?
- Is any training needed? Is any available?
- Who is co-located and who is elsewhere? Will time zones be a problem?

Equipment & Tools. **Hardware, software, or documents required to administer testing.**
- *Hardware:* Do we have all the equipment you need to execute the tests? Is it set up and ready to go?
- *Automation:* Are any test tools needed? Are they available?
- *Probes:* Are any tools needed to aid in the observation of the product under test?
- *Matrices & Checklists:* Are any documents needed to track or record the progress of testing?

Schedule. **The sequence, duration, and synchronization of project events**
- *Test Design:* How much time do you have? Are there tests better to create later than sooner?
- *Test Execution:* When will tests be executed? Are some tests executed repeatedly, say, for regression purposes?
- *Development:* When will builds be available for testing, features added, code frozen, etc.?
- *Documentation:* When will the user documentation be available for review?

Test Items. **The product to be tested.**
- *Scope:* What parts of the product are and are not within the scope of your testing responsibility?
- *Availability:* Do you have the product to test? Do you have test platforms available? When do you get new builds?
- *Volatility:* Is the product constantly changing? What will be the need for retesting?
- *New Stuff:* What has recently been changed or added in the product?
- *Testability:* Is the product functional and reliable enough that you can effectively test it?
- *Future Releases:* What part of your tests, if any, must be designed to apply to future releases of the product?

Deliverables. **The observable products of the test project.**
- *Content:* What sort of reports will you have to make? Will you share your working notes, or just the end results?
- *Purpose:* Are your deliverables provided as part of the product? Does anyone else have to run your tests?
- *Standards:* Is there a particular test documentation standard you’re supposed to follow?
- *Media:* How will you record and communicate your reports?
Product Elements

Ultimately a product is an experience or solution provided to a customer. Products have many dimensions. So, to test well, we must examine those dimensions. Each category, listed below, represents an important and unique aspect of a product. Testers who focus on only a few of these are likely to miss important bugs.

Structure. *Everything that comprises the physical product.*

- **Code:** the code structures that comprise the product, from executables to individual routines.
- **Hardware:** any hardware component that is integral to the product.
- **Non-executable files:** any files other than multimedia or programs, like text files, sample data, or help files.
- **Collateral:** anything beyond software and hardware that is also part of the product, such as paper documents, web links and content, packaging, license agreements, etc.

Function. *Everything that the product does.*

- **Application:** any function that defines or distinguishes the product or fulfills core requirements.
- **Calculation:** any arithmetic function or arithmetic operations embedded in other functions.
- **Time-related:** time-out settings; daily or month-end reports; nightly batch jobs; time zones; business holidays; interest calculations; terms and warranty periods; chronograph functions.
- **Transformations:** functions that modify or transform something (e.g. setting fonts, inserting clip art, withdrawing money from account).
- **Startup/Shutdown:** each method and interface for invocation and initialization as well as exiting the product.
- **Multimedia:** sounds, bitmaps, videos, or any graphical display embedded in the product.
- **Error Handling:** any functions that detect and recover from errors, including all error messages.
- **Interactions:** any interactions between functions within the product.
- **Testability:** any functions provided to help test the product, such as diagnostics, log files, asserts, test menus, etc.

Data. *Everything that the product processes.*

- **Input:** any data that is processed by the product.
- **Output:** any data that results from processing by the product.
- **Preset:** any data that is supplied as part of the product, or otherwise built into it, such as prefabricated databases, default values, etc.
- **Persistent:** any data that is stored internally and expected to persist over multiple operations. This includes modes or states of the product, such as options settings, view modes, contents of documents, etc.
- **Sequences/Combinations:** any ordering or permutation of data, e.g. word order, sorted vs. unsorted data, order of tests.
- **Cardinality:** Numbers of objects or fields may vary (e.g. zero, one, many, max, open limit). Some may have to be unique (e.g. database keys).
- **Big/Little:** variations in the size and aggregation of data.
- **Noise:** any data or state that is invalid, corrupted, or produced in an uncontrolled or incorrect fashion.
- **Lifecycle:** transformations over the lifetime of a data entity as it is created, accessed, modified, and deleted.

Interfaces. *Every conduit by which the product is accessed or expressed.*

- **User Interfaces:** any element that mediates the exchange of data with the user (e.g. displays, buttons, fields, whether physical or virtual).
- **System Interfaces:** any interface with something other than a user, such as other programs, hard disk, network, etc.
- **API/SDK:** Any programmatic interfaces or tools intended to allow the development of new applications using this product.
- **Import/export:** any functions that package data for use by a different product, or interpret data from a different product.

Platform. *Everything on which the product depends (and that is outside your project).*

- **External Hardware:** hardware components and configurations that are not part of the shipping product, but are required (or optional) in order for the product to work: systems, servers, memory, keyboards, the Cloud.
- **External Software:** software components and configurations that are not a part of the shipping product, but are required (or optional) in order for the product to work: operating systems, concurrently executing applications, drivers, fonts, etc.
- **Internal Components:** libraries and other components that are embedded in your product but are produced outside your project.

Operations. *How the product will be used.*

- **Users:** the attributes of the various kinds of users.
- **Environment:** the physical environment in which the product operates, including such elements as noise, light, and distractions.
- **Common Use:** patterns and sequences of input that the product will typically encounter. This varies by user.
- **Disfavored Use:** patterns of input produced by ignorant, mistaken, careless or malicious use.
- **Extreme Use:** challenging patterns and sequences of input that are consistent with the intended use of the product.

Time. *Any relationship between the product and time.*

- **Input/Output:** when input is provided, when output created, and any timing relationships (delays, intervals, etc.) among them.
- **Fast/Slow:** testing with “fast” or “slow” input; fastest and slowest; combinations of fast and slow.
- **Changing Rates:** speeding up and slowing down (spikes, bursts, hangs, bottlenecks, interruptions).
- **Concurrency:** more than one thing happening at once (multi-user, time-sharing, threads, and semaphores, shared data).
Quality Criteria Categories

A quality criterion is some requirement that defines what the product should be. By thinking about different kinds of criteria, you will be better able to plan tests that discover important problems fast. Each of the items on this list can be thought of as a potential risk area. For each item below, determine if it is important to your project, then think how you would recognize if the product worked well or poorly in that regard.

Capability. Can it perform the required functions?

Reliability. Will it work well and resist failure in all required situations?
- Robustness: the product continues to function over time without degradation, under reasonable conditions.
- Error handling: the product resists failure in the case of errors, is graceful when it fails, and recovers readily.
- Data Integrity: the data in the system is protected from loss or corruption.
- Safety: the product will not fail in such a way as to harm life or property.

Usability. How easy is it for a real user to use the product?
- Learnability: the operation of the product can be rapidly mastered by the intended user.
- Operability: the product can be operated with minimum effort and fuss.
- Accessibility: the product meets relevant accessibility standards and works with O/S accessibility features.

Charisma. How appealing is the product?
- Aesthetics: the product appeals to the senses.
- Uniqueness: the product is new or special in some way.
- Necessity: the product possesses the capabilities that users expect from it.
- Usefulness: the product solves a problem that matters, and solves it well.
- Entrancement: users get hooked, have fun, are fully engaged when using the product.
- Image: the product projects the desired impression of quality.

Security. How well is the product protected against unauthorized use or intrusion?
- Authentication: the ways in which the system verifies that a user is who he says he is.
- Authorization: the rights that are granted to authenticated users at varying privilege levels.
- Privacy: the ways in which customer or employee data is protected from unauthorized people.
- Security holes: the ways in which the system cannot enforce security (e.g. social engineering vulnerabilities)

Scalability. How well does the deployment of the product scale up or down?

Compatibility. How well does it work with external components & configurations?
- Application Compatibility: the product works in conjunction with other software products.
- Operating System Compatibility: the product works with a particular operating system.
- Hardware Compatibility: the product works with particular hardware components and configurations.
- Backward Compatibility: the products works with earlier versions of itself.
- Resource Usage: the product doesn’t unnecessarily hog memory, storage, or other system resources.

Performance. How speedy and responsive is it?

Installability. How easily can it be installed onto its target platform(s)?
- System requirements: Does the product recognize if some necessary component is missing or insufficient?
- Configuration: What parts of the system are affected by installation? Where are files and resources stored?
- Uninstallation: When the product is uninstalled, is it removed cleanly?
- Upgrades/patches: Can new modules or versions be added easily? Do they respect the existing configuration?
- Administration: Is installation a process that is handled by special personnel, or on a special schedule?

Development. How well can we create, test, and modify it?
- Supportability: How economical will it be to provide support to users of the product?
- Testability: How effectively can the product be tested?
- Maintainability: How economical is it to build, fix or enhance the product?
- Portability: How economical will it be to port or reuse the technology elsewhere?
- Localizability: How economical will it be to adapt the product for other places?
Exploratory testing is the opposite of scripted testing. Both scripted and exploratory testing are better thought of as test approaches, rather than techniques. This is because virtually any test technique can be performed in either a scripted or exploratory fashion. Exploratory testing is often considered mysterious and unstructured. Not so! You just need to know what to look for.

The diagram below shows the main elements of exploratory testing modeled as a set of cycles:

In any competent process of testing that is done in an exploratory way, you can expect to find these elements. The arrows represent dynamic influences of the elements on each other, mediated by various forms of thinking. For instance:

**Learning**: The cycle between analysis and knowledge might be called the learning loop. In this interaction the tester is reviewing and thinking about, and applying what he knows.

**Testing**: The cycle between analysis and experiment might be called the testing loop. It is dominated by questions which guide the gathering of evidence about the product.

**Collaboration**: The cycle between analysis and other people might be called the collaboration loop. Collaboration is not necessarily a part of exploration, but often is, especially in larger projects.

**Self-management**: The cycle between analysis and the testing story is self-management, by which the whole process is regulated.

1 The participants in the Exploratory Testing Research Summit #1 also reviewed this document. They included: James Bach, Jonathan Bach, Mike Kelly, Cem Kaner, Michael Bolton, James Lyndsay, Elisabeth Hendrickson, Jonathan Kohl, Robert Sabourin, and Scott Barber
**Evolving Work Products**

Exploratory testing spirals upward toward a complete and professional set of test artifacts. Look for any of the following to be created, refined, and possibly documented during the process.

<table>
<thead>
<tr>
<th><strong>Test Ideas.</strong> Tests, test cases, test procedures, or fragments thereof.</th>
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</thead>
<tbody>
<tr>
<td><strong>Testability Ideas.</strong> How can the product be made easier to test?</td>
</tr>
<tr>
<td><strong>Test Results.</strong> We may need to maintain or update test results as a baseline or historical record.</td>
</tr>
<tr>
<td><strong>Bug Reports.</strong> Anything about the product that threatens its value.</td>
</tr>
<tr>
<td><strong>Issues.</strong> Anything about the project that threatens its value.</td>
</tr>
<tr>
<td><strong>Test Coverage Outline.</strong> Aspects of the product we might want to test.</td>
</tr>
<tr>
<td><strong>Risks.</strong> Any potential areas of bugginess or types of bug.</td>
</tr>
<tr>
<td><strong>Test Data.</strong> Any data developed for use in tests.</td>
</tr>
<tr>
<td><strong>Test Tools.</strong> Any tools acquired or developed to aid testing.</td>
</tr>
<tr>
<td><strong>Test Strategy.</strong> The set of ideas that guide our test design.</td>
</tr>
<tr>
<td><strong>Test Infrastructure and Lab Procedures.</strong> General practices, protocols, controls, and systems that provide a basis for excellent testing.</td>
</tr>
<tr>
<td><strong>Test Estimation.</strong> Ideas about what we need and how much time we need.</td>
</tr>
<tr>
<td><strong>Testing Story.</strong> What we know about our testing, so far.</td>
</tr>
<tr>
<td><strong>Product Story.</strong> What we know about the product, so far.</td>
</tr>
<tr>
<td><strong>Test Process Assessment.</strong> Our own assessment of the quality of our test process.</td>
</tr>
<tr>
<td><strong>Tester.</strong> The tester evolves over the course of the project.</td>
</tr>
<tr>
<td><strong>Test Team.</strong> The test team gets better, too.</td>
</tr>
<tr>
<td><strong>Developer and Customer Relationships.</strong> As you test, you also get to know the people you are working with.</td>
</tr>
</tbody>
</table>
These are the skills that comprise professional and cost effective exploration of technology. Each is distinctly observable and learnable, and each is necessary for excellent exploratory work:

**Self-Management**

<p>| <strong>Chartering your work.</strong> Making decisions about what you will work on and how you will work. Deciding the testing story you want to manifest. Knowing your client’s needs, the problems you must solve, and assuring that your work is on target. |
| <strong>Establishing procedures and protocols.</strong> Designing ways of working that allow you to manage your study productively. This also means becoming aware of critical patterns, habits, and behaviors that may be intuitive and bringing them under control. |
| <strong>Establishing the conditions you need to succeed.</strong> Wherever feasible and to the extent feasible, establish control over the surrounding environment such that your tests and observations will not be disturbed by extraneous and uncontrolled factors. |
| <strong>Maintaining self-awareness.</strong> Monitoring your emotional, physical, and mental states as they influence your exploration. |
| <strong>Behaving ethically.</strong> Understanding and fulfilling your responsibilities under any applicable ethical code during the course of your exploration. |
| <strong>Evaluating your work.</strong> Maintaining an awareness of problems, obstacles, limitations and biases in your exploration. Understanding the cost vs. value of the work. Constructing the testing story. |
| <strong>Branching your work and backtracking.</strong> Allowing yourself to be productively distracted from a course of action to explore an unanticipated new idea. Identifying opportunities and pursuing them without losing track of your process. |
| <strong>Focusing your work.</strong> Isolating and controlling factors to be studied. Repeating experiments. Limiting change. Precise observation. Defining and documenting procedures. Using focusing heuristics. |
| <strong>Alternating activities to improve productivity.</strong> Switching among different activities or perspectives to create or relieve productive tension and make faster progress. See <em>Exploratory Testing Polarities</em>. |
| <strong>Maintaining useful and concise records.</strong> Preserving information about your process, progress, and findings. Note-taking. |
| <strong>Deciding when to stop.</strong> Selecting and applying stopping heuristics to determine when you have achieved good enough progress and results, or when your exploration is no longer worthwhile. |</p>
<table>
<thead>
<tr>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting to know people.</strong> Meeting and learning about the people around you who might be helpful, or whom you might help. Developing a collegial network within your project and beyond it.</td>
</tr>
<tr>
<td><strong>Conversation.</strong> Talking through and elaborating ideas with other people.</td>
</tr>
<tr>
<td><strong>Serving other testers.</strong> Performing services that support the explorations of other testers on their own terms.</td>
</tr>
<tr>
<td><strong>Guiding other testers.</strong> Supervising testers who support your explorations. Coaching testers.</td>
</tr>
<tr>
<td><strong>Asking for help.</strong> Articulating your needs and negotiating for assistance.</td>
</tr>
<tr>
<td><strong>Telling the story of your exploration.</strong> Making a credible, professional report of your work to your clients in oral and written form that explains and justifies what you did.</td>
</tr>
<tr>
<td><strong>Telling the product story.</strong> Making a credible, relevant account of the status of the object you are studying, including bugs found. This is the ultimate goal for most test projects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Discovering and developing resources.</strong> Obtaining information or facilities to support your effort. Exploring those resources.</td>
</tr>
<tr>
<td><strong>Applying technical knowledge.</strong> Surveying what you know about the situation and technology and applying that to your work. An expert in a specific kind of technology or application may explore it differently.</td>
</tr>
<tr>
<td><strong>Considering history.</strong> Reviewing what’s been done before and mining that resource for better ideas.</td>
</tr>
<tr>
<td><strong>Using the Web.</strong> Of course, there are many ways to perform research on the Internet. But, acquiring the technical information you need often begins with Google or Wikipedia.</td>
</tr>
<tr>
<td><strong>Reading and analyzing documents.</strong> Reading carefully and analyzing the logic and ideas within documents that pertain to your subject.</td>
</tr>
<tr>
<td><strong>Asking useful questions.</strong> Identifying missing information, conceiving of questions, and asking questions in a way that elicits the information you seek.</td>
</tr>
<tr>
<td><strong>Pursuing an inquiry.</strong> A line of inquiry is a structure that organizes reading, questioning, conversation, testing, or any other information gathering tactic. It is investigation oriented around a specific goal. Many lines of inquiry may be served during exploration. This is, in a sense, the opposite of practicing curiosity.</td>
</tr>
<tr>
<td><strong>Indulging curiosity.</strong> Curiosity is investigation oriented around this general goal: to learn something that might be useful, at some later time. This is, in a sense, the opposite of pursuing a line of inquiry.</td>
</tr>
<tr>
<td><strong>Generating and elaborating a requisite variety of ideas.</strong></td>
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<tr>
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</tr>
<tr>
<td><strong>Overproducing ideas for better selection.</strong></td>
</tr>
<tr>
<td><strong>Abandoning ideas for faster progress.</strong></td>
</tr>
<tr>
<td><strong>Recovering or reusing ideas for better economy.</strong></td>
</tr>
</tbody>
</table>

**Testing**

<table>
<thead>
<tr>
<th><strong>Applying tools.</strong></th>
<th>Enabling new kinds of work or improving existing work by developing and deploying tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interacting with your subject.</strong></td>
<td>Making and managing contact with the subject of your study; for technology, configuring and operating it so that it demonstrates what it can do.</td>
</tr>
<tr>
<td><strong>Creating models and identifying relevant factors for study.</strong></td>
<td>Composing, decomposing, describing, and working with mental models of the things you are exploring. Identifying relevant dimensions, variables, and dynamics.</td>
</tr>
<tr>
<td><strong>Discovering and characterizing elements and relationships within the product.</strong></td>
<td>Analyze consistencies, inconsistencies, and any other patterns within the subject of your study.</td>
</tr>
<tr>
<td><strong>Conceiving and describing your conjectures.</strong></td>
<td>Considering possibilities and probabilities. Considering multiple, incompatible explanations that account for the same facts. Inference to the best explanation.</td>
</tr>
<tr>
<td><strong>Constructing experiments to refute your conjectures.</strong></td>
<td>As you develop ideas about what’s going on, creating and performing tests designed to disconfirm those beliefs, rather than repeating the tests that merely confirm them.</td>
</tr>
<tr>
<td><strong>Making comparisons.</strong></td>
<td>Studying things in the world with the goal of identifying and evaluating relevant differences and similarities between them.</td>
</tr>
<tr>
<td><strong>Detecting potential problems.</strong></td>
<td>Designing and applying oracles to detect behaviors and attributes that may be trouble.</td>
</tr>
<tr>
<td><strong>Observing what is there.</strong></td>
<td>Gathering empirical data about the object of your study; collecting different kinds of data, or data about different aspects of the object; establishing procedures for rigorous observations.</td>
</tr>
<tr>
<td><strong>Noticing what is missing.</strong></td>
<td>Combining your observations with your models to notice the significant absence of an object, attribute, or pattern.</td>
</tr>
</tbody>
</table>
**Exploratory Testing Polarities**

To develop ideas or search a complex space quickly yet thoroughly, not only must you look at the world from many points of view and perform many kinds of activities (which may be polar opposites), but your mind may get sharper from the very act of switching from one kind of activity to another. Here is a partial list of polarities:

<table>
<thead>
<tr>
<th>Polarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up vs. cruising vs. cooling down</td>
</tr>
<tr>
<td>Doing vs. describing</td>
</tr>
<tr>
<td>Doing vs. thinking</td>
</tr>
<tr>
<td>Careful vs. quick</td>
</tr>
<tr>
<td>Data gathering vs. data analysis</td>
</tr>
<tr>
<td>Working with the product vs. reading about the product</td>
</tr>
<tr>
<td>Working with the product vs. working with the developer</td>
</tr>
<tr>
<td>Training (or learning) vs. performing</td>
</tr>
<tr>
<td>Product focus vs. project focus</td>
</tr>
<tr>
<td>Solo work vs. team effort</td>
</tr>
<tr>
<td>Your ideas vs. other peoples’ ideas</td>
</tr>
<tr>
<td>Lab conditions vs. field conditions</td>
</tr>
<tr>
<td>Current version vs. old versions</td>
</tr>
<tr>
<td>Feature vs. feature</td>
</tr>
<tr>
<td>Requirement vs. requirement</td>
</tr>
<tr>
<td>Coverage vs. oracles</td>
</tr>
<tr>
<td>Testing vs. touring</td>
</tr>
<tr>
<td>Individual tests vs. general lab procedures and infrastructure</td>
</tr>
<tr>
<td>Testing vs. resting</td>
</tr>
<tr>
<td>Playful vs. serious</td>
</tr>
</tbody>
</table>
Test Strategy

This is a compressed version of the Satisfice Heuristic Test Strategy model. It’s a set of considerations designed to help you test robustly or evaluate someone else’s testing.

Project Environment
- **Mission.** The problems you are commissioned to solve for your customer.
- **Information.** Information about the product or project that is needed for testing.
- **Developer Relations.** How you get along with the programmers.
- **Test Team.** Anyone who will perform or support testing.
- **Equipment & Tools.** Hardware, software, or documents required to administer testing.
- **Schedules.** The sequence, duration, and synchronization of project events.
- **Test Items.** The product to be tested.
- **Deliverables.** The observable products of the test project.

Product Elements
- **Structure.** Everything that comprises the physical product.
- **Functions.** Everything that the product does.
- **Data.** Everything that the product processes.
- **Interfaces.** Every conduit by which the product is accessed or expressed.
- **Platform.** Everything on which the product depends (and that is outside your project).
- **Operations.** How the product will be used.
- **Time.** Any relationship between the product and time.

Quality Criteria Categories
- **Capability.** Can it perform the required functions?
- **Reliability.** Will it work well and resist failure in all required situations?
- **Usability.** How easy is it for a real user to use the product?
- **Charisma.** How appealing is the product?
- **Security.** How well is the product protected against unauthorized use or intrusion?
- **Scalability.** How well does the deployment of the product scale up or down?
- **Compatibility.** How well does it work with external components & configurations?
- **Performance.** How speedy and responsive is it?
- **Installability.** How easily can it be installed onto it target platform?
- **Development.** How well can we create, test, and modify it?

General Test Techniques
- **Function Testing.** Test what it can do.
- **Domain Testing.** Divide and conquer the data.
- **Stress Testing.** Overwhelm the product.
- **Flow Testing.** Do one thing after another.
- **Scenario Testing.** Test to a compelling story.
- **Claims Testing.** Verify every claim.
- **User Testing.** Involve the users.
- **Risk Testing.** Imagine a problem, then find it.
- **Automatic Checking.** Write a program to generate and run a zillion checks.
A Concise QA Process

(Developed by me, James Bach, for a start-up market-driven product company with a small base of customers, this process is intended to be consistent with the principles of the Context-Driven School of testing and the Rapid Testing methodology. Although it is not a “best practice”, I offer it as an example of how a concise QA process might look.)

This document describes the basic terminology and agreements for an agile QA process.

If these ideas don’t seem agile to you, question them, then change them.

Build Protocol
Addresses the problem of wasting time in a handoff from development to testing.

- [When time is of the essence] Development alerts testing as soon as they know they’ll be delivering a build.
- Development sends testing at least a bullet list describing the changes in the build.
- Development is available to testers to answer questions about fixes or new features.
- Development updates bug statuses in the bug tracking system.
- Development builds the product based on version controlled code, according to a repeatable build process, stamping each build with unique version number.
- When the build is ready, it is placed on the server.
- Testing commits to reporting sanity test status within one hour of build delivery.

Test Cycle Protocol
Addresses the problem of diffusion of testing attention and mismatch of expectations between testing and its clients.

There are several kinds of test cycle:

- Full cycle: All the testing required to take a releasable build about which we know nothing and qualify it for release. A full test cycle is a rare event.
- Normal cycle: This is either an incremental test cycle, during Feature Freeze or Code Freeze, based on testing done for earlier builds, or it’s an interrupted cycle, which ends prematurely because a new build is received, or because testing is called off.
- Spot cycle: This is testing done prior to receiving a formal build, at the spontaneous request of the developer, to look at some specific aspect of the product.
- Emergency cycle: “Quick! We need to get this fix out.” If necessary testing will drop everything and, without prior notice, can qualify a release in hours instead of days. This would be a “best effort” test process that involves more risk of not catching an important bug.
What happens in a test cycle:

- Perform smoke test right away.
- Install product in test lab.
- Run convenient test automation.
- Verify bug fixes.
- Test new stuff.
- Re-test anything suspected to be impacted by changes.
- Periodically re-test things not tested recently.
- Periodically re-test previously fixed bugs.
- Perform “enabled” test activities (what recent additions or fixes make possible).
- Revisit mystery bugs.
- Continue previous test cycle.
- Investigate and report problems; otherwise provide quick feedback to development.
- Coordinate help from part-time testers.

Change Protocol

*Addresses the problem of excessive retesting or failure to detect important problems late in the development cycle.*

*Release Team:* This is the person or persons who make the decision (or substantially contribute to the decision) to release the product. Typically includes development manager, test manager, product manager, and project manager.

There are different levels of change control because we have competing goals. We want to get the job done fast, and we want to get it done right. This calls for phased change control. Freezing allows testing to run briefer test cycles.

On any real project, some of these phases may be skipped. A small release might go directly to code freeze.

- **Alpha:** Development manages changes within itself. No externally imposed protocol.
- **Feature Freeze:** Typically begins with the delivery of a feature complete build. No new features without specific Release Team approval. Any bug fix can be made without approval.
- **Code Freeze:** Typically begins with the delivery of a release candidate. No changes of any kind can be made without specific approval by the Release Team.

The release team must meet periodically, perhaps every day, during freezes. They look over change requests and bugs and decide what will be done.
Release Protocol
Addresses the problem of messing up at the very last minute.

☐ **Signoff:** The release team formally decides that a particular release candidate can be shipped.

☐ **Package testing:** Testing performs final checks, including a virus scan, release notes review, and file version review. Final installation testing.

☐ **FCS:** Final customer ship.

☐ **Acceptance Testing:** Customer installs and tests product while testers and developers stand by to support.
Heuristic Test Planning: Context Model

Missions
- Find Important Problems
- Assess Quality/Risk
- Certify to Standard
- Fulfill Process Mandates
- Satisfy Stakeholders
- Assure Accountability
- Advise about QA
- Advise about Testing
- Advise about Quality
- Maximize Efficiency
- Minimize Cost
- Minimize Time

Development
- Product
- Project Lifecycle
- Project Management
- Configuration Management
- Defect Prevention
- Development Team

Requirements
- Product Mission
- Stakeholders
- Quality Criteria
- Reference Material

Test Team
- Expertise
- Loading
- Cohesion
- Motivation
- Leadership
- Project Integration

Test Lab
- Test Platforms
- Test Tools
- Test Library
- Problem Tracking System
- Office Facilities

Test Process
- Strategy
- Logistics
- Products

How Context Influences the Test Plan

GIVENS

CHOICES

MISSIONS
Context-Driven Planning

1. Understand who is involved in the project and how they matter.

2. Understand and negotiate the GIVENS so that you understand the constraints on your work, understand the resources available, and can test effectively.

3. Negotiate and understand the MISSIONS of testing in your project.

4. Make CHOICES about how to test that exploit the GIVENS and allow you to achieve your MISSIONS.

5. Monitor the status of the project and continue to adjust the plan as needed to maintain congruence among GIVENS, CHOICES, and MISSIONS.

Test Process Choices

We testers and test managers don’t often have a lot of control over the context of our work. Sometimes that’s a problem. A bigger problem would be not having control over the work itself. When a test process is controlled from outside the test team, it’s likely to be much less efficient and effective. This model is designed with the assumption that there are three elements over which you probably have substantial control: test strategy, test logistics, and test products. Test planning is mainly concerned with designing these elements of test process to work well within the context.

**Test strategy** is how you cover the product and detect problems. You can’t test everything in every way, so here’s where you usually have the most difficult choices.

**Test logistics** is how and when you apply resources to execute the test strategy. This includes how you coordinate with other people on the project, who is assigned to what tasks, etc.

**Test products** are the materials and results you produce that are visible to the clients of testing. These may include test scripts, bug reports, test reports, or test data to name a few.
How To Evolve a Context-Driven Test Plan

This guide will assist you with your test planning. Remember, the real test plan is the set of ideas that actually guides your testing. We’ve designed the guide to be helpful whether or not you are writing a test plan document.

This is not a template. It’s not a format to be “filled out.” It’s a set of ideas meant to jog your thinking, so you’ll be less likely to forget something important. We use terse language and descriptions that may not be suited to a novice tester. It’s designed more to support an experienced tester or test lead.

Below are seven task themes. Visit the themes in any order. In fact, jump freely from one to the other. Just realize that the quality of your test plan is related to how well you’ve performed tasks and considered issues like the ones documented below. The Status Check sections will help you decide when you have a good enough plan, but we recommend revisiting and revising your plan (at least in your head) throughout the project.

1. Monitor major test planning challenges.

Look for risks, roadblocks, or other challenges that will impact the time, effort, or feasibility of planning a practical and effective test strategy. Get a sense for the overall scope of the planning effort. Monitor these issues throughout the project.

<table>
<thead>
<tr>
<th>Status Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Are any product quality standards especially critical to achieve or difficult to measure?</td>
</tr>
<tr>
<td>✗ Is the product complex or hard to learn?</td>
</tr>
<tr>
<td>✗ Will testers require special training or tools?</td>
</tr>
<tr>
<td>✗ Are you remote from the users of the product?</td>
</tr>
<tr>
<td>✗ Are you remote from any of your clients?</td>
</tr>
<tr>
<td>✗ Is any part of the test platform difficult to obtain or configure?</td>
</tr>
<tr>
<td>✗ Will you test unintegrated or semi-operable product components?</td>
</tr>
<tr>
<td>✗ Are there any particular testability problems?</td>
</tr>
<tr>
<td>✗ Does the project team lack experience with the product design, technology, or user base?</td>
</tr>
<tr>
<td>✗ Does testing have to start soon?</td>
</tr>
<tr>
<td>✗ Is any information needed for planning not yet available?</td>
</tr>
<tr>
<td>✗ Are you unable to review a version of the product to be tested (even a demo, prototype, or old version)?</td>
</tr>
<tr>
<td>✗ Is adequate testing staff difficult to hire or organize?</td>
</tr>
<tr>
<td>✗ Must you adhere to an unfamiliar test methodology?</td>
</tr>
<tr>
<td>✗ Are project plans made without regard to testing needs?</td>
</tr>
<tr>
<td>✗ Is the plan subject to lengthy negotiation or approval?</td>
</tr>
<tr>
<td>✗ Are project plans changing frequently?</td>
</tr>
<tr>
<td>✗ Will the plan be subject to audit?</td>
</tr>
<tr>
<td>✗ Are your clients unsure of what they want from you?</td>
</tr>
</tbody>
</table>
2. Clarify your mission.

Any or all of the goals below may be part of your testing mission, and some more important than others. Based on your knowledge of the project, rank these goals. For any that apply, discover any specific success metrics by which you’ll be judged.

**Mission Elements to Consider**
- Find important problems fast.
- Perform a comprehensive quality assessment.
- Certify product quality to a specific standard.
- Minimize testing time or cost.
- Maximize testing efficiency.
- Advise clients on improving quality or testability.
- Advise clients on how to test.
- Assure that the test process is fully accountable.
- Rigorously follow certain methods or instructions.
- Satisfy particular stakeholders.

**Possible Work Products**
- Brief email outlining your mission.
- One-page test project charter

**Status Check**
- Do you know who your clients are?
- Do the people who matter agree on your mission?
- Is your mission sufficiently clear that you can base your planning on it?
3. Analyze the product.

Get to know the product and the underlying technology. Learn how the product will be used. Steep yourself in it. As you progress through the project, your testing will become better because you will become more of a product expert.

What to Analyze
- Users (who they are and what they do)
- Structure (code, files, etc.)
- Functions (what the product does)
- Data (input, output, states, etc.)
- Platforms (external hardware and software)
- Operations (what product’s used for)

Ways to Analyze
- Perform exploratory testing.
- Review product and project documentation.
- Interview designers and users.
- Compare w/similar products.

Possible Work Products
- Test coverage outline
- Annotated specifications
- Product Issue list

Status Check
- Do designers approve of the product coverage outline?
- Do designers think you understand the product?
- Can you visualize the product and predict behavior?
- Are you able to produce test data (input and results)?
- Can you configure and operate the product?
- Do you understand how the product will be used?
- Are you aware of gaps or inconsistencies in the design?
- Have you found implicit specifications as well as explicit?
4. Analyze product risk.

*How might this product fail in a way that matters? At first you'll have a general idea, at best. As you progress through the project, your test strategy, your testing will become better because you'll learn more about the failure dynamics of the product.*

**What to Analyze**
- Threats (challenging situations and data)
- Vulnerabilities (where it’s likely to fail)
- Failure modes (possible kinds of problems)
- Victim impact (how problems matter)

**Ways to Analyze**
- Review requirements and specifications.
- Review actual failures.
- Interview designers and users.
- Review product against risk heuristics and quality criteria categories.
- Identify general fault/failure patterns.

**Possible Work Products**
- Component/Risk matrix
- Risk list

**Status Check**
- Do the designers and users concur with the risk analysis?
- Will you be able to detect all significant kinds of problems, should they occur during testing?
- Do you know where to focus testing effort for maximum effectiveness?
- Can the designers do anything to make important problems easier to detect, or less likely to occur?
- How will you discover if your risk analysis is accurate?
5. Design the test strategy.

What can you do to test rapidly and effectively based on the best information you have about the product? By all means make the best decisions you can, up front, but let your strategy improve throughout the project.

Consider Techniques From Five Perspectives
- Tester-focused techniques.
- Coverage-focused techniques (both structural and functional).
- Problem-focused techniques.
- Activity-focused techniques.
- Oracle-focused techniques.

Ways to Plan
- Match techniques to risks and product areas.
- Visualize specific and practical techniques.
- Diversify your strategy to minimize the chance of missing important problems.
- Look for ways automation could allow you to expand your strategy.
- Don’t overplan. Let testers use their brains.

Possible Work Products
- Itemized statement of each test strategy chosen and how it will be applied.
- Risk/task matrix.
- List of issues or challenges inherent in the chosen strategies.
- Advisory of poorly covered parts of the product.
- Test cases (only if required)

Status Check
- Do your clients concur with the test strategy?
- Is everything in the test strategy necessary?
- Can you actually carry out this strategy?
- Is the test strategy too generic—could it just as easily apply to any product?
- Is there any category of important problem that you know you are not testing for?
- Has the strategy made use of available resources and helpers?
6. Plan logistics.

How will you implement your strategy? Your test strategy is profoundly affected by logistical constraints or mandates. Try to negotiate for the resources you need and exploit whatever you have.

Logistical Areas

- Making contact with users.
- Making contact with your clients.
- Test effort estimation and scheduling
- Testability advocacy
- Test team staffing (right skills)
- Tester training and supervision
- Tester task assignments
- Product information gathering and management
- Project meetings, communication, and coordination
- Relations with all other project functions, including development
- Test platform acquisition and configuration
- Agreements and protocols
- Test tools and automation
- Stubbing and simulation needs
- Test suite management and maintenance
- Build and transmittal protocol
- Test cycle administration
- Bug reporting system and protocol
- Test status reporting protocol
- Code freeze and incremental testing
- Pressure management in the end game
- Sign-off protocol
- Evaluation of test effectiveness

Possible Work Products

- Issues list
- Project risk analysis
- Responsibility matrix
- Test schedule

Status Check

- Do the logistics of the project support the test strategy?
- Are there any problems that block testing?
- Are the logistics and strategy adaptable in the face of foreseeable problems?
- Can you start testing now and sort out the rest of the issues later?
7. Share the plan.

You are not alone. The test process must serve the project. So, involve the project in your test planning process. You don’t have to be grandiose about it. At least chat with key members of the team to get their perspective and implicit consent to pursue your plan.

Ways to Share

☐ Engage designers and stakeholders in the test planning process.
☐ Actively solicit opinions about the test plan.
☐ Do everything possible to help the developers succeed.
☐ Help the developers understand how what they do impacts testing.
☐ Talk to technical writers and technical support people about sharing quality information.
☐ Get designers and developers to review and approve reference materials.
☐ Record and track agreements.
☐ Get people to review the plan in pieces.
☐ Improve reviewability by minimizing unnecessary text in test plan documents.

Goals

☐ Common understanding of the test process.
☐ Common commitment to the test process.
☐ Reasonable participation in the test process.
☐ Management has reasonable expectations about the test process.

Status Check

☐ Is the project team paying attention to the test plan?
☐ Does the project team, especially first line management, understand the role of the test team?
☐ Does the project team feel that the test team has the best interests of the project at heart?
☐ Is there an adversarial or constructive relationship between the test team and the rest of the project?
☐ Does anyone feel that the testers are “off on a tangent” rather than focused on important testing?
General Functionality and Stability Test Procedure

for Certified for Microsoft Windows Logo

Desktop Applications Edition

This document describes the procedure for testing the functionality and stability of a software application (hereafter referred to as “the product”) for the purpose of certifying it for Windows 2000. This procedure is one part of the Windows 2000 compatibility certification process described in Certified for Microsoft Windows Test Plan.

This procedure employs an exploratory approach to testing, which means that the test cases are not defined in advance, but rather are defined and executed on the fly, while you learn about the product. We chose the exploratory approach because it is the best way to test a product quickly when starting from scratch.

This document consists of five sections:

- Introduction to Exploratory Testing
- Working with Functions
- Testing Functionality and Stability
- Reading and Using this Procedure
- Test Procedure

The first three parts explain the background and concepts involved in the test procedure. The fourth section gives advice about getting up to speed with the procedure. The fifth section contains the procedure itself.
Introduction to Exploratory Testing

With this procedure you will walk through the product, find out what it is, and test it. This approach to testing is called exploratory because you test while you explore. Exploratory testing is an interactive test process. It is a free-form process in some ways, and has much in common with informal approaches to testing that go by names like ad hoc testing, guerrilla testing, or intuitive testing. However, unlike traditional informal testing, this procedure consists of specific tasks, objectives, and deliverables that make it a systematic process.

In operational terms, exploratory testing is an interactive process of concurrent product exploration, test design, and test execution. The outcome of an exploratory testing session is a set of notes about the product, failures found, and a concise record of how the product was tested. When practiced by trained testers, it yields consistently valuable and auditable results.

The elements of exploratory testing are:

- **Product Exploration.** Discover and record the purposes and functions of the product, types of data processed, and areas of potential instability. Your ability to perform exploration depends upon your general understanding of technology, the information you have about the product and its intended users, and the amount of time you have to do the work.

- **Test Design.** Determine strategies of operating, observing, and evaluating the product.

- **Test Execution.** Operate the product, observe its behavior, and use that information to form hypotheses about how the product works.

- **Heuristics.** Heuristics are guidelines or rules of thumb that help you decide what to do. This procedure employs a number of heuristics that help you decide what should be tested and how to test it.

- **Reviewable Results.** Exploratory testing is a results-oriented process. It is finished once you have produced deliverables that meet the specified requirements. It’s especially important for the test results to be reviewable and defensible for certification. As the tester, you must be prepared to explain any aspect of your work to the Test Manager, and show how it meets the requirements documented in the procedure.

Working with Functions

This procedure is organized around functions. What we call a function is anything the software is supposed to do. This includes anything that results in a display, changes internal or external data, or otherwise affects the environment. Functions often have sub-functions. For instance, in Microsoft Word, the function **print** includes the functions **number of copies** and **page range**.

Since we can’t test everything, we must simplify the testing problem by making risk-based decisions about how much attention each function should get. For the purposes of Windows 2000 Certification, you will do this by identifying the functions in the product and dividing them into two categories: **primary** and **contributing**. For the most part, you will document and test primary functions. How functions are partitioned and grouped in the outline is a situational decision. At your discretion (although
the Test Manager makes the ultimate call) a group of contributing functions may be treated as a single primary function, or a single primary function may be divided into primary and contributing sub-functions.

Although you will test all the primary functions, if possible, you may not have enough time to do that. In that case, indicate in your notes which primary functions you tested and which ones you did not test.

It can be hard to identify some functions just by looking at the user interface. Some functions interact directly with the operating system, other programs, or modify files, yet have no effect that is visible on the screen. Be alert for important functions in the product that may be partially hidden.

The functional categories are defined as follows:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Function</strong></td>
<td>A function is primary if you can associate it with the purpose of the product and it is essential to that purpose.</td>
</tr>
<tr>
<td>Any function so important that, in the estimation of a normal user, its inoperability or impairment would render the product unfit for its purpose.</td>
<td>Primary functions define the product. For example, the function of adding text to a document in Microsoft Word is certainly so important that the product would be useless without it. Groups of functions, taken together, may constitute a primary function, too. For example, while perhaps no single function on the drawing toolbar of Word would be considered primary, the entire toolbar might be primary. If so, then most of the functions on that toolbar should be operable in order for the product to pass Certification.</td>
</tr>
</tbody>
</table>

| **Contributing Function**   | Even though contributing functions are not primary, their inoperability may be grounds for refusing to grant Certification. For example, users may be technically able to do useful things with a product, even if it has an “Undo” function that never works, but most users will find that intolerable. Such a failure would violate fundamental expectations about how Windows products should work. |
| Any function that contributes to the utility of the product, but is not a primary function. | |

The first key to determining whether a function is primary is to know the purpose of the product, and that, in turn, requires that you have some sufficiently authoritative source of information from which to deduce or infer that purpose. The second key is knowing that a function is essential. That depends on your knowledge of the normal user, how the function works, and how other functions in the product work.

**Testing Functionality and Stability**

Your mission—in other words the reason for doing all this—is to discover if there are any reasons why the product should not be granted Certification, and to observe positive evidence in favor of granting Certification. In order to be Certified for Windows 2000, the product must be basically functional and stable. To evaluate this, you must apply specific criteria of functionality and stability.

These criteria are defined as follows:
<table>
<thead>
<tr>
<th>Definition</th>
<th>Pass Criteria</th>
<th>Fail Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functionality</strong>&lt;br&gt;The ability of the product to function.</td>
<td>1. Each primary function tested is observed to operate in a manner apparently consistent with its purpose, regardless of the correctness of its output.</td>
<td>At least one primary function appears incapable of operating in a manner consistent with its purpose.</td>
</tr>
<tr>
<td></td>
<td>2. Any incorrect behavior observed in the product does not seriously impair it for normal use.</td>
<td>The product is observed to work incorrectly in a manner that seriously impairs it for normal use.</td>
</tr>
<tr>
<td><strong>Stability</strong>&lt;br&gt;The ability of the product to continue to function, over time and over its full range of use, without failing or causing failure.</td>
<td>3. The product is not observed to disrupt Windows.</td>
<td>The product is observed to disrupt Windows.</td>
</tr>
<tr>
<td></td>
<td>4. The product is not observed to hang, crash, or lose data.</td>
<td>The product is observed to hang, crash, or lose data.</td>
</tr>
<tr>
<td></td>
<td>5. No primary function is observed to become inoperable or obstructed in the course of testing.</td>
<td>At least one primary function is observed to become inoperable or obstructed in the course of testing.</td>
</tr>
</tbody>
</table>

The functionality standard is crafted to be the most demanding standard that can reasonably be verified by independent testers who have no prior familiarity with the product, and only a few days to complete the work. The word “apparently” means “apparent to a tester with ordinary computer skills”. As the tester, you will not necessarily be able to tell that the program is functioning “correctly”, but if you are able to tell that the product is not behaving correctly in a manner that seriously impairs it, the product fails the Certification.

In order to know if the product is seriously impaired for normal use, you must have a notion of what the normal user is like, and what is normal use. In many cases, the normal user can be assumed to be a person with basic computer skills; in other words, someone a lot like the normal tester. In some cases, however, the normal user will be a person with attributes, skills, or expectations that are specialized in some way. You may then have to study the product domain, or consult with the Vendor, in order to make a case that the product should be failed.

In order to perform the stability part of the test, you must also identify and outline the basic kinds of data that can be processed by the product. When testing potential areas of instability, you’ll need to use that knowledge to design tests that use challenging input.

**Test Coverage**

Test coverage means “what is tested.” The following test coverage is required under this procedure:

- *Test all the primary functions that can reasonably be tested in the time available.* Make sure the Test Manager is aware of any primary functions that you don’t have the time or the ability to test.
- *Test a sample of interesting contributing functions.* You’ll probably touch many contributing functions while exploring and testing primary functions.
- **Test selected areas of potential instability.** As a general rule, choose five to ten areas of the product (an area could be a function or a set of functions) and test with data that seems likely to cause each area to become unstable.

The Test Manager will decide how much time is available for the General Functionality and Stability Test. You have to fit all of your test coverage and reporting into that time slot. As a general rule, you should spend 80% of your time focusing on primary functions, 10% on contributing, and 10% on areas of instability.

Products that interact extensively with the operating system will be tested more intensively than other products. More time will be made available for testing in these cases.

**Sources and Oracles**

How do you know what the product is supposed to do? How do you recognize when it isn’t working? These are difficult questions to answer outright. But here are two concepts you’ll need in order to answer them to the satisfaction of the Test Manager: sources and oracles.

- **Sources.** Sources are where your information comes from. Sources are also what justifies your beliefs about the product. Sometimes your source will be your own intuition or experience. Hopefully, you will have access to at least some product documentation or will have some relevant experience. In some cases, you may need to consult with the Vendor to determine the purposes and functions of the product.

- **Oracles.** An oracle is a strategy for determining whether an observed behavior of the product is or is not correct. An oracle is some device that knows the “right answer.” An oracle is the answer to the question “How do you know it works?” It takes practice to get good at identifying and reasoning about oracles. The significance of oracles is that they control what kinds of problems you are able to see and report.

Your ability to reason about and report sources and oracles has a lot to do with your qualifications to perform this test procedure. It also helps the Test Manager do his or her job. That’s because a poor oracle strategy could cause you to assume that a product works, when in fact it isn’t working very well at all. In many cases, you will not have a detailed specification of the product. Even if you had one, you wouldn’t have time to read and absorb it all. Still, you and the Test Manager must determine if you can discover enough about the product to access and observe its primary functions. If your sources and oracles aren’t good enough, then the Test Manager will have to get the Vendor to assist the test process.

A simple example of an oracle is a principle like this: “12 point print is larger than 8 point print.” Or “Text in WordPad is formatted correctly if the text looks the same in Microsoft Word.”

One generic pattern for an oracle is what we call the Consistency Heuristics, which are as follows:

- **Consistency with Purpose:** Function behavior is consistent with its apparent purpose.

- **Consistency within Product:** Function behavior is consistent with behavior of comparable functions or functional patterns within the product.

- **Consistency with History:** Present function behavior is consistent with past behavior.
- **Consistence with Comparable Products**: Function behavior is consistent with that of similar functions in comparable products.

Even if you don’t have certain knowledge of correct behavior, you may be able to make a case for incorrect behavior based on inconsistencies in the product.

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**Reading and Using this Procedure**

This procedure follows the pattern of a “forward-backward” process, as opposed to a step-by-step process. What that means is that you will go back and forth among the five different tasks until all of them are complete. Each task influences the others to some degree; thus, each task is more or less concurrent with the others. When all tasks are complete, the whole procedure is complete.

Forward-backward processes are useful in control or search situations. For example, a forward-backward process we’re all familiar with is driving a car. When driving, the task of checking the speedometer isn’t a sequential step in the process, it’s a concurrent task with other tasks such as steering. When driving somewhere, the driver does not just think forward from where he is, but backwards from where he wants to go. Exploratory testing is, in a sense, like driving. Also, like driving, it takes some time, training and practice to develop the skill.

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**Task Sheets**

This procedure consists of five tasks, which are documented in the Test Procedure section, below. Each task is described by a task sheet with the following elements:

- **Task Description.** Located at the top of each sheet, the task description is a concise description of what you are supposed to do.

- **Heuristics.** In the middle of each sheet is one or more lists of ideas. We call them heuristics. Heuristics are guidelines or rules of thumb that help you decide what to do. They are not sub-tasks that must be “completed.” Instead, they are meant to both provoke and focus your thinking. The way to use them is to visit each idea briefly, and consider its implication for the product you are testing. For example, in the Identify Purposes task, there is a list of potential purpose verbs. One of the ideas on that list is “solve, calculate.” When you see that, think about whether one of the purposes of the product is to solve or calculate something. If the product has such a purpose, you might write a purpose statement that includes “Perform various mathematical calculations.” If the product has no such purpose, just shrug and move on.

- **Results.** Located at the bottom left of each sheet is a list of what you are expected to deliver as a result of that task.

- **You can say you’re done when…** An important issue in a procedure like this is: How do you know when you’re done? So, in the bottom right of each task sheet is a list of things that must be true in order for you to be done. In other words, it’s not enough simply to produce something that you call a result according to the list at the bottom left. You also have to be prepared to defend the truth of the statements on the right. Most of those statements will require some subjective judgment, but none of them is totally subjective.

- **Frequently Asked Questions.** On the opposite side of each page (this document is designed to be printed two-sided), you’ll find a list of answers to questions that testers generally have when first encountering that task.
**The Role of the Test Manager**

The Test Manager has ultimate responsibility for the quality of the test process. If any questions are raised about how you tested, the Test Manager must be prepared to vouch for your work. For that reason, escalating issues and questions to the Test Manager is an important part of your role.

**Issues and Questions**

Issues and questions will pop up during the course of your work. If you can’t immediately resolve them without interrupting the flow of your work, then note them and try to resolve them later. These include specific questions, general questions, decisions that must be made, as well any events or situations that have arisen that have adversely impacted your ability to test.

It’s important to write down issues and questions you encounter. Your notes may be revisited by another tester, months later, who will be testing the next version of the product. By seeing your issues, that tester may get a better start on the testing. Writing down the issues also gives the Test Manager, or anyone else who reviews your notes, a better ability to understand how the testing was done.

**When to Escalate**

In the following situations, ask the Test Manager how to proceed:

- You encounter an obstacle that prevents you from completing one or more of the test tasks.
- You feel lost or confused due to the complexity of the product.
- You feel that you can’t learn enough about the product to test it well, within the timeframe you’ve been given.
- You encounter a problem with the product that appears to violate the functionality or stability standards.
- You feel that the complexity of the product warrants more time for testing than was originally allotted.

**Testing Under Time Pressure**

The amount of time allotted to test the product will vary with its complexity, but it will be on the order of hours, not days. Your challenge will be to complete all five tasks in the time allotted. Here are some ideas for meeting that challenge:

- *The first question is whether testing is possible.* Some products are just so complex or unusual that you will not be able to succeed without substantial help from the Vendor. In order to do a good job completing this test procedure on a tight schedule, you first must determine that the job can be done at all.
- **Make a quick pass through all five tasks.** Visit each one and get a sense of where the bulk of the problems and complexities will be. In general, the most challenging part of this process will be identifying and categorizing the product functions.

- **Pause every 20 or 30 minutes.** Assess your progress, organize your notes, and get some of your questions answered.

- **If you feel stuck in one task, try another.** Sometimes working on the second task will help clear up the first one. For instance, walking through the menus of the product often sheds light on the purpose of the product.

- **Tackle hard problems first.** Sometimes clearing up the hard parts makes everything else go faster. Besides, if there’s a problem that is going to stop you cold, it’s good to find out quickly.

- **Tackle hard problems last.** Alternatively, you could leave some hard problems until later, on the hope that doing an easier task will help you make progress while getting ready to do the rest.

- **Set aside time to clean up your notes.** The final thirty minutes or so of the exploratory test should be set aside for preparing your notes and conclusions for delivery, and doing a final check for any loose ends in your testing.

- **Keep going.** Unless you encounter severe problems or obstacles, keep the process moving. Stay in the flow of it. Write down your questions and issues and deal with them in batches, rather than as each one pops up.

### The Prime Directive: Be Thoughtful and Methodical

Throughout the test procedure, as you complete the tasks, you have lots of freedom about how you do the work. But you must work *methodically*, and follow the procedure. In the course of creating the result for each task, you’ll find that you have to make a lot of guesses, and some of them will be wrong. But you must *think*. If you find yourself making wild and uneducated guesses about how the product works, areas of instability, or anything else, stop and talk to the Test Manager.
Test Procedure

Complete these five tasks:

- Identify the purpose of the product.
- Identify functions.
- Identify areas of potential instability.
- Test each function and record problems.
- Design and record a consistency verification test.

Things to Deliver

<table>
<thead>
<tr>
<th>Things to Deliver</th>
<th>You can say you’re done when...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose statement</td>
<td>Each task is complete.</td>
</tr>
<tr>
<td>Function outline</td>
<td>Each question and issue is either resolved or accepted by the Test Manager.</td>
</tr>
<tr>
<td>List of potential instabilities and challenging data</td>
<td>Each task deliverable is accepted by the Test Manager.</td>
</tr>
<tr>
<td>Product failures and notes</td>
<td>You know enough about the product to determine whether it should or shouldn’t receive Certification according to the functionality and stability criteria.</td>
</tr>
<tr>
<td>Consistency verification test</td>
<td></td>
</tr>
</tbody>
</table>
Identify the purpose of the product.

1. Review the product and determine what fundamental service it’s supposed to provide. To the extent feasible, define the audience for the product.

2. Write (or edit) a paragraph that briefly explains the purpose of the product and the intended audience.

Some Potential Purpose Verbs for Use in the Statement

- Create, Edit
- View, Analyze, Report
- Print
- Solve, Calculate
- Manage, Administer, Control
- Communicate, Interoperate
- Serve Data, Provide Access, Search
- Support, Protect, Maintain
- Clean, Fix, Optimize
- Read, Filter, Translate, Convert
- Entertain

Some Attributes of Users That May be Worth Discussing in the Statement

- Special skills, knowledge, abilities or disabilities
- Troubleshooting ability
- Expectations or needs
- Limitations (who will not be a user of this product)

Things to Deliver

<table>
<thead>
<tr>
<th>Purpose statement</th>
<th>Issues/questions</th>
</tr>
</thead>
</table>

You can say you’re done when...

- You have performed the task as described above.
- The purpose statement is based on explicit or implicit claims made by the Vendor.
- All aspects of the product’s purpose that are important to a normal user are identified.
- The purpose statement is fundamental (if it couldn’t be fulfilled, the product wouldn't be fit for use).
Purposes: Frequently Asked Questions

Why does this task matter?
Without an understanding of the purposes of the product, you can’t defend the distinctions you make between primary and contributing functions. And those distinctions are key, since most of your testing effort will focus on the primary functions. You don’t need to write an essay, but you do need to include enough detail so that any function that you think is important enough to call primary can be traced to that statement.

How do I write a purpose statement?
If the Vendor supplies a product description with the Vendor Questionnaire, start with that and flesh it out as needed. If you have to write it yourself, start with a verb and follow with a noun, as in “edit simple text documents”, or “produce legal documents based on input from a user who has no legal training.” Also, if there are any special attributes that characterize a normal user of the product, be sure to mention them.

The list of purpose verbs comes from all the purposes gleaned from a review of software on the racks of a large retail software store. It may help you notice purposes of the product that you may otherwise have missed. Similar purpose verbs are grouped together on the list to save space (e.g. calculate, solve), and not because you’re supposed to use them together.

How are purposes different from functions?
Purpose relates to the needs of users. Functions relate to something concrete that is produced or performed by the product.

Sometimes the purpose of a function and the name of the function are the same, as in “print”: printing is the purpose of the print function. Most of the time, a function serves a more general goal that you can identify. For instance, the purpose of a word processor is not to search for and replace text; instead search and replace are part of editing a document. Editing is the real purpose. On the other hand, in a product we could imagine called “Super Search and Replace Pro,” the search and replace function presumably is the purpose of the product.
Identify functions.

1. Walk through the product and discover what it does.
2. Make an outline of all primary functions.
3. Record contributing functions that are interesting or borderline primary.
4. Escalate any functions to the Test Manager that you do not know how to categorize, or that you are unable to test.

Some Ways to Look for Functions

- Check online help.
- Check the Vendor Questionnaire.
- Check all programs that comprise the product.
- Check all product menus.
- Check all windows.
- Check toolbars.
- Check all dialog boxes and wizards.
- Right-click on all data objects, interface elements, and window panes (this might reveal context menus).
- Double-click on all data objects, interface elements, and window panes (this might trigger hidden functions).
- Check product options settings for functions that are dormant unless switched on (e.g., automatic grammar checking in Microsoft Word).
- Check for functions that are triggered only by certain input (e.g., saving a JPEG image might trigger a JPEG Save wizard).
- Examine sample data provided with the product.
- Check for error handling and recovery functions that are embedded in other functions.

Function Classification

- **Primary:** Any function so important that, in the estimation of a normal user, its inoperability or impairment would render the product unfit for its purpose.
- **Contributing:** Any function that contributes to the utility of the product, but is not a primary function.

Things to Deliver

<table>
<thead>
<tr>
<th>Things to Deliver</th>
<th>You can say you're done when...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function outline</td>
<td>You have performed enough of the <em>Identify the Purpose of the Product</em> task to enable you to correctly categorize functions of the product.</td>
</tr>
<tr>
<td>Issues/questions</td>
<td>You have performed the task as described above.</td>
</tr>
<tr>
<td></td>
<td>Each primary function you identified is <em>essential</em> to the fulfillment of the purpose of the product.</td>
</tr>
<tr>
<td></td>
<td>You have explored enough to reasonably conclude that all interesting functions of the product are accounted for.</td>
</tr>
</tbody>
</table>
Functions: Frequently Asked Questions

Why does this task matter?

By listing the functions that comprise the operation of the product, you are making an outline of what could be tested. When you complete the testing, this outline is an indicator of what you understood the product to be, and what you might have tested. This outline is an important record for use by the Test Manager or the Vendor as a reference in case they want to question you about what you did and did not do, or by other testers who may test this product in the future.

What if I'm totally confused as to what are the primary functions?

Escalate to the Test Manager. Do not simply choose arbitrarily. The Test Manager will contact the Vendor for information, locate documentation, or otherwise advise you what to do.

In what format should I record the functions?

Keep it simple. Use a two- or three-level outline. Record a one-line bullet for each function or functional area. Sometimes a function will not have an official name or label. In that case, make up a name and put it in square brackets to indicate that you invented the name. If there are a hundred functions that all belong one family, list the name of the group as in “Drawing functions,” rather than listing each by itself.

If you identify contributing functions, clearly distinguish them from the primary functions.

For example: here is a portion of the function outline for Microsoft Bookshelf:

Note...
  Add Current Article
  Delete
  Goto
  Annotation
Search All...
  [Result Outline]
  Articles About...
  Articles Containing the Words...
Find Media...
  All Media...
  Audio...
  Images...
  Animations...
  (Result List)
Go Online...
  Bookshelf Premier Search
  Bookshelf Premier News
  Encarta Online Library
Advanced Search...
  Books
  Media
  Articles
  [Search Hit Highlighting]
Identify areas of potential instability.

1. As you explore the product, notice functions that seem more likely than most to violate the stability standards.

2. Select five to ten functions or groups of functions for focused instability testing. You may select contributing functions, if they seem especially likely to fail, but instability in primary functions is more important.

3. Determine what you could do with those functions that would potentially destabilize them. Think of large, complex, or otherwise challenging input.

4. List the areas of instability you selected, along with the kind of data or strategies you’ll use to test them.

Some Areas of Potential Instability

- Functions that interoperate with other products (e.g. object linking and embedding, file conversion).
- Functions that handle events external to the application (e.g. wake up a sleeping computer when a fax arrives).
- Functions that make intensive use of memory.
- Functions that interact extensively with the operating system.
- Functions of unusual complexity.
- Functions that change operating parameters (e.g. preference settings)
- Functions that manipulate operating system configuration.
- Functions that intercept or recover from errors.
- Functions that replace basic operating system functions (undelete files or process user logon).
- Any function or set of functions that involve multiple simultaneous processes.
- Functions that manipulate multiple files at once.
- Functions that open files over a network.

Some Ideas About Challenging Data

- **Documents**: Long documents; a lot of documents open at once; or documents containing lots of different objects.
- **Records**: Long records; large numbers of records, or complex records.
- **Lists**: Long lists; empty lists; multicolumn lists.
- **Fields**: Enter lots of characters; very large values.
- **Objects**: Lots of objects; too many characters; large objects; compound objects.
- **Changes**: Add and delete things; edit without saving or exiting.
- **Loads**: Get a lot of processes going at once; batch processing with large batches; do lots of things in a very short time.
- **Non sequiturs**: Click randomly around windows; type randomly on keys; enter unexpected input.
- **Exceptions and Escapes**: Interrupt processes over and over again; cancel operations; give erroneous data to trigger error handling.

Things to Deliver

<table>
<thead>
<tr>
<th>Things to Deliver</th>
<th>You can say you’re done when...</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of potential</td>
<td>You have completed exploring the product and looking for areas of potential instability.</td>
</tr>
<tr>
<td>instabilities and</td>
<td>You have performed the task as described above.</td>
</tr>
<tr>
<td>challenging data</td>
<td>Everything you identify represents something you will test or have tested.</td>
</tr>
<tr>
<td>Issues/questions</td>
<td>For each potential instability you identify, you can state your reasoning and your sources.</td>
</tr>
</tbody>
</table>
Instabilities: Frequently Asked Questions

Why does this task matter?
When testing for stability, it’s a good idea to focus your efforts on areas that are more likely to become unstable. Some input data you give to a product is more likely than others to trigger instability.

What is instability?
Any behavior that violates the stability standard. Obvious instabilities are crashes. The basic difference between functional failures and instabilities is that, with the latter, the function can work but sometimes doesn’t. The function is unreliable, but not completely inoperable. It is also often called instability when a function works correctly in some ways, but has negative side effects, such as corrupting some other function or product.

How do I know what is potentially unstable?
You can’t know for sure. The heuristics we provide are general hints. As you explore the product, you may get a feeling about what parts of the product may be unstable. Corroborate your initial suspicions with quick tests. Let’s say you suspect that a particular function may harbor instabilities because it’s complex and seems to make intensive use of memory. You could corroborate your hypothesis about its complexity just by looking at the complexity of its visible inputs and outputs, and the varieties of its behavior. You could corroborate your hypothesis about memory use by using the Task Manager to watch how that product uses memory as it executes that function.

Once you have a definite idea that a function might be unstable, or at least has attributes that are often associated with instability, design a few tests to overwhelm or “stress” the function. When testing for instability, you don’t need to restrict yourself to normal input patterns. However, instabilities exhibited with normal input are certainly very interesting.
Test each function and record results.

1. Test all the primary functions you can in the time available.
2. Test all the areas of potential instability you identified.
3. Test a sample of interesting contributing functions.
4. Record any failures you encounter.
5. Record any product notes you encounter. Notes are comments about quirky, annoying, erroneous, or otherwise concerning behavior exhibited by the product that are not failures.

Grounds for Refusing to Certify

- At least one primary function appears incapable of operating in a manner consistent with its purpose.
- The product is observed to work incorrectly in a manner that seriously impairs it for normal use.
- The product is observed to disrupt Windows.
- The product is observed to hang, crash, or lose data.
- A primary function is observed to become inoperable or obstructed in the course of testing.

Failure Investigation

- Note symptoms of the problem, and justify why it’s severe enough to cause failure to Certify.
- Reproduce the problem, if feasible. Provide an estimated percentage of reproducibility.
- Check for additional failures of a similar kind. Determine if this is an isolated case.
- Report to the Test Manager for confirmation.

Things to Deliver

- Product failures
- Product notes
- Issues/questions

You can say you’re done when...

- You have completed enough of the Identify Functions task to know the primary and contributing functions to test, and you have completed enough of the Identify Areas of Potential Instability task to know what stability testing to perform.
- You have performed the task as described above.
- You have alerted the Test Manager about any primary functions you could not test.
- You have recorded failures in enough detail to allow the Vendor to reproduce them or otherwise get a clear idea of the symptoms.
Test and Record Problems: Frequently Asked Questions

Why does this task matter?
This is the heart of the whole process. This is the actual testing. The other tasks help you perform this one.

Wouldn't the process be better if this were the last task to be done?
Only in theory. In practice, testing itself almost always reveals important information about the other tasks that you could not reasonably have discovered any other way. You may think you’ve completed the other tasks, and then feel the need to revisit them when you’re actually testing the functions.

Why shouldn't I write down all the tests I design and execute?
Although it’s a common tenet of good testing to write down tests, the problem is that it takes too much time and interrupts the flow of the testing. If you stop to write down the details of each test, you will end up writing a lot and running very few tests. Besides, it isn’t necessary, as long as you can give an overview of what you tested and how, on demand. All the other notes you deliver in this process will help you prepare to do that.

The only test you write down, in this procedure, is the consistency verification test, which represents a small subset of the testing you did.
Design and record a consistency verification test.

1. Record a procedure for exercising the most important primary functions of the product to assure that the product behaves consistently on other Windows platforms and configurations.

Consistency Verification Test Requirements

- The test must be specific enough that it can be repeated on the same Windows platform with the same system configuration by different testers, and all testers will get the same results.
- Cover each of the most important primary functions with a simple test.
- Include steps to manipulate graphical objects created within the product.
- Include steps that select objects, drag and drop them.
- Include steps that render and repaint windows across multiple monitors.
- Specify and archive any data needed for the test.
- Specify some complex data for use in the test.
- Use specific file names and path names.
- Make the test as short and simple as you reasonably can, while meeting these requirements.

Things to Deliver

<table>
<thead>
<tr>
<th>You can say you’re done when...</th>
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<tbody>
<tr>
<td>- Consistency verification test</td>
</tr>
<tr>
<td>- Issues/questions</td>
</tr>
<tr>
<td>- You have completed enough of the Identify Functions task to know which primary functions to include in the consistency verification test.</td>
</tr>
<tr>
<td>- You have performed the task as described above.</td>
</tr>
<tr>
<td>- The test meets all of the requirements listed above.</td>
</tr>
<tr>
<td>- You have executed the test, from beginning to end, exactly as specified.</td>
</tr>
</tbody>
</table>
Consistency Verification Test: Frequently Asked Questions

Why does this task matter?
After the general functionality and stability test is complete, during the rest of the test process there will be an occasional need to perform a simple re-test of functionality and stability. The consistency verification test defines that activity. It’s important that this test be precisely defined, because its purpose is to see if changes in Windows platforms or configurations reveal incompatibilities within the product.

Is this like a “smoke test”?
The term “smoke test” comes from the electronics industry. After a repair, a technician would turn on the device, a television set for example, and look for smoke. The presence of smoke drifting up from the circuit boards told the technician that some parts were getting too much current. If no smoke appeared immediately, the technician would try some simple operations, such as changing the selected channel and volume settings. If the television did those basic functions without any smoke appearing, the technician felt confident to proceed with more specific tests.

The consistency verification test is just like a smoke test, except it’s important to define the test with sufficient precision enough that substantially the same test is executed every time.

How deep should the test be?
Notice what the television technician found out quickly from the smoke test:

- The television set turned on. Picture and sound appeared.
- The basic stuff seemed to work. The user could change channels and turn the volume up and down.
- Nothing burned up.

Notice the detailed tests the technician did not run:

- No attempt to change brightness, contrast or color settings.
- No tests for all possible channels.
- No tests using alternate inputs or outputs.
- No tests using alternate user interfaces (the technician used either controls on the set or the hand-held remote control, but not both).

The consistency verification test you design for the product should verify it at the same level that the technician’s smoke tests verified the television set. You should test one example of each major primary function in at least one normal usage.

Another way to think about the test is that it’s the set of things you can do with the product that will give the most accurate impression possible of the quality of the product in a few minutes of test time.
The *practical testability* of a product is how easy it is to test* by a particular tester and test process, in a given context†. Practical testability is a function of five other “testabilities:” *project-related* testability, *value-related* testability, *subjective* testability, *intrinsic* testability, and *epistemic* testability (also known as the “risk gap”). Just as in the case for quality in general, testability is a plastic and multi-dimensional concept that cannot be usefully expressed in any single metric. But we can identify testability problems and heuristics for improving testability in general.

### Interesting Testability Dynamics

**Changing the product or raising the quality standard reduces epistemic testability.** The difference between what we know and what we need to know is why we test in the first place. A product is easier to test if we already know a lot about its quality or if the quality standard is low, because there isn’t much left for testing to do. That’s epistemic testability. Therefore product that changes a lot or in which we can’t tolerate trouble is automatically less testable.

**Improving any other aspect of testability increases the rate of improvement of epistemic testability.** Efforts made to improve any other aspect of testability, by definition, increases the rate at which the gap between what we know and what we need to know closes.

**Improving test strategy might decrease subjective testability or vice versa.** This may happen when we realize that our existing way of testing, although easy to perform, is not working. A better test strategy, however, may require much more effort and skill. (Ignorance was bliss.) Beware that the opposite may also occur. We might make a change (adding a tool for instance) that makes testing seem easier, when in fact the testing is worse. (Bliss may be ignorant.)

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* Testing is evaluating a product by learning about it through experimentation.
† Context is all of the factors that significantly influence testing problems and solutions that lie within the scope of our work.
Increasing intrinsic testability might decrease project-related testability. This may happen if redesigning a product to make it more testable also introduces many new bugs. Or it may happen because the developers spend longer stabilizing the product before letting independent testers see it. Agile development done well helps minimize this problem.

Increasing value-related testability might decrease project testability. Better contact with users and stakeholders, and improved oracles and knowledge of requirements may lead to the need for profound re-design and re-testing if it happens late in a project cycle. Agile helps with this problem, too.

Increasing practical testability also improves development and maintenance. If a product is easier to test then it is also easier to support, debug, and evolve. Observability and controllability, for instance, is a tide that floats all boats.

The tester must ask for testability. We cannot expect any non-tester to seriously consider testability. It’s nice when they do, but don’t count on it. An excellent tester learns to spot testability issues and resolve them with the team.

Guidewords for Analyzing Testability

Epistemic Testability

- Prior Knowledge of Quality. If we already know a lot about a product, we don’t need to do as much testing.
- Tolerance for Failure. The less quality required, or the more risk that can be taken, the less testing is needed.

Project-Related Testability

- Change Control. Frequent and disruptive change requires retesting and invalidates our existing product knowledge. Careful change control helps the product to evolve in testable stages.
- Information Availability. We get all information we want or need to test well.
- Tool Availability. We are provided all tools we want or need to test well.
- Test Item Availability. We can access and interact with all relevant versions of the product.
- Sandboxing. We are free to do any testing worth doing (perhaps including mutation or destructive testing), without fear of disrupting users, other testers, or the development process.
- Environmental Controllability. We can control all potentially relevant experimental variables in the environment surrounding our tests.
- Time. Having too little time destroys testability. We require time to think, prepare, and cope with surprises.

Value-Related Testability

- Oracle Availability. We need ways to detect each kind of problem that is worth looking for. A well-written specification is one example of such an oracle, but there are lots of other kinds of oracles (including people and tools) that may help.
- Oracle Authority. We benefit from oracles that identify problems that will be considered important.
- Oracle Reliability. We benefit from oracles that can be trusted to work over time and in many conditions.
- Oracle Precision. We benefit from oracles that facilitate identification of specific problems.
- Oracle Inexpensiveness. We benefit from oracles that don’t require much cost or effort to acquire or operate.
- User Stability & Unity. The less users change and the less variety and discord among users, the easier the testing.
- User Familiarity. The more we understand and identify with users, the easier it is to test for them.
- User Availability. The more we can talk to and observe users, the easier it is to test for them.
- User Data Availability. The more access we have to natural data, the easier it is to test.
- User Environment Availability. Access to natural usage environments improves testing.
- User Environment Stability & Unity. The less user environments and platforms change and the fewer of them there are, the easier it is to test.
Subjective Testability

- **Product Knowledge.** Knowing a lot about the product, including how it works internally, profoundly improves our ability to test it. If we don't know about the product, testing with an exploratory approach helps us to learn rapidly.

- **Technical Knowledge.** Ability to program, knowledge of underlying technology and applicable tools, and an understanding of the dynamics of software development generally, though not in every sense, makes testing easier for us.

- **Domain Knowledge.** The more we know about the users and their problems, the better we can test.

- **Testing Skill.** Our ability to test in general obviously makes testing easier. Relevant aspects of testing skill include experiment design, modeling, product element factoring, critical thinking, and test framing.

- **Engagement.** Testing is easier when a tester is closer to the development process, communicating and collaborating well with the rest of the team. When testers are held away from development, test efficiency suffers terribly.

- **Helpers.** Testing is easier when we have help. A "helper" is anyone who does not consider himself responsible for testing the product, and yet does testing or performs some useful service for the responsible testers.

- **Test Strategy.** A well-designed test strategy may profoundly reduce the cost and effort of testing.

Intrinsic Testability

- **Observability.** To test we must be able to see the product. Ideally we want a completely transparent product, where every fact about its states and behavior, including the history of those facts is readily available to us.

- **Controllability.** To test, we must be able to visit the behavior of the product. Ideally we can provide any possible input and invoke any possible state, combination of states, or sequence of states on demand, easily and immediately.

- **Algorithmic Simplicity.** To test, we must be able to visit and assess the relationships between inputs and outputs. The more complex and sensitive the behavior of the product, the more we will need to look at.

- **Unbugginess.** Bugs slow down testing because we must stop and report them, or work around them, or in the case of blocking bugs, wait until they get fixed. It’s easiest to test when there are no bugs.

- **Smallness.** The less there is of a product, the less we have to look at and the less chance of bugs due to interactions among product components.

- **Decomposability.** When different parts of a product can be separated from each other, we have an easier time focusing our testing, investigating bugs, and retesting after changes.

- **Similarity (to known and trusted technology).** The more a product is like other products we already know the easier it is to test it. If the product shares substantial code with a trusted product, or is based on a trusted framework, that’s especially good.
This is a set of guideword heuristics for use in analyzing product risks for digital products, mainly software. “Guidewords” are words or phrases that help focus your attention on potentially important factors. Guidewords are not mutually exclusive—they interact and overlap to some degree. But that’s okay. In heuristic risk analysis we do not use mathematics to calculate risk, however if many of these guidewords seems to apply to a particular component of your product, you will probably consider that part more likely to harbor serious bugs, and more worth testing.

**Project Factors**

*Things going on in projects, among people, may lead to bugs.*

**Learning Curve:** When developers are new to a tool, technology, or solution domain, they are likely to make mistakes. Many of those mistakes they will be unable to detect.

**Poor Control:** Code and other artifacts may not be under sufficient scrutiny or change control, allowing mistakes to be made and to persist. Also people may try to subvert weak controls when they perceive themselves to be under time pressure.

**Rushed Work:** The amount of work exceeds the time available to do it comfortably. Corners are likely to be cut; details are likely to be forgotten.

**Fatigue:** Programmers and other members of the development team are more likely to make mistakes when they’re physically tired or even just bored.

**Overfamiliarity:** When people are immersed in a project or a community for an extended time, they may become blind to patterns of risks or problems that are easy for an outsider to see.

**Distributed Team:** When people are working remotely from each other, communication may become strained and difficult, simple collaborations become expensive, the conditions for the exchange of tacit knowledge are inhibited.

**Third-party Contributions:** Any part of a product contributed by a third-party vendor may contain hidden features and bugs, and the developers may otherwise not fully understand it.

**Bad Tools:** The project team may be saddled with tools that interfere with or constrain their work; or that may introduce bugs directly into their work.

**Expense of Fixes:** Some components or type of bugs may be especially expensive to fix, or take a long time to fix (platform bugs are typically like this). In that case, you may need to focus on finding those bugs especially soon.

**Not Yet Tested:** Any part of the product that hasn't yet been tested is obviously likely to have fresh bugs in it, compared to things that *have* been tested. Therefore, for instance, it may be better to focus on parts of the product that have not been unit tested.
Technology Factors

*The structure and dynamics of technology itself may give rise to bugs.*

**New Technology:** Over time, the risks associated with any new kind of technology will become apparent, so if your product uses the latest whizzy concept, it is more likely to have important and unknown bugs in it.

**New Code:** The newer the code you are testing, the more likely it is to have unknown problems.

**Old Code:** A product that has been around for a while may contain code that is unsuited to its current context, difficult to understand, or hard to modify.

**Changed Code:** Any recently changed code is more likely to have unknown problems.

**Brittle Code:** Some code may be written in a way that makes it difficult to change without introducing new problems. Even if this code never changes, it may be brittle in the sense that it tends to break when anything around it changes.

**Complexity:** The more different interacting elements a product has, the more ways it can fail; the more states or state transitions it has, the more states can be wrong.

**Failure History:** The more that a product or part of a product has failed in the past, the more you might expect it to fail in the future. Also, if a particular product has failed in a particularly embarrassing way, it perhaps should not be allowed to fail in that way again without bring the project team into disrepute.

**Dependencies Upstream:** One part of a system or one feature of a product may depend on data or conditions that are controlled by other components that come before it. The more upstream processing that must occur correctly, the more likely that any bugs in those processes may cause failure in the downstream component.

**Dependencies Downstream:** Any particular component that has many other components that rely on it will involve more risk, because the upstream bugs will propagate trouble downstream.

**Distributed Components:** A product may be comprised of things that spread out over a large area, connected by tenuous network links that introduce uncertainty, noise, or lag time into the system.

**Open-Ended Input:** The greater freedom there is in data, the more likely that a particular configuration of data could trigger a bug. Lack of filtering and bounding are especially a problem for security.

**Hard to Test:** When something is hard to test, perhaps because it is hard to observe or hard to control, there will be greater risk that bugs will go undetected, and it will require extra effort to find the important bugs.

**Hardware:** Hardware components can’t be changed easily. Hardware related problems must be found early because of the long lead time for fixing.
Specification Factors

Aspects of specifications may indicate or promote the presence of bugs.

**Ambiguity:** Words and diagrams are always interpreted by people, and different people will often have different interpretations of things. More ambiguity means more likelihood that a bug can be introduced through honest misunderstanding.

**Very High Precision:** Sometimes a document will specify a higher level of precision than is necessary or achievable. Sometimes the product should behave in a way that is more precise than the specification suggests. In any case, higher the precision required, the more likely it is that the product will not meet that requirement.

**Mysterious Silence:** Sometimes a specification will leave out things that a tester might think are essential or important. This "mysterious" silence might indicate that the designers are not thinking enough about those aspects of the design, and therefore there are perhaps more bugs in it. This is commonly seen with error handling.

**Undecided Requirements:** The designers might have intentionally left parts of the product unspecified because they don’t yet know how it should work. Postponing the design of a system is a normal part of Agile development, for instance, but wherever that happens there is a possibility that a big problem will be hiding in those unknown details.

**Evolving Requirements:** Requirements are not static, they are changed and developed and extended. Any document is a representation of what some person believed at some time in the past; and when when a requirement is updated, it's possible that other requirements which SHOULD have changed, didn’t. Fast evolving requirements often develop inconsistencies and contradictions that lead to bugs.

**Imported Requirements:** Sometimes requirement statements are "borrowed"—cut and pasted from other documents or even from other projects. These may include elements not appropriate to the current project.

**Hard to Read:** If the document is large, poorly formatted, repetitive, or otherwise hard to read, it is less likely to have been carefully written or properly reviewed.

**Non-Native Writers:** When the person writing the specification is not fluent in the specification's language, misunderstanding and error are likely.

**Non-Native Readers:** When the people reading and interpreting the specification are not fluent in the specification's language, misinterpretation is likely.
Operational Factors

The circumstances and patterns of use affect the probability and impact of bugs.

Critical Feature: The more important a feature is, the more important its bugs will be.

Popular Feature: The more people use a feature, the more likely any bugs in it will be found by users.

Strategic Feature: A feature might be key to differentiating your product from a competitor; or might have a special notoriety that would make its bugs especially important.

Disconnection: Different parts of a product that must work together may fall into incompatible states, leading to a failure of the system as a whole.

VIP Opinion: A particular important person might be paying attention to a particular feature or configuration or type of use, making bugs in that area more important. Or the important person's fascination with one aspect of the product may divert needed attention from other parts of the product.

Misusable: A feature might be easily misused, such that it might misbehave in a way that while not technically a flaw in the design, is still effectively a bug.

Glaring Failure: A problem or its consequences may be obvious to anyone who encounters it.

Insidious Failure: The causes or symptoms of a problem may be invisible or difficult to see for some time before they are noticed, allowing more trouble to build.
Is the Product Good Enough?

A Heuristic Framework for Thinking Clearly About Quality

GEQ Perspectives

1. **Stakeholders:** Whose opinion about quality matters? (e.g. project team, customers, trade press, courts of law)
2. **Mission:** What do we have to achieve? (e.g. immediate survival, market share, customer satisfaction)
3. **Time Frame:** How might quality vary with time? (e.g. now, near-term, long-term, after critical events)
4. **Alternatives:** How does this product compare to alternatives, such as competing products, services, or solutions?
5. **Consequences of Failure:** What if quality is a bit worse than good enough? Do we have a contingency plan?
6. **Ethics:** Would our standard of quality seem unfairly or negligently low to a reasonable observer?
7. **Quality of Assessment:** How confident are we in our assessment? Do we know enough about this product?

GEQ Factors

1. **Assess the benefits of the product:**
   1.1 **Identification:** What are the benefits or potential benefits for stakeholders of the product?
   1.2 **Likelihood:** Assuming the product works as designed, how likely are stakeholders to realize each benefit?
   1.3 **Impact:** How desirable is each benefit to stakeholders?
   1.4 **Individual Criticality:** Which benefits, all by themselves, are indispensable?
   1.5 **Overall Benefit:** Taken as a whole, and assuming no problems, are there sufficient benefits for stakeholders?

2. **Assess the problems of the product:**
   2.1 **Identification:** What are the problems or potential problems for stakeholders of the product?
   2.2 **Likelihood:** How likely are stakeholders to experience each problem?
   2.3 **Impact:** How damaging is each problem to stakeholders? Are there workarounds?
   2.4 **Individual Criticality:** Which problems, all by themselves, are unacceptable?
   2.5 **Overall Impact:** How do all the problems add up? Are there too many non-critical problems?

3. **Assess product quality:**
   3.1 **Overall Quality:** With respect to the GEQ Perspectives, do the benefits outweigh the problems?
   3.2 **Margin of Safety/Excellence:** Do benefits outweigh problems to a sufficient degree for comfort?

4. **Assess our capability to improve the product:**
   4.1 **Strategies:** Do we know how the product could be noticeably improved?
   4.2 **People & Tools:** Do we have the right people and tools to implement those strategies?
   4.3 **Costs:** How much cost or trouble will improvement entail? Is that the best use of resources?
   4.4 **Schedule:** Can we ship now and improve later? Can we achieve improvement in an acceptable time frame?
   4.5 **Benefits:** How specifically will it improve? Are there any side benefits to improving it (e.g. better morale)?
   4.6 **Problems:** How might improvement backfire (e.g. introduce bugs, hurt morale, starve other projects)?

In the present situation, all things considered, is it more harmful than helpful to further improve the product?
About this Framework

This analysis framework represents one of many ways to reason about Good Enough quality. It’s based on this assertion:

A product is good enough when all of these conditions apply:

1. It has sufficient benefits.
2. It has no critical problems.
3. The benefits sufficiently outweigh the problems.
4. In the present situation, and all things considered, further improvement would be more harmful than helpful.

Each point, here, is critical. If any one of them is not satisfied, then the product, although perhaps good, cannot be good enough. The first two seem fairly obvious, but notice that they are not exact opposites of each other. The complete absence of problems cannot guarantee infinite benefits, nor can infinite benefits guarantee the absence of problems. Benefits and problems do offset each other, but it’s important to consider the product from both perspectives. Point #3 reminds us that benefits must not merely outweigh problems, they must do so to a sufficient degree. It also reminds us that even in the absence of any individual critical problem, there may be patterns of non-critical problems that essentially negate the benefits of the product. Finally, point #4 introduces the important matter of logistics and side effects. If high quality is too expensive to achieve, or achieving it would cause other unacceptable problems, then we either have to accept lower quality as being good enough or we have to accept that a good enough product is impossible.

The analysis framework (p. 1) is a more detailed expression of the basic Good Enough model. It is meant to jog your mind about every important aspect of the problem. To apply it, think upon each of the GEQ Factors in light of each of the GEQ Perspectives. This process can be helpful in several ways:

1. Use it to make a solid argument in favor of further improvement. For instance, you might apply the stakeholder and critical purpose perspectives to support an argument that a particular packaged software product under development, while possessing cool features that will please enthusiasts, does not possess certain benefits that mainstream customers require (e.g. convenient data interchange with Microsoft Office). Mainstream customers may also require higher reliability.

2. Use it to explore how to invest now to support higher standards later. If you know at the beginning of a project that there will be tough quality decisions to make at the end, you can work to assure that the quality bar will be set high. Looking at the framework, you can see that by lowering the cost of improvement, it may be less of a burden and can go on longer. Preventing problems could cause higher quality to be attainable in the same time frame.

3. Use it to form your own notion of acceptable quality. There’s nothing sacred about this framework. It’s a work in progress. Hold your idea of quality as clearly as you can in your mind’s eye, then run through the framework and see if you find any of the questions jarring or unnecessary. Try to trace the source of your discomfort. Do you prefer different terminology? A model that more closely fits your technology or market? Are there any missing questions?

Why “Good Enough?”

Software quality assessment is a hard problem. Although there are many interesting measurable quality factors, there is no conceivable single measure that represents all that we mean by the word quality. Since quality is multidimensional and ultimately a subjective idea, a responsible and accurate perception of it must be constructed in our minds from all the facts and perceptions. It’s a cognitive process akin to analyzing the stock market, or handicapping racehorses.

When it comes to maximizing software quality, we have another hard problem—how good is good enough? Quality is not free, we have to exert ourselves to achieve it. At what point does it make more sense to turn our attention from improving a particular product to shipping that product, or at the very least, improving something else? How best can we motivate management to invest in processes and systems that lead to higher quality for less effort? We can strive for perfection, but what if we run out of time before we achieve that worthy goal? Wouldn’t it be helpful to form an idea of good enough quality, just in case perfection proves itself to be out of reach? We also need to consider that “as good as we possibly can do” might not be good enough. Even perfection might not be good enough if we seek to achieve something that’s impossible to begin with. No matter what we want to achieve, it sure comes in handy to consider the dynamics of required quality vs. desired quality.
Bug Fix Analysis

Problem Analysis

Frequency

1.1 How was the bug found?
   1.1.1 Was it found by a user?
   1.1.2 Is it a natural or contrived case?
   1.1.3 Is it a typical or pathological case?
   1.1.4 Was the bug caused by a recent fix to another bug?

1.2 How often is it likely to occur?
   1.2.1 Is it intermittent or predictable?
   1.2.2 Is it a one-time problem or ongoing?

1.3 How soon after the bug was created did we discover it?

Severity

2.1 Does the bug cause any user data to be lost?
2.2 Will it cause an additional load for Technical Support?
2.3 How likely is the user to notice it when it occurs?
2.4 Is it the tip of an iceberg?
   2.4.1 Will it trigger other problems?
   2.4.2 Is it part of a class of bugs that should all be fixed?
   2.4.3 Does it represent a basic design deficiency?

2.5 Was this bug shipped in the previous release?
   2.5.1 Did Technical Support hear anything about it?
   2.5.2 Has anything changed since the last version that would make it more or less of a problem?

2.6 Is this bug less severe than others we've deferred?  more severe than others we've fixed?

Publicity

3.1 Are certain kinds of users more likely to be affected than others?
   3.1.1 How sophisticated are those users?
   3.1.2 How vocal are those users?
   3.1.3 How important are those users?
   3.1.4 Will it affect the review writers at any major magazines?

3.2 Are our competitors strong or weak in the same functional areas?
3.3 Is this the first release of this feature or is there an installed base?
3.4 Is the problem so esoteric that no one will notice before we can update the product?
3.5 Does it look like a defect to the casual observer, or like a natural limitation?
**Solution Analysis**

**Identification**

4.1 Is the solution related to third-party components?

4.2 What are the workarounds?
   4.2.1 Are they obvious or esoteric?

4.3 Can we “document around it” instead of fixing it?

4.4 Can the solution be postponed until the next release?

4.5 Is a fix known?
   4.5.1 Are there several possible fixes or just one?
   4.5.2 How many lines of code are involved?
   4.5.3 Is it complex code or simple code?
   4.5.4 Is it familiar code or legacy code?
   4.5.5 Is the fix a tweak, rewrite, or substantial new code?
   4.5.6 How long will it take to implement the fix?
   4.5.7 What components are affected by the fix?
   4.5.8 Will it require rebuilds of dependent components?
   4.5.9 Does the fix impact documentation in any way? screenshots? online help?

**Verification**

5.1 What new problems could the fix cause? worst case?

5.2 How effectively could we test the fix, if we authorize it?
   5.2.1.1 Was this bug found late in the project? Does that indicate a weakness in the test suite?
   5.2.1.2 Will the test automation cover this case?
   5.2.1.3 Could the fix be sent specially to some or all of the beta testers?

5.3 How hard would it be to undo the fix, if there’s trouble with it?

**Perspective**

6.1 How dangerous is it to make changes in this code?

6.2 Will a fix to this component be the only reason to rebuild or remaster?

6.3 Who wants this fix internally? What are the politics involved?

6.4 How does the overall quality compare to previous releases?

6.5 If we think this bug is important, why not slip the schedule by two weeks and fix more bugs?

6.6 What would be the right thing to do? the safe thing to do?

**Prevention**

7.1 Was the problem caused by a fix approved after code freeze?

7.2 What was the error that caused the defect?

7.3 Is there any internal error checking or unit test that should be added to catch bugs of this type?

7.4 Is there any review process that could catch bugs like this before they get into the build?
Putt Putt Saves the Zoo
(Test coverage outline after 1 hour)

Plot Line
  pre-rescue parental conversations
  post-rescue parental conversations
  changing baby conversations & sound bites
Pre-Rescue Sequences
Post-Rescue Sequences

Conversations

Characters
  ShopKeeper
  Food Cart
  Gift Cart
  Outback Al
  Animal Parents
  Animal Babies
  Putt-Putt

Props
  List of Animals
  Map of Zoo
  Zoo Chow
  Dog
  Rope
  Shovel
  Hot Cocoa
  Toolbox
  Log
  Raft
  Cheese puffs
  Camera

Screens
  Screen states
  General
  Special
    Seal slide
    Rapids
    Alligator Bridge
    Props
      Snapshots
      Toolbox
      List of animals

Sprites
  Stateless
  State-Based
    One shot
    Random
    Cyclic

Words

Gamettes
  Tag
  Hockey
  Paint Shack

Rescue Gamettes
  Tools
  Icebergs
  Cocoa
  Rope
  Drawbridge
Table formatting Test Notes

(After 60 Minutes)

Issues
-------
- This is a very complex feature set. There appear to be many interesting interactions.
- The analysis, below, is not complete. We need to continue to refine and enhance it.
- What is the error handling philosophy, here?
- Is there a debug version of this?
- Is there a tool that the other testers use to test this?

Process
-------

* Functional analysis
  - Most of what I did was preparatory to creating an inventory of test requirements.

* Functional exploration
  - briefly reviewed help
  - toured the menus and functions of Word that were related to table formatting.
  - contrived new table data and reviewed some existing Word files.
  - applied various stressing strategies (not systematically)
  - I did *not* apply a very precise oracle for most of what I did.

Strategy ideas
--------------
Stress test (contrived data and natural data)
Buffer overflow attack
Edit a large book.
Convert a WordPerfect file and work with tables in it.
Convert a web page from HTML and work with a table in it.
Review existing bug reports, or talk to a support guy.
Pairs matrix?
Use a table generation tool

Functions
---------

Table Menu
- insert
- select
- delete
- convert
- Autoformatting
- Drawing Tables

Context Menu
- table properties
- (more)

Elements of Tables
- Cells
- Cells across
- Cells down
- interaction between cells and page breaks
- Long tables
- repeat headings (page breaks)
Elements of Cells
Borders and Shading

Fill color
patterns
text position
text orientation
text alignment
contents
text
pictures
OLE objects
other tables

Other interesting elements
---------------------------
Document types
sequences of actions
interaction with other functions
- save as
- save and restore (format preserved?)
- spell check
- undo
- redo
- printing (compare printed with screen output)

Platform
---------------------------
Memory
processor speed
Operating system
Accessability options
  high contrast
DiskMapper Test Notes
(After 30 Minutes)

FUNCTIONS

Map Drive
   ???when is drive mapped?
Drive Selection
Print Map
File Operations
   delete
   unzip/zip
   print
   run
   information
Invoke Explorer
Exit/Startup
Mapping Method
   Color Scheme
   level colors
   Color by
      levels
      age
      extension
      archive
      protected
      never used
Goto Root
Zoom in/out
Show one/many levels
General Options
Font Options
Online Help
About Box
Toolbar/Menus
Window management
Map display
   correctness of proportions
   filenames
   box graphics
   colors
   box vanish
   Status bar display
Map Behavior
   zooming
   highlighting
   updating
Settings preservation (dm32.ini)
DiskMapper Test Notes
(after 60 minutes)

The purpose of DM appears to be to provide a view of disk contents in a manner proportional to the size of each file and folder, and to support basic file operations on those contents. The proportional display is the central feature of the product.

Risks:

- disk corruption (causing/scanning)
- accidental deletion
- incorrect proportions
- files not displayed that should be
- spurious files displayed
- obsolete view of map
- Multi-tasking interference
- misleading coloring
- Big disks not displayed correctly
- display method corruption (accidentally messing up the settings and not being able to reset them)
- bad file information
- unreadable map printout
- system incompatibility
- poor performance
- crashing
- interference with other running apps

Major risks:

- display is substantially wrong
- file loss or corruption
- frequent crashes
- system incompatibility
- fails on large data sets

Functional areas to test:

Navigation
Mapping methods
Proportional display
File operations
Documentation
Windows compatibility
General UI

Platform:

Windows 98
2.1 gb disk drive
bigger drive availability?
Floppy disks?
Servers
Test data:

???automatic generation of file structure?

files
- large (limits???)
- small (0)
- old
- new
- extension
- archive
- protection
- usage (never/not never)
- names

file groups
- large/small juxtaposed
- large number of small files

folders
- names
- deep nesting (max???)
  - overflow the colors
- ???is the root special?

Ini file settings
- valid
- randomized???
An Exploratory Tester’s Notebook
Michael Bolton, DevelopSense
mb@developsense.com

Biography
Michael Bolton is the co-author (with senior author James Bach) of Rapid Software Testing, a course that presents a methodology and mindset for testing software expertly in uncertain conditions and under extreme time pressure.

A testing trainer and consultant, Michael has over 17 years of experience in the computer industry testing, developing, managing, and writing about software. He is the founder of DevelopSense, a Toronto-based consultancy. He was with Quarterdeck Corporation for eight years, during which he delivered the company’s flagship products and directed project and testing teams both in-house and around the world.

Michael has been teaching software testing around the world for eight years. He was an invited participant at the 2003, 2005, 2006, and 2007 Workshops on Teaching Software Testing in Melbourne and Palm Bay, Florida; was a member of the first Exploratory Testing Research Summit in 2006. He is also the Program Chair for TASSQ, the Toronto Association of System and Software Quality, and a co-founder of the Toronto Workshops on Software Testing. He has a regular column in Better Software Magazine, writes for Quality Software (the magazine published by TASSQ), and sporadically produces his own newsletter.

Michael lives in Toronto, Canada, with his wife and two children.

Michael can be reached at mb@developsense.com, or through his Web site, http://www.developsense.com

Abstract: One of the perceived obstacles towards testing using an exploratory testing approach is that exploration is unstructured, unrepeatable, and unaccountable, but a look at history demonstrates that this is clearly not the case. Explorers and investigators throughout history have made plans, kept records, written log books, and drawn maps, and have used these techniques to record information so that they could report to their sponsors and to the world at large. Skilled exploratory testers use similar approaches to describe observations, to record progress, to capture new test ideas, and to relate the testing story and the product story to the project community. By focusing on what actually happens, rather than what we hope will happen, exploratory testing records can tell us even more about the product than traditional prescriptive approaches do.

In this presentation, Michael Bolton invites you on a tour of his exploratory testing notebook and demonstrates more formal approaches to documenting exploratory testing. The tour includes a look at an informal exploratory testing session, simple mapping and diagramming techniques, and a look at a Session-Based Test Management session sheet. These techniques can help exploratory testers to demonstrate that testing has been performed diligently, thoroughly, and accountably in a way that gets to the heart of what excellent testing is all about: a skilled technical investigation of a product, on behalf of stakeholders, to reveal quality-related information of the kind that they seek.
There are many common claims about test documentation: that it’s required for new testers or share testing with other testers; that it’s needed to deflect legal liability or to keep regulators happy; that it’s needed for repeatability, or for accountability; that it forces you to think about test strategy. These claims are typically used to support heavyweight and formalized approaches to test documentation (and to testing itself), but no matter what the motivation, the claims have this in common: they rarely take context, cost, and value into account. Moreover, they often leave out important elements of the story. Novices in any discipline learn not only through documents, but also by observation, participation, practice, coaching, and mentoring; tester may exchange information through conversation, email, and socialization. Lawyers will point out that documentation is only one form of evidence—and that evidence can be used to buttress or to skewer your case—while regulators (for example, the FDA⁴) endorse the principle of the least burdensome approach. Processes can be repeatable without being documented (how do people get to work in the morning?), and auditors are often more interested in the overview of the story than each and every tiny detail. Finally, no document—least of all a template—ever forced anyone to think about anything; the thinking part is always up to the reader, never to the document.

Test documentation is often driven by templates in a way that standardizes look and feel without considering content or context. Those who set up the templates may not understand testing outside the context for which the template is set up (or they may not understand testing at all); meanwhile, testers who are required to follow the templates don’t own the format. Templates—from the IEEE 829 specification to Fitnesse tests on Agile projects—can standardize and formalize test documentation, but they can also standardize and formalize thinking about testing and our approaches to it. Scripts stand the risk of reducing learning rather than adding to it, because they so frequently leave out the motivation for the test, alternative ways of accomplishing the user’s task, and variations that might expose bugs.

Cem Kaner, who coined the term exploratory testing in 1983, has since defined it as “a style of software testing that emphasizes the personal freedom and responsibility of the individual tester to continually optimize the value of her work by treating test-related learning, test design, and execution as mutually supportive activities that run in parallel throughout the project.”² A useful summary is “simultaneous test design, test execution, and learning.” In exploratory testing, the result of the last test strongly influences the tester’s choices for the next test. This suggests that exploratory testing is incompatible with most formalized approaches to test documentation, since most of them segregate design, execution, and learning; most emphasize scripted actions; and most try to downplay the freedom and responsibility of the individual tester. Faced with this problem, the solution that many people have used is simply to avoid exploratory testing—or at least to avoid admitting that they do it, or to avoid talking about it in reasonable ways. As

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² This definition was arrived at through work done at the 2006 Workshop on Heuristic and Exploratory Testing, which included James Bach, Jonathan Bach, Scott Barber, Michael Bolton, Tim Coulter, Rebecca Fiedler, David Gilbert, Marianne Guntow, James Lyndsay, Robert Sabourin, and Adam White. The definition was used at the November 2006 QAI Conference. Kaner, “Exploratory Testing After 23 Years”, www.kaner.com/pdfs/ETat23.pdf
McLuhan said, “We shape our tools; thereafter our tools shape us.”\textsuperscript{3} Test documentation is a tool that shapes our testing.

Yet exploration is essential to the investigative dimension of software testing. Testing that merely confirms expected behaviour can be expected to suffer from fundamental attribution error (“it works”), confirmation bias (“all the tests pass, so it works”), and anchoring bias (“I know it works because all the tests pass, so it works”). Testers who don’t explore the software fail to find the bugs that real users find when they explore the software. Since any given bug is a surprise, no script is available to tell you how to investigate that bug.

Sometimes documentation is a product, a deliverable of the mission of testing, designed to be produced for and presented to someone else. Sometimes documentation is a tool, something to help keep yourself (or your team) organized, something to help with recollection, but not intended to be presented to anyone\textsuperscript{4}. In the former case, presentation and formatting are important; in the latter case, they’re much less important. In this paper, I’ll introduce (or for some people, revisit) two forms of documentation—one primarily a tool, and the other a product—to support exploratory approaches. The first tends to emphasize the learning dimension, the latter tends to be more applicable to test design and test execution.

This paper and the accompanying presentation represent a highly subjective and personal experience report. While I may offer some things that I’ve found helpful, this is not intended to be prescriptive, or to offer “best practices”; the whole point of notebooks—for testers, at least—is that they become what you make of them.

\textbf{An Exploratory Tester’s Notebook}

Like most of us, I’ve kept written records, mostly for school or for work, all my life. Among other means of preserving information, I’ve used scribblers, foolscap paper, legal pads, reporter or steno notepads, pocket notepads, ASCII text files, Word documents, spreadsheets, and probably others.

In 2005, I met Jon Bach for the first time. Jon, brother of James Bach, is an expert exploratory tester (which apparently runs in the family) and a wonderful writer on the subject of E.T., and in particular how to make it accountable. The first thing that I noticed on meeting Jon is that he’s an assiduous note-taker—he studied journalism at university—and over the last year, he has inspired me to improve my note-taking processes.

\textbf{The Moleskine Notebook}

One factor in my personal improvement in note-taking was James Bach’s recommendation of the Moleskine pocket notebook. I got my first one at the beginning of 2006, and I’ve been using it ever since. There are several form factors available, with soft or hard covers. The version I have fits in a pocket; it’s perfect-bound so it lies flat; it has a fabric bookmark and an elasticized loop that holds the book closed. The pages can be unlined, lined, or squared (graph paper)\textsuperscript{5}. I prefer the graph paper; I find that it helps with sketching and with laying out tables of information.


\textsuperscript{5} They can also be lined with five-line staff paper for musicians.
The Moleskine has a certain kind of chic/geek/boutique/mystique kind of appeal; it turns out that there’s something of a cult around them, no doubt influenced by their marketing. Each notebook comes with a page of history in several languages, which adds to the European cachet. The page includes the claim that the Moleskine was used by Bruce Chatwin, Pablo Picasso, Ernest Hemingway, Henri Mattisse, Andre Breton, and others who are reputed to have used the Moleskine. The claim is fictitious, although these artists did use books of the same colour, form factor, with sewn bindings and other features that the new books reproduce. The appeal, for me, is that the books are well-constructed, beautiful, and inviting. This reminds me of Cem Kaner’s advice to his students: “Use a good pen. Lawyers and others who do lots of handwriting buy expensive fountain pens for a reason. The pen glides across the page, requiring minimal pressure to leave ink.”

A good tool asks to be used.

**Why Use Notebooks?**

In the age of the personal digital assistant (I have one), the laptop computer, (I have one), and the desktop computer (I have one), and the smart phone (I don’t have one), why use notebooks?

- They’re portable, and thus easy to have consistently available.
- They never crash.
- They never forget to auto-save.
- The batteries don’t wear out, they don’t have to be recharged—and they’re never AA when you need AAA or AAA when you need AA.
- You don’t have to turn them off with your other portable electronic devices when the plane is taking off or landing.

Most importantly, notebooks are free-form and personal in ways that the “personal” computer cannot be. Notebooks afford diversity of approaches, sketching and drawing, different thinking styles, different note-taking styles. All Windows text editors, irrespective of their features, still look like Windows programs at some level. In a notebook, there’s little to no reformatting; “undo” consists of crossing out a line or a page and starting over or, perhaps more appropriately, of tolerating imperfection. When it’s a paper notebook, and it’s your own, there’s a little less pressure to make things look good. For me, this allows for a more free flow of ideas.

In 2005, James and Jonathan Bach presented a paper at the STAR West conference on exploratory

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7 [http://www.testingeducation.org/BBST/exams/NotesForStudents.htm](http://www.testingeducation.org/BBST/exams/NotesForStudents.htm)
dynamics, skills and tactics. Michael Kelly led a session in which we further developed this list at Consultants’ Camp 2006.

Several of the points in this list—especially modeling, questioning, chartering, observing, generating and elaborating, abandoning and recovering, conjecturing, and of course recording and reporting—can be aided by the kinds of things that we do in notebooks: writing, sketching, listing, speculating, brainstorming, and journaling. Much of what we think of as history or scientific discovery was first recorded in notebooks. We see a pattern of writing and keeping notes in situations and disciplines where learning and discovery are involved. A variety of models helps us to appreciate a problem (and potentially its solution) from more angles. Thinking about a problem is different from uttering it, which is still different from sketching it or writing prose about it. The direct interaction with the ink and the paper gives us a tactile mode to supplement the visual, and the fact that handwriting is, for many people, slower than typing, may slow down our thought processes in beneficial ways. A notebook gives us a medium in which to record, re-model, and reflect. These are, in my view, essential testing skills and tactics.

From a historical perspective, we are aware that Leonardo was a great thinker because he left notebooks, but it’s also reasonable to consider that Leonardo may have been a great thinker at least in part because he used notebooks.

**Who Uses Notebooks?**

Inventors, scientists, explorers, artists, writers, and students have made notebook work part of their creative process, leaving both themselves and us with records of their thought processes.

Leonardo da Vinci’s notebooks are among the most famous books in history, and also at this writing the most expensive; one of them, the Codex Leicester, was purchased in 1994 for $30.8 million by a certain ex-programmer from the Pacific Northwest⁸. Leonardo left approximately 13,000 pages of daily notes and drawings. I was lucky enough to see one recently—the Codex Foster, from the collection of the Victoria and Albert Museum.

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⁸ Incidentally, the exhibit notes and catalog suggested that Leonardo didn’t intend to encrypt his work via the mirror writing for which he was so famous; he wrote backwards because he was left-handed, and writing normally would smudge the ink.
As a man of the Renaissance, Leonardo blurred the lines between artist, scientist, engineer, and inventor, and his notebooks reflect this. Leonardo collects ideas and drawings, but also puzzles, aphorisms, plans, observations. They are enormously eclectic, reflecting an exploratory outlook on the world. As such, his notebooks are surprisingly similar to the notebook patterns of exploratory testers described below, though none has consciously followed Leonardo’s paradigms or principles, so far as I know. The form factor is also startlingly similar to the smaller Moleskine notebooks. Obviously, the significance of our work pales next to Leonardo’s, but is there some intrinsic relationship between exploratory thinking and the notebook as a medium?

What Do I Use My Notebook For?

I’ve been keeping three separate notebooks. My large-format book contains notes that I take during sessions at conferences and workshops. It tends to be tidier and better-organized. My small-format book is a ready place to record pretty much anything that I find interesting. Here are some examples:

Lists of things, as brainstorms or catalogs. My current lists include testing heuristics; reifications; and test ideas. These lists are accessible and can be added to or referenced at any time. This is my favorite use of the Moleskine—as a portable thinking and storage tool.

“Fieldstones” and blog entries. Collections of observations; the odd rant; memorable quotes; aphorisms. The term “fieldstone” is taken from Gerald M. Weinberg’s book Weinberg on Writing: The Fieldstone Method. In the book, Jerry uses the metaphor of the pile of stones that are pulled from the field as you clear it; then you assemble a wall or a building from the fieldstones. I collect ideas for articles and blog entries and develop them later.

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9 How To Think Like Leonardo da Vinci
Logs of testing sessions. These are often impromptu, used primarily to practice testing and reporting, to reflect and learn later, and to teach the process. A couple of examples follow below.

Meeting notes. He who controls the minutes controls history, and he who controls history controls the world.

Ultra-Portable PowerPoints. These are one-page presentations that typically involve a table or a diagram. This is handy for the cases in which I’d like to make a point to a colleague or client. Since the listener focuses on the data and on my story, and not on what Edward Tufte\textsuperscript{11} calls “chartjunk”, the portable PowerPoints may be more compelling than the real thing.

Mind maps and diagrams. I use these for planning and visualization purposes. I need to practice them more. I did use a mind map to prepare this presentation.

Notes collected as I’m teaching. When a student does something clever during a testing exercise, I don’t want to interrupt the flow, but I do want to keep track of it so that I can recount it to the class and give recognition and appreciation to the person who did it. Moreover, about half the time this results in some improvement to our course materials\textsuperscript{12}, so a notebook entry is very handy.

Action items, reminders, and random notes. Sometimes the notebook is the handiest piece of paper around, so I scribble something down on a free page—contact names (for entry later), reminders to send something to someone; shopping lists.

Stuff in the pocket. I keep receipts and business cards (so I don’t lose them). I also have a magic trick that I use as a testing exercise that fits perfectly into the pocket.

I try to remember to put a title and date on each page. Lately I’ve been slipping somewhat, especially on the random notes pages.

I’ve been using a second large-format notebook for notes on books that I’m studying. I haven’t kept this up so well. It’s better organized than my small format book, but my small format book is handy more often, so notes about books—and quotes from them—tend to go in that.

I’m not doing journaling, but the notebooks seem to remind me that, some day, I will. Our society doesn’t seem to have the same diary tradition as it used to; web logs retrieve this idea. Several of my colleagues do keep personal journals.

How Do Other Exploratory Testers Use Notebooks?
I’ve done a very informal and decidedly unscientific survey of some of my colleagues, especially those who are exploratory testers.

Adam White reports, “My notebook is my life. It's how I keep track of things I have to do. It supplements my memory so that I don't waste brain power on remembering to remember something. I just record it and move on.

“I have found a method of taking notes that brings my attention to things. If someone tells me about a book then I will write "Book" and underline it twice. Then when flipping back through my notes I can see that I have a reference to a book that I thought was interesting at some point in time. I use this process for other things like blogs, websites, key ideas, quotes etc. It makes organizing information after the fact very easy.”

Adam reports similar experiences to my own in how he came to use Moleskines. He too observed Jon Bach and James Bach using Moleskine notebooks; he too uses a selection of books—one large-form for work, one large-form for personal journaling, and a small one for portability and availability. He also says that the elastic helps to prevent him from losing pens.

Jonathan Kohl also reports that he uses notebooks constantly. “My favorite is my Moleskine, but I also use other things for taking notes. With my Moleskine, I capture test ideas; article ideas; diagrams or models I am working on for articles; teaching materials, or some other reason for an explanation to others; and testing notes. I have a couple of notes to help focus me, and the rest are ideas, impressions, and the starred items are bugs. I translated the bugs into bug reports in a fault tracking system, and the other notes into a document on risk areas. For client work, I don't usually use my Moleskine for testing, since they may want my notes.” This is an important point for contractors and full-time employees; your notebook may be considered a work product—and therefore the property of your company—if you use it at work, or for work.

“I also use index cards (preferably post-it note index cards), primarily for bug reports,” continues Jonathan. “My test area is often full of post-its, each a bug, at the end of a morning or afternoon testing session. Over time, I arrange the post-its according to groups, and log them into a bug tracker or on story cards (if doing XP.) When I am doing test automation/test toolsmith work, I use story cards for features or other tasks, and others for bugs.”

Jonathan also uses graph-paper pads for notes that he doesn't need to keep. They contain rough session and testing notes; diagrams, scrawls, models, or things that he is trying to understand better; analysis notes, interview points, and anything else he’s interested in capturing. “These notes are illegible to most people other than me, and I summarize them and put what is needed into something more permanent.” This is also an important point about documentation in general: sometimes documentation is a product—a deliverable, or something that you show to or share with someone else. At other times, documentation is a tool—a personal aid to memory or thought processes.

“I worked with engineers a lot starting out, so I have a black notebook that I use to record my time and tasks each day. I started doing this as an employee, and do it as a consultant now as well.”

Fiona Charles also keeps a project-specific notebook. She uses a large form factor, so that it can accommodate 8½ x11 pages pasted into it. She also pastes a plastic pocket, a calendar, and loose notes from pre-kickoff meetings—she says that a glue stick is an essential part of the kit. In the

notebook, she records conversations with clients and others in the project community. She uses clear termination line for dates, sets of notes, and “think pages.”

Jerry Weinberg also uses project notebooks. On the first page, he places his name, his contact information, and offer of a reward for the safe return of the book. On the facing page, he keeps a list of contact info for important people to the project. On the subsequent pages, he keeps a daily log from the front of the book forwards. He keeps a separate list of learnings from the back of the book backward, until the two sections collide somewhere in the middle; then he starts a new book. “I always date the learnings,” he says. “In fact, I date everything. You never know when this will be useful data.” Like me, he never tears a page out.

Jerry is also a strong advocate of journaling14. For one thing, he treats starting journaling—and the reader’s reaction to it—as an exercise in learning about effecting change in ourselves and in other people. “One great advantage of the journal method,” he says, “is that unlike a book or a lecture, everything in it is relevant to you. Because each person’s learning is personal, I can’t you what you’ll learn, but I can guarantee that you’ll learn something.” That’s been my experience; the notebook reflects me and what I’m learning. It’s also interesting to ask myself about the things, or kinds of things, that I haven’t put it.

Jon Bach reports that he uses his notebooks in several modes. “‘Log file’, to capture the flow of my testing; ‘epiphany trap’, to capture "a ha!" moments (denoted by a star with a circle around it); diagrams and models—for example, the squiggle diagram when James and I first roughed out Session-Based Test Management; to-do lists—lots and of lots them, which eventually get put into Microsoft Outlook's Task Manager with a date and deadline—reminders, flight, hotel, taxi info when traveling, and phone numbers; quotes from colleagues, book references, URLs; blog ideas, brainstorm, ideas for classes, abstracts for new talks I want to do; heuristics, mnemonics; puzzles and their solutions (like on a math exam that says "show your work"); personal journal entries (especially on a plane); letters to my wife and child -- to clear my head after some heinous testing problem I might need a break from.”

Jon also identifies as significant the paradigm “‘NTSB Investigator.’ I'll look back on my old notes for lost items to rescue—things that are may have become more important than when I first captured them because of emergent context. You would never crack open the black box of an airplane after a successful flight, but what if there was a systemic pattern of silent failures just waiting to culminate in a HUGE failure? Then you might look at data for a successful flight and be on the lookout for pathologies.”

**Example: An Impromptu Exploratory Testing Session**

I flew from Delhi to Amsterdam. I was delighted to see that the plane was equipped with a personal in-flight entertainment system, which meant that I could choose my own movies or TV to watch. As it happened, I got other entertainment from the system that I wouldn’t have predicted.

The system was menu-driven. I went to the page that listed the movies that were available, and after scrolling around a bit, I found that the “Up” button on the controller didn’t work. I then inspected the controller unit, and found that it was cracked in a couple of places. Both of the

14 Becoming a Technical Leader, pp. 80-85
cracks were associated with the mechanism that returned the unit, via a retractable cord, to a receptacle in the side of the seat. I found that if I held the controller just so, then I could get around the hardware—but the software failed me. That is, I found lots of bugs. I realized that this was an opportunity to collect, exercise, and demonstrate the sorts of note-taking that I might perform when I’m testing a product for the first time. Here are the entries from my Moleskine, and some notes about my notes.

When I take notes like this, they’re a tool, not a product. I don’t expect to show them to anyone else; it’s a possibility, but the principal purposes are to allow me to remember what I did and what I found, and to guide a discussion about it with someone who’s interested.

I don’t draw well, but I’m slowly getting better at sketching with some practice. I find that I can sketch better when I’m willing to tolerate mistakes.

In the description of the red block, at the top of the left page, I failed to mention that this red block appeared when I went right to the “What’s On” section after starting the system. It didn’t reproduce.
Whenever I look back on my notes, I recognize things that I missed. If they’re important, I write them down as soon as I realize it. If they’re not important, I don’t bother. I don’t feel bad about it either way; I try always to get better at it, but testers aren’t omniscient. Note “getting sleepy”—if I keep notes on my own mental or emotional state, they might suggest areas that I should revisit later. One example here: on the first page of these notes, I mentioned that I couldn’t find a way to contact the maker of the entertainment system. I should have recognized the “Feedback” and “Info” menu items, but I didn’t; I noticed them afterwards.

After a few hours of rest, I woke up and started testing again.

Jon Bach recently pointed out to me that, in early exploration, it’s often better to start not by looking for bugs, but rather by trying to build a model of the item under test. That suggests looking for the positives in the product, and following the happy path. I find that it’s easy for me to fall into the trap of finding and reporting bugs. These notes reflect that I did fall into the trap, but I also tried to check in and return to modeling from time to time. At the end of this very informal and completely freestyle session, I had gone a long way towards developing my model and identifying various testing issues. In addition, I had found many irritating bugs.

Why perform and record testing like this? The session and these notes, combined with a discussion with the project owner, might be used as the first iteration in the process of determining an overall (and perhaps more formal) strategy for testing this product. The notes have also been a useful basis for my own introspection and critique.
of my performance, and to show others some of my though process through an exploratory testing session.

**A More Formal Structure for Exploratory Testing**

Police forces all over the world use notebooks of some description, typically in a way that is considerably more formalized. This is important, since police notebooks will be used as evidence in court cases. For this reason, police are trained and required to keep their notebooks using elements of a more formal structure, including time of day; exact or nearest-to location; the offence or occurrence observed; the names and addresses of offenders, victims or witnesses; action taken by the officer involved (e.g. arrests), and details of conversations and other observations. (The object of the exercise here is not to turn testers into police, but to take useful insights from the process of more formal note-taking.)

How can we help to make testing similarly accountable? Session-Based Test Management (SBTM), invented by James and Jonathan Bach in 2000 is one possible answer. SBTM has as its hallmark four elements:

- Charter
- Time Box
- Reviewable Result
- Debriefing

The *charter* is a one- to three-sentence mission for a testing session. The charter is designed to be open-ended and inclusive, prompting the tester to explore the application and affording opportunities for variation. Charters are not meant to be comprehensive descriptions of what should be done, but the total set of charters for the entire project should include everything that is reasonably testable.

The *time box* is some period of time between 45 minutes and 2 ¼ hours, where a short session is one hour (+/- 15 minutes), a long session is two, and a normal session is 90 minutes. The intention here is to make the session short enough for accurate reporting, changes in plans (such as a session being impossible due to a broken build, or a session changing its charter because of a new priority), but long enough to perform appropriate setup, to get some good testing in, and to make debriefing efficient. Excessive precision in timing is discouraged; anything to the nearest five or ten minutes will do. If your managers, clients, or auditors are supervising you more closely than this,

The reviewable result takes the form of a *session sheet*, a page of text (typically ASCII) that follows a formal structure. This structure includes:

- Charter
- Coverage areas (not code coverage; typically product areas, product elements, quality criteria, or test techniques)
- Start Time
- Tester Name(s)
- Time Breakdown
  - session duration (long, normal, or short)
• test design and execution (as a percentage of the total on-charter time)
• bug investigation and reporting (as a percentage of the total on-charter time)
• session setup (as a percentage of the total on-charter time)
• charter/opportunity (expressed as a percentage of the total session, where opportunity
time does not fit under the current charter, but is nonetheless useful testing work)

- Data Files
- Test Notes
- Bugs (where a “bug” is a problem that the tester and the test manager reasonably believe
represents a threat to the value of the product)
- Issues (where an “issue” is a problem that threatens the value of the testing process—missing
information, tools that are unavailable, expertise that might be required, questions that the
tester might develop through the course of the session)

There are two reasons for this structure. The first is simply to provide a sense of order and
completeness for the report and the debrief. The second is to allow a scripting tool to parse
tagged information from the session sheets, such that the information can be sent to other
applications for bug reporting, coverage information, and inquiry-oriented metrics gathering.
The SBTM package, available at http://www.satisfice.com/sbtm, features a prototype set of batch
files and Perl scripts to perform these tasks, with output going to tables and charts in an Excel
spreadsheet.

The debrief is a conversation between the tester15 who performed the session and someone
else—ideally a test lead or a test manager, but perhaps simply another tester. In the debrief, the
session sheet is checked to make sure that it’s readable and understandable; the manager and the
tester discuss the bugs and issues that were found; the manager makes sure that the protocol is
being followed; and coaching, mentoring, and collaboration happen. A typical debrief will last
between five to ten minutes, but several things may add to the length. Incomplete or poorly-
written session sheets produced by testers new to the approach will prompt more questions until
the tester learns the protocol. A highly complex or risky product area, a large number of bugs or
issues, or an unfamiliar product may also lead to longer conversations.

Several organizations have reported that scheduling time for debriefings is difficult when there
are more than three or four testers reporting to the test manager or test lead, or when the test
manager has other responsibilities. In such cases, it may be possible to have the testers debrief
each other.

At one organization where I did some consulting work, the test manager was also responsible for
requirements development and business analysis, and so was frequently unavailable for
debriefings. The team chose to use a round-robin testing and debriefing system. For a given
charter, Tester A performed the session, Tester B debriefed Tester A, and at regression testing
time, Tester C took a handful of sheets and used them as a point of departure for designing and
executing tests. For the next charter, Tester B performed the testing, Tester C the debrief, and
Tester A the regression; and so forth. Using this system, each tester learned about the product
and shared information with others by a variety of means—interaction with the product,
conversation in the debrief, and written session sheets. The entire team reported summaries of

15 Or “testers”; SBTM can be used with paired testers.
the debriefings to the test manager when he was not available, and simply debriefed directly with him when he was.

Two example session sheets follow. The first is an account of an early phase of exploratory testing, in which the testers have been given the charter to create a test coverage outline and a risk list. These artifacts themselves can be very useful, lightweight documents that help to guide and assess test strategy. Here the emphasis is on learning about the product, rather than searching for bugs.

The second is an account of a later stage of testing, in which the tester has sufficient knowledge about the product to perform a more targeted investigation. In this session, he finds and reports several bugs and issues. He identifies moments at which he had new test ideas and the motivations for following the lines of investigation.
Example: Session Sheet for a Reconnaissance Session

Create a test coverage outline and risk list for DecideRight.

Test coverage is not merely code coverage. Functional areas, platforms, data, operations, and test techniques, are only a few ways to model the test space; the greater the number and variety of models, the better the coverage.

SBTM lends itself well to paired testing. Two sets of eyes together often find more interesting information—and bugs—than two sets of eyes on their own.

Sessions in which 100% of the time is spent on test design and execution are rare. This reconnaissance session is an exception; the focus here is on learning, rather than bug-finding.

Any data files generated or used during the session—in the form of independent reports, program input or output files, screen shots, and so on—get stored in a directory parallel to the library of session sheets.

A test coverage outline is a useful artifact with which to guide and assess a test strategy (the set of ideas that guide your test design), especially one which we’re using exploratory approaches. A test coverage outline can be used as one of the inputs into the design of session charters.
A risk list is another useful tool to help guide a test strategy. The risk list can be as long or as short as you like; it can also be broken down by product or coverage areas.

“Issues” are problems that threaten the value of the testing process. Issues may include concerns, requests for missing information, a call for tools or extra resources, pleas for testability. In addition, if a tester is highly uncertain whether something is a bug, that can be reported here.

Prominent Windows:
- Main Table window
- Criteria Weights window
- Option Ratings window
- Documents window
- Setup-up window

Managers and Wizards:
- DecideRight Advisor
- Category Label Editor
- Numeric Editor
- Scenario Manager
- Report Generator
- QuickBuild

Decision Elements:
- Language Elements
- Preferences
- Sensitivity Indicators
- Weighting
- Input Options
- Decision Table
- Option Ratings
- Baseline

Interoperability:
- OLE
- Import/Export
- Graphs
- Printing

Risk list for DecideRight:
- It will suggest the wrong decisions.
- People will use the product incorrectly.
- It will incorrectly compare scenarios.
- Scenarios may become corrupted.
- It will not be able to handle complex decisions.

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BUG

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ISSUE

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#88

Manual mentions different platforms (Win 3.1, WPV, and WinNT 3.51) and does not mention Win2000. We think Win 2000 is important to test on and that the older OSes are no longer meaningful.

#88

We did this analysis on Win98. I have no data to suggest that features may be different on other operating systems, but I'm not sure about that.
Example: Session Sheet for a Bug-Finding Session

Information generated from the session sheets can be fed back into the estimation process.

- First, we’ll cast a set of charters representing the coverage that we’d like to obtain in a given test cycle. (Let’s say, for this example, 80 charters).
- Second, we’ll look at the number of testers that we have available. (Let’s say 4.)
- Typically we will project that a tester can accomplish three sessions per day, considering that a session is about 90 minutes long, and that time will be spent during the day on email, meetings, breaks, and the like.
- We must also take into account the productivity of the testing effort. Productivity is defined here the percentage of the tester’s time spent, in a given session, on coverage—that is, on test
design and execution. Bug investigation is very important, but it reduces the amount of coverage that we can obtain about the product during the session. It doesn’t tell us more about the product, even though it may tell us something useful about a particular bug. Similarly, setup is important, but it’s preparing to test, rather than testing; time spent on setup is time that we can’t spend obtaining coverage. (If we’re setting up and testing at the same time, we account for this time as testing. At the very beginning of the project, we might estimate 66% productivity, with the other third of the time spent on setup and bug investigation. This gives us our estimate for the cycle:

80 charters x .66 productivity x 4 testers x 3 sessions per day = 10 days
When new information comes in—often in the form of new productivity data—we change one or more factors in the estimate, typically by increasing or decreasing the number of testers, increasing or reducing the scope of the charters, or shortening or lengthening the cycle.

Some questions have been raised as to whether exploratory approaches like SBTM are acceptable for high-risk or regulated industries. We have seen SBTM used in a wide range of contexts, including financial institutions, medical imaging systems, telecommunications, and hardware devices.

Some also question whether session sheets meet the standards for the accountability of bank auditors. One auditor’s liaison with whom I have spoken indicates that his auditors would not be interested in the entire session sheet; instead, he maintained, “What the auditors really want to
Conclusion

Notebooks have been used by people in the arts, sciences, and skilled professions for centuries. Many exploratory testers may benefit from the practice of taking notes, sketching, diagramming, and the like, and then using the gathered information for retrospection and reflection.

One of the principal concerns of test managers and project managers with respect to exploratory testing is that it is fundamentally unaccountable or unmanageable. Yet police, doctors, pilots, lawyers and all kinds of skilled professions have learned to deal with problem of reporting unpredictable information in various forms by developing note-taking skills. Seven years of positive experience with session-based test management suggests that it is a useful approach, in many contexts, to the process of recording and reporting exploratory testing.

Thanks to Launi Mead and Doug Whitney for their review of this paper.
Install Risk Catalog

**Functional suitability**
- Installer lacks modern, expected features
  - no uninstall
  - no custom install
  - no partial install (“add”)
  - no upgrade install

**Reliability**
- Intermittent failure

**Fault tolerance/recoverability**
- Can’t back up
- Can’t abort
- No clean up after abort
- Mishandled read error
- Mishandled disk full error

**Correctness**
- Wrong files installed
  - temporary files not cleaned up
  - old files not cleaned up after upgrade
  - unneeded file installed
  - needed file not installed
  - correct file installed in the wrong place
- Wrong INI settings/registry settings
- Wrong autoexec/config settings
- Files clobbered
  - older file replaces newer file
  - user data file clobbered during upgrade

**Compatibility**
- Installer does not function on certain platforms
- Other apps clobbered
- HW not properly configured
  - HW clobbered for other apps
  - HW not set for installed app
- Screen saver disrupts install
- No detection of incompatible apps
  - apps currently executing
  - apps currently installed

**Efficiency**
- Excessive temporary storage required by install process

**Usability**
- Installer silently replaces or modifies critical files or parameters
- Install process is too slow
- Install process requires constant user monitoring
- Install process is confusing
  - UI is unorthodox
  - UI is easily misused
    - Messages and instructions are confusing
    - Mistakes during install process readily cause loss of effort
# TNT QA Task Analysis

**BC4.0 & BP7.0**

7/12/92

## QA Requirements Summary:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Popularity</th>
<th>Rate of Change</th>
<th>Complexity</th>
<th>Existing automation</th>
<th>Required Testing*</th>
</tr>
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<tbody>
<tr>
<td>TD32</td>
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<tr>
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<td>Extensive</td>
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<tr>
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<td>Moderate</td>
<td></td>
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<tr>
<td>TD386</td>
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<td>Moderate</td>
<td></td>
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</table>

* Items are boldfaced where the existing automation and beta testing will have to be augmented by new automation and hand testing.
Task Sets (? denotes unstaffed):

**Guido Testing**  
(General Testing Tasks)  
Produce feature outline  
Produce sign-off checklist  
Complete smart-script system version 1.0  
Analyze hard mode vs. soft mode  
Integrate 100 applications into smart-script system

**TDX Testing**  
(General Testing Tasks)  
Produce sign-off checklist  
Maintain communication between Purart and Gabor  
Learn about DPMI  
Test real mode stub  
Test remote debugging

**TD32 Testing (Windows)**  
(General Testing Tasks)  
TDINST32  
Produce sign-off checklist  
Learn WIN32s platform  
Determine Windows NT dependencies  
Track changes in NT and WIN32s  
Track differences between Microsoft Win32s & Rational

**TD32 Testing (DPMI32)**  
(General Testing Tasks)  
TDUMP32  
Produce debugger example for doc.  
Produce sign-off checklist  
Learn DPMI32 platform  
Track development of DPMI32  
Coordinate testing w/DPMI32 testers

**TD/TDV Testing**  
(General Testing Tasks)  
TD286  
TD386  
TDH386.SYS  
TDSTRIP  
TDUMP  
TDMEM  
TDDEV  
TDRF  
TDREMOTE  
TDINST  
Produce sign-off checklist

**TDW Testing**  
(General Testing Tasks)  
TDDEBUG.386  
WREMOTE  
WRSETUP  
Produce sign-off checklist  
Track SVGA DLL development

**Profiler Testing**  
(General Testing Tasks)  
TPROF  
TPROFW  
TF386  
Produce sign-off checklist  
Produce feature outline  
Review automation coverage  
Verify timing statistics  
Collect very large applications  
Identify & support in-house users  
Identify & support key beta sites  
Develop TFSMERGE program

**Automation1 (lead)**  
Produce ~600 new tests to satisfy test matrix  
Produce 16-bit debugger feature outline  
Assist in producing overall test matrix  
Produce next generation C++-based test control system  
Produce feature coverage viewer program  
Produce Monkey-based acceptance suite for Purart  
Convert smart-script system to Alverex tools  
Maintain DCHECK & TCHECK

**Automation2 (support)**  
Execute all automation and generate reports  
Fix tests that break in old test system (500 total)  
Generate BTS reports weekly  
Adapt test system to OS/2  
Adapt test system to NT  
Produce ~600 new tests to satisfy matrix  
Recompile test attachments with new compiler  
Perform compatibility testing

**Diablo1 (process control)**

**Diablo2 (data inspect)**

**Diablo3 (general functions)**

**TASM Testing**
Scenario Test Plan

Overview

Scenario testing is about how the product behaves when subjected to complex sequences of input that mirror how it was designed to be used, as well as how it might realistically be misused. A scenario, in this context, is a story about how the product might be used. Through scenario testing we hope to find problems that lie in the interactions among different features, and problems that are more important because they occur during particularly common or critical flows of user behavior.

This document describes an exploratory form of scenario testing. Our documentation philosophy is based on that of the General Functionality and Stability Test Procedure (see http://www.satisfice.com/tools/procedure.pdf) used by Microsoft’s compatibility test group and in Microsoft’s Certified for Windows logo program. In this process, scenario test charters are produced, and those charters (which could also be described as very high level test procedures) are used to guide scenario tests performed by experienced users.

Status: We have collected a lot of scenario ideas and data. We are about a third of the way through the process of documenting it, but we have already begun the test process.

Scenario Charter Design Process

Good scenario test design requires knowledge of the purposes that the product serves and the context in which it is used. So, we used two Prochain staff consultants and the author of the user documentation as domain experts to help produce the scenarios. Scenario design included these activities:

- **User documentation exhibits.** Review documentation provided by friendly customers and the development team. Such documentation describes how Prochain Enterprise is used by various kinds of users, including step-by-step instructions for updating data in the system.

- **Facilitated brainstorm with domain experts.** Review goals and patterns of scenario testing, then brainstorm test ideas. These ideas may include standalone elements to be incorporated into scenarios, as well as fully worked scenario scripts, with variations.

- **Chartered exploratory test sessions.** Pick a couple of mainstream scenario ideas and conduct exploratory test sessions, using domain experts as testers. In these sessions, follow a scenario theme, developing it further while recording what each tester did using both automatic recorders and personal observation. All the testers should use the same database to gain the benefit of implicit multi-user testing. While some testers coordinate with each other to flesh out the scenarios, others assist in taking notes or investigating problems.

- **Scenario refinement.** Once scenarios are roughed out, discuss, prune, and extend them. Look for missing elements, and compare them with user documentation exhibits.

- **Function tracing.** Compare the scenarios to the features of the product to assure that we have scenarios that, in principle, cover all the functions of the product.
Scenario Design Elements

During our design process, various elements of scenarios were identified, and we used these ideas to design the present scenario set. Further development of the scenarios might benefit by taking these ideas into account and extending them.

**Activity Patterns**

These are used as guideword heuristics to elicit ideas for deepening and varying the activities that constitute the scenario charters.

- *Tug of war; contention*. Multiple users resetting the same values on the same objects.
- *Interruptions; aborts; backtracking*. Unfinished activities are a normal occurrence in work environments that are full of distractions.
- *Object lifecycle*. Create some entity, such as a task or project or view, change it, evolve it, then delete it.
- *Long period activities*. Transactions that take a long time to play out, or involve events that occur predictably, but infrequently, such as system maintenance.
- *Function interactions*. Make the features of the product work together.
- *Personnas*. Imagine stereotypical users and design scenarios from their viewpoint.
- *Mirror the competition*. Do things that duplicate the behaviors or effects of competing products.
- *Learning curve*. Do things more likely to be done by people just learning the product.
- *Oops*. Make realistic mistakes. Screw up in ways that distracted, busy people do.
- *Industrial Data*. Use high complexity project data.

**Scenario Personnas**

- *Individual Contributors*. Individual contributor scenarios involve updating tasks and viewing task status.
- *Analysts (e.g. critical chain experts, resource managers, consultants)*. Analyst scenarios focus on viewing and comparing tasks and projects, using the reporting features, and repeatedly popping up and drilling down.
- *Managers (e.g. task managers, project managers, senior management)*. Management scenarios involve analysis, but managers also coordinate with individual contributors, which leads to more multi-user tests. Managers update buffers and may download schedules and rewire them.
- *System Administrators*. System administration scenarios involve the creation and removal of users, rights setting, system troubleshooting and recovery.
**Test Dimensions**

To test Prochain Enterprise effectively, all of the following variables must be considered, controlled and systematically varied in the course of the testing. Not all scenarios will specify all of these parts, but the testers must remain aware of them as we evaluate the completeness and effectiveness of our work. Some of these are represented in the structure of the scenario charters, others are represented in the activities.

- **Date.** Manipulation of the date is important for the longer period scenario tests. It may be enough to modify the simulation date. We might also need to modify the system clock itself. *Are we varying dates as we test, exploring the effects of dates, and juxtaposing items with different dates?*

- **Project Data.** In any scenario other than project creation scenarios, we need rich project data to work with. Collect actual industrial data and use that wherever possible. *Are we using a sufficient variety, quantity and complexity of data to approximate the upper range of realistic usage?*

- **User Data.** In any scenario other than system setup, we need users and user rights configured in diverse and realistic ways, prior to the scenario test execution. *Are enough users represented in the database to approximate the upper range of realistic usage? Is a wide variety of rights and rights combinations represented? Is every user type represented?*

- **Functions.** Capability testing focuses on covering each of the functions, but we also want to incorporate every significant function of the product into our set of scenario tests. This provides one of the coverage standards we use to assess scenario test completeness: *Is every function likely to be visited in the course of performing all the scenario tests?*

- **Sequence.** The specific sequence of actions to be done by the scenario tester is rarely scripted in advance. This is because the sheer number of possible sequences, both valid and invalid, is so large that to specify particular sequences will unduly reduce the variety of tests that will be attempted. We want interesting sequences, and we want a lot of different sequences: *Are testers varying the order in which they perform the tasks within the scenario charters?*

- **Simultaneous Activity and States.** Tests may turn out differently depending on what else is going on in the system at any given moment, so the scenario tests must consider a variety of simultaneous event tests, especially ones involving multi-user contention. *Are the testers exploring the juxtaposition of potentially conflicting states and interactions among concurrent users?*

- **System Configuration.** Testing should occur on a variety of system configurations, especially multi-server configurations, because the profile of findable bugs may vary widely from one setup to another. *Are scenario tests being performed on the important configurations of Enterprise?*

- **Oracles.** An oracle is a principle or mechanism by which we recognize that a problem has occurred. With a bad oracle, bugs happen, but testers don’t notice them. Domain experts, by definition, are people who can tell if a product is behaving reasonably. But sometimes it takes a lot of focus, retesting, and special tooling to reliably detect the failures that occur. *For each scenario, what measures are testers taking to spot the problems that matter?*

- **Tester.** Anyone can perform scenario testing, but it usually takes some domain expertise to conceive of activities and sequences of activities that are more compelling (unless it’s a Learning Curve scenario). Different testers have different propensities and sensitivities. *Has each scenario test been performed by different testers?*
Scenario Themes

This is our first cut at a fundamental set of scenario themes. Each sub-theme listed below stands alone as a separate scenario test activity. They can be performed singly, or in combination by a test team working together.

- **Project Update**
  - **UP1**: Check tasks and update.
  - **UP2**: Check status and perform buffer update.
  - **UP3**: Check out a project and rewire dependencies.
  - **UP4**: Troubleshoot a project.

- **Project Creation**
  - **CR1**: Add projects, finish projects, observe impact.
  - **CR2**: Set project views, attachments, and checklists.

- **System Administration**
  - **SA1**: Administration setup and customization.
  - **SA2**: Rescale the configuration.
## Scenario Testing Protocol and Setup

<table>
<thead>
<tr>
<th>Mission</th>
<th>Find important bugs quickly by exploring the product in ways that reflect complex, realistic, compelling usage.</th>
</tr>
</thead>
</table>
| Testers | - As a rule, the testers should understand the product fairly well, though an interesting variation of a scenario can be to direct a novice user to learn the product by attempting to perform the scenario test.  
- The testers should understand likely users, and likely contexts of use, including the problems users are trying to solve by using the product. When testers understand this, scenario testing will be a better counterpoint to ordinary function testing.  
- The testers should have the training, tools, and/or supervision sufficient to assure that they can recognize and report bugs that occur. |
| Setup   | - Select a user database & project database that you can afford to mess up with your tests.  
- Assure that the project database has at least two substantial projects and program in it, preferably more. The projects should include many tasks, statuses of green/yellow/red, and multiple buffers per project.  
- Tasks should have variety, e.g. short ones, long ones, key tasks, non-key tasks, started, not-started, with and without attachments and checklists.  
- Set the simulation date to intersect with the project data that you are using.  
- Fulfill the setup requirements for the particular scenario test you are performing. |
| Activities | In exploratory scenario testing, you design the tests as you run them, in accordance with a scenario test charter:  
- Select a scenario test charter and spend about 90 minutes testing in accordance with it.  
- Perform the activities described in the test charter, but also perform variations of them, and vary the sequence of your operations.  
- If you see something in the product that seems strange and may be a problem, investigate it, even if it is not in the scope of the scenario test. You can return to the scenario test later.  
- Incorporate micro-behaviors freely into your tests. Micro-behaviors include making mistakes and backing up, getting online help in the middle of an operation, pressing the wrong keys, editing and re-editing fields, and generally doing things imprecisely—the way real people do.  
- Do things that should cause error messages, as well as things that should not.  
- Ask questions about the product and let them flavor your testing: What will happen if I do this? Can the product handle that?  
- Consider working with more than one tester on more than one scenario. Perform multiple scenarios together.  
- Remember to advance the timeline periodically, either using the simulation date or using the system clock. |
| Oracle Notes | - Review the oracle notes for the scenario charter that you are working with.  
- Review and apply the HICCUPP heuristics.  
- For each operation that you witness the product perform, ask yourself how you know that it worked correctly.  
- Perform some operations with data chosen to make it easy to tell if the product gave correct output.  
- Look out for progressive data corruption or performance degradation. It may be subtle. |
| Reporting | - Make a note of anything strange that happens. If you see a problem, briefly try to reproduce it.  
- Make a note of obstacles you encountered in the test process itself.  
- Record test ideas that come to you while you are doing this, and pass them along to the test lead. |
# UP1: “Check tasks and update”

<table>
<thead>
<tr>
<th>Theme</th>
<th>You are an individual contributor on a project. You have tasks assigned to you. Check your tasks and update them. Check the status of tasks that gate the ones you are responsible for.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup</td>
<td>- Assure that your user account(s) are set up with rights to access a project that has <em>many</em> tasks assigned to it.</td>
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</table>
| Activities | - Go to Tasks panel and filter tasks for ones assigned to you. (Alternatively, filter in other ways such as by project or by incomplete tasks; and choose a way to sort)  
- Select one of the task list views and visit each task. Set the task filter to show, at least: actual start, total duration, and remaining duration.  
- For some tasks, view details, checklists, and attachments.  
- Update each task in some way, including:  
  - No update  
  - “Mark as Updated”  
  - Shorten duration remaining  
  - Set remaining duration to zero; or “Mark as Completed”  
  - Increase duration remaining  
  - Provide comments; update checklist  
  - Undo some updates  
- Refilter to see more tasks. Find tasks that feed into or lead from your tasks. Update some of those tasks. |
| Oracle Notes | - View updated tasks prior to buffer update to verify they have been updated properly.  
- View updated tasks after buffer update to verify they are correct.  
- Verify that an updated task says “started” or where applicable verify that it has become a key task or that it has ceased to be a key task.  
- Determine the total number of tasks visible within MS project file, and verify all are visible in Enterprise. |
| Variations | - **USER DATA:** Restrict the rights of the user account to the maximum degree while still being able to perform the activity.  
- **TUG OF WAR:** log in as a second user and re-update the same tasks, or cancel updates; log in as the same user as if you forgot you already had another window open, then make changes in both windows.  
- **OOPS:** update the wrong task and then undo the update; update a task, wait for buffer update, then realize you screwed up and try to fix it.  
- **INTERUPTION:** Try to make updates while a buffer update is going on.  
- **LIFECYCLE:** Update a fresh task, update it several more times, advancing the simulation date, then mark it as completed. Do that for an entire project. Mark all tasks as completed. |
# UP2: “Check status and perform buffer update”

<table>
<thead>
<tr>
<th>Theme</th>
<th>You are a project manager. You need to update your project to prepare your weekly report on project status.</th>
</tr>
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</table>
| **Setup** | - Log in with a user account set up with project manager rights.  
- Buffer consumption for one of the projects should ideally be in the yellow or red.  
- At least some of the projects should have multiple project buffers. |
| **Activities** | - View the Standard Projects Status Chart (or custom chart), filter on a set of projects (and turn on name labels). Start a second session in a window next to the first one (log in as the same user), and filter for the same project set. Now you have two project status charts that you can compare.  
- Pick one project as “yours”. Now, compare status history of your project to others. Explore the other project details in any way necessary to account for the differences in status.  
- View all impact chains for your project, and for some of those tasks:  
  - view task details  
  - view task links  
  - view task load chart  
- If other testers are making task updates during your test session, review those changes and modify some of them, yourself. Otherwise, make at least a few updates of your own.  
- Advance the clock by a few days, update buffers on your project and view again the status chart and impact chains, then advance the clock again by another few days.  
- Search for all project tasks that have not been updated in more than a “week” (i.e. since the test began). Update some of them, then perform another buffer update and view status history for that project. |
| **Oracle Notes** | - View updated tasks *prior to buffer update* to verify they have been updated properly.  
- View updated tasks *after buffer update* to verify they are correct.  
- Verify that an updated task says “started” or where applicable verify that it has become a key task or that it has ceased to be a key task.  
- Determine the total number of tasks visible within MS project file, and verify all are visible in Enterprise.  
- Verify the reasonableness of the impact chains, updates to the impact chains, and status history. |
| **Variations** | - **USER DATA:** superuser “accidentally” changes your user permissions during the test so that you can no longer change your own project.  
- **TUG OF WAR:** a second user logs in and checks out the project that you are analyzing, locking it.  
- **OOPS:** update project notes and comments in the wrong project, and try to remove them and apply them to the right project.  
- **INTERRUPTION:** Periodically click on the printer icon. |
**UP3: “Check out a project and rewire dependencies”**

<table>
<thead>
<tr>
<th>Theme</th>
<th>You are a project manager. Your project has changed as a result of new technology or new resources, and the current network needs to be updated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup</td>
<td>- Log in with a user account set up with project manager rights.</td>
</tr>
</tbody>
</table>
| Activities | - Pick a project as “yours”. Check out the project file to your local hard drive.  
- Update the project network in MSP, do a selection of the following:  
  - Add new tasks that have starting dates before the present date, some that span the present date, and some that end in the future.  
  - Add new tasks that are not on the critical chain, and some that are.  
  - Delete some tasks.  
  - Modify data in custom fields.  
  - Change some of the task linkages.  
  - Reassign resources; Overload some resources.  
  - If the project has one endpoint, add a second endpoint; if it has two multiple endpoints, remove all but one.  
  *(remember to keep track of the changes you make!)*  
- Check the project back into PCE, and update buffers.  
- View all impact chains for your project, and for the tasks and chains that you modified:  
  - view task details  
  - view task links  
  - view task load chart |
| Oracle Notes | - The new network’s info are correctly represented in PCE:  
  - buffer consumption  
  - impact chain  
  - key tasks  
  - resources and managers  
- On check-in PCE should force a buffer update. |
| Variations | - **TUG OF WAR**: A second user logs in and checks in the project while you are changing it.  
- **OOPS**: Check in the wrong project file, and then try to recover.  
- **OBJECT LIFECYCLE**: Rewire the project several times, interspersing that with UP1 an UP2 scenarios. Then complete all tasks. |
Final

This document incorporates all previous Elvis quality assurance documents. It is an analysis of the tasks necessary to assure quality for Elvis. It has been reviewed by Tech. Support, and reflects the concerns of our customers.

This document includes the following sections:

- Risk and Task Correlation
- Component Breakdown
- Ongoing Tasks

Resource loading and open issues are not included, due to time constraints, and the need for broader review by management.
**Risk and Task Correlation**

This table relates risk areas to specific quality assurance tasks. Any tasks listed on the right which are not completed will increase the likelihood of customer dissatisfaction in the associated risk area on the left.

| Source Code Usability | • Review code for comments, style, formatting, and comprehensibility.  
  • Review makefiles for simplicity, documentation, and consistency. |
|-----------------------|---------------------------------------------------------------------|
| Performance           | • Benchmark performance of low level encapsulation and high-order functionality versus  
  • OWL 1.0x  
  • MFC  
  • Native Windows apps  
  • Actively solicit Beta tester feedback, design questionnaire, tabulate/analyze results. |
| Internationalization  | • Verify international enabling of the following:  
  • Stored strings (window titles, diagnostics, etc.)  
  • Menus items and accelerators  
  • Cutting and pasting text (clipboard support)  
  • Printing  
  • Localized versions of common dialogs  
  • Status line code  
  • Input validation (proper uppercasing, etc.)  
  • filenames/streaming |
| Design Quality        | • Inspect code for appropriate use of C++ idioms.  
  • Participate in discussions to promote:  
    • Design simplicity  
    • Backward compatibility  
    • Appropriate feature set  
    • Flexibility for future technologies |
| Documentation Quality  | • Confirm API coverage with latest available header files.  
  • Check completeness of information for each API, member function, and data item.  
  • Review material for overall usability/organization. |
| • Check for missing pieces:  
  • Versus MFC –  
  • Versus Petzold (native Windows)  
  • Versus our provided examples  
  • Revealed by beta survey feedback  
  • RTL/Classlib functionality used by Elvis  
  • C SDK methods compared with Elvis methods  
  • Review example code versus:  
    • Code style/readability/comprehensibility  
    • Compile-time errors/warnings  
    • Run-time bugs  
  • Review material for overall usability/organization. |
<table>
<thead>
<tr>
<th><strong>Tutorial</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively solicit feedback from neophyte Elvis users.</td>
</tr>
<tr>
<td>• Review example code versus:</td>
</tr>
<tr>
<td>• Code style/readability/comprehensibility.</td>
</tr>
<tr>
<td>• Compile-time errors/warnings.</td>
</tr>
<tr>
<td>• Run-time bugs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Application size and efficiency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Benchmark Elvis size (DGROUP, .EXE) and performance vs.:</td>
</tr>
<tr>
<td>• Elvis 1.0x</td>
</tr>
<tr>
<td>• MFC</td>
</tr>
<tr>
<td>• Native Windows apps</td>
</tr>
<tr>
<td>• Check diagnostics</td>
</tr>
<tr>
<td>• Measure effect of varying levels of diagnostics</td>
</tr>
<tr>
<td>• Determine optimum/shipping versions of final vs. 'debug' libraries, re: size/efficiency</td>
</tr>
<tr>
<td>• Actively solicit Beta feedback from</td>
</tr>
<tr>
<td>• Power Users (substantial/industrial strength apps.)</td>
</tr>
<tr>
<td>• Users of C++ that don't tend to write &quot;optimal&quot; code (e.g., reviewers)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Debugger support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review comprehensiveness and appropriateness of diagnostics on a class by class basis</td>
</tr>
<tr>
<td>• Verify debugger support for</td>
</tr>
<tr>
<td>• Special Elvis needs: entry point/Winmain issues, Elvis diagnostics, etc.</td>
</tr>
<tr>
<td>• Any debugging problems highlighted by Elvis: heavily templatedize code, exceptions, RTTI, linker capacity, etc.</td>
</tr>
<tr>
<td>• Lobby for debugger features needed to enhance Elvis debugging, e.g., memory mgmt. diagnostics, heap walking capability, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Portability across platforms, APIs, and compilers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review Elvis source to assure appropriate use of APIs::</td>
</tr>
<tr>
<td>• #ifdef or remove Win16-specific calls</td>
</tr>
<tr>
<td>• #ifdef full Win32-specific calls</td>
</tr>
<tr>
<td>• #ifdef Win16 calls which have better Win32/s equivalents</td>
</tr>
<tr>
<td>• Execute test suites to verify that examples and other suites produce the same output for both static and dynamic libs.</td>
</tr>
<tr>
<td>• Investigate the following C++ Compilers for Elvis compatibility:</td>
</tr>
<tr>
<td>• Symantec</td>
</tr>
<tr>
<td>• MetaWare</td>
</tr>
<tr>
<td>• Microsoft</td>
</tr>
<tr>
<td>• CFront</td>
</tr>
<tr>
<td>• Execute test suites to verify that examples and other suites produce appropriate output for the following (using debug kernel):</td>
</tr>
<tr>
<td>• Win 3.1</td>
</tr>
<tr>
<td>• Win32s on Win 3.1</td>
</tr>
<tr>
<td>• Win32/s on Windows NT</td>
</tr>
<tr>
<td>• Win 3.1 on Windows NT</td>
</tr>
<tr>
<td>• Win 3.1 on OS/2</td>
</tr>
<tr>
<td>• Investigate Elvis compatibility using Mirrors on OS/2.</td>
</tr>
</tbody>
</table>
| **High-order functionality** | • Review specifications to assure that the following functionality is supported  
  • OLE  
  • VBX  
  • GDI  
  • BWCC  
  • CTRL3D  
  • Track support issues for 3rd party:  
    • Frameworks  
    • Class libraries (Rogue Wave, etc.)  
    • Custom control (widget) collections  
  • Track interoperability issues for Borland products:  
    • Class libraries (Classlib, RTL iostreams, etc.)  
    • Engines (Pdox, BOLE2, etc.)  
    • Internal and external tools (WMonkey, WinSight, Tarzan, Lucy, CBT, etc.) |
|---|---|
| **System level** | **Feature level** | • Verify that examples exist that use features of the 32bit platforms and that include the following functionality:  
  • Event response tables to replace DDVTs  
  • Windows' resources from multiple DLLs; TLibManager  
  • Document View model  
  • OLE DocFile support  
  • Common dialogs  
  • Clipboard support  
  • Floating palette  
  • Window decorations/gadgets (tool bars/status bars)  
  • Input validation support  
  • Printer support  
  • Use of C++ exceptions  
  • Menus (including OLE 2.0 support)  
  • GDI (fonts, brushes, pens, palettes, bitmaps, regions, icons, cursors, DIBs, complete device context encaps.)  
  • Virtual listboxes (1,000,000,000 items)  
  • Edit control without limits  
  • Outliner/Tree structure listbox  
  • Edit control that will take multiple fonts  
  • Print Preview  
  • Edit control like QPW's  
  • Gauges, sliders, spin buttons, split panes  
  • Example(s) showing use of ODAxxxxx (OwnerDrawAccess APIs)  
  • Workshop aware custom controls (there's already a hack on CIS)  
  • OWL custom control(s) that are usable by 'C SDK' style applications |
| Low-level API encapsulation | • Review message response macros for coverage.  
• Verify that all appropriate APIs (i.e., OS features) are encapsulated.  
• Compare item-by-item to MFC and other competitors  
• Verify that API functionality is fully accessible and fully usable.  
• Check internal data structures for completeness.  
• Verify consistency of Elvis abstractions (i.e., compared to the native API parameter order, data types, etc.).  
• Actively solicit feedback on ease-of-use/friendliness of enabling layer Elvis API. |
|-------------------------------|---|
| Backward compatibility and upgradeability | • Assure that the BC4 toolset will work with OWL 1.0x  
• Assure that OWL 1 apps are upgradeable to Elvis vis-a-vis:  
  • Documentation (usability testing, beta banging, careful inhouse review)  
  • Automated conversion tool works intuitively  
  • Usability and documentation of design changes  
  • A comparison of ’major’ techniques used in OWL 1.0x with their current method in Elvis (Are they unnecessarily different? Are they so much better that they're worth the pain to switch? Are the above questions/answers/design decisions fully doc'ed?) |
| Reliability | • Measure code coverage of examples to determine what should be stressed by new tests.  
• Create or collect special test code, including at least one large-scale omnibus application.  
• Create and maintain smoke tests runnable by Integration.  
• Build OWL library, after each delivery that has changes in source or include files, for:*  
  • 16bit small static  
  • 16bit medium static  
  • 16bit large static  
  • 16bit large DLL  
  • 32bit flat static  
  • 32bit flat DLL  
  • All of the above in diagnostic/debugging mode.  
• Build selected models with -Vf, -O2, -xd, -3, -dc and -po:‡  
  • 16bit large/medium static (switch every other time between medium and large)  
  • 16bit large DLL  
  • 32bit flat fully optimized for speed and/or size (if not already delivered that way)  
• Verify that user built libs are identical to 'delivered' libs (except paths and time stamps).  
• Build all examples in all models listed above and run automated regressions  
• Verify that OWLCVT converts its test suite correctly. |

† These first 12 will all be delivered to customers, on CD-ROM, the first 6, at least, on diskette.  
* The following configurations may also be delivered on CD-ROM, if sufficient testing can be done.
Component Breakdown

This is a breakdown of OWL components to a reasonable granularity:

1. TEventHandler
2. TStreamable
3. TModule
   3.1. TApplication
   3.2. TLibManager
   3.3. TResId
   3.4. TLibId
4. TDocManager
5. TDocTemplate
6. TDocument
   6.1. TFileDocument
   6.2. TDocFileDocument
7. TView (TEditSearch and TListBox parentage)
8. TWindow
   8.1. TDialog
      8.1.1. TInputDialog
      8.1.2. TPrinterDialog
      8.1.3. TCommonDialog
   8.2. TControl
      8.2.1. TSScrollBarData
      8.2.2. TScrollBar
      8.2.3. TGauge
      8.2.4. TGroupBox
      8.2.5. TStatic
      8.2.6. TButton
      8.2.7. TListBox
   8.3. TMDIClient
8.4. TFrameWindow
   8.4.1. TMDIChild
   8.4.2. TMDIFrame
   8.4.3. TDecoratedFrame
   8.4.4. TDecoratedMDIFrame
8.5. TLayoutWindow
8.6. TClipboardViewer
8.7. TKeyboardModeTracker
8.8. TFloatingPalette
8.9. TGadgetWindow
9. TScrollerBase
   9.1. TScroller
10. TValidator
11. TPrinter
12. TPrintout
13. TGadget
14. TException
15. TMenu
16. TClipboard
17. **TGdiBase**
   17.1. **TGDIObjec**
       17.1.1. TRegion
       17.1.2. TBitmap
       17.1.3. TFont
       17.1.4. TPalette
       17.1.5. TBrush
       17.1.6. TPen
   17.2. TIcon
   17.3. TCursor
   17.4. TDib
   17.5. TDC
       17.5.1. TWindowDC
       17.5.2. TPaintDC
       17.5.3. TCreatedDC
       17.5.4. TMetafileDC
18. **TPoint**
19. **TRect**
20. **TMetaFilePict**
21. **TDropInfo**
22. **TResponseTableEntry**
23. **TClipboardFormatIterator**
24. **TLayoutMetrics**
25. **Diagnostics support**
26. **Streaming/object persistence support**
27. **Error handling & exceptions**
28. **BOLE2 client/container support**
   28.1. Elvis support classes
   28.2. BOLE2.DLL component
   28.3. ObjectPort interface class
29. **VBX support classes**
30. **OWLCVT porting tool**
   30.1. DDVTs to response table entries conversion
   30.2. Class name and other text substitutions
31. **Makefiles**
   31.1. Library source
   31.2. Examples
32. **Examples**
   32.1. Large scale (large/complex/high-order feature set)
   32.2. Miscellaneous (small size/low-level feature set)
   32.3. Non-shipping (but may move into above categories)
33. **Documentation**
   33.1. Programmer's Guide
   33.2. Reference Guide
   33.3. Tutorial
   33.4. Online Doc Files
   33.5. Online Help
## TEST PLAN

### PRODUCT

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>Send ST Labs information on how dictation is supposed to be done. HOW2USE.DOC contains no information on dictation protocol.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPANY</td>
<td>When will user documentation be available—even in half-baked, development form? It will have to exist in some form months before ship.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Inform ST Labs as to what paper items are included as part of the product.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Send ST Labs the second context for installation testing (for step 2).</td>
</tr>
<tr>
<td>COMPANY</td>
<td>What files represent the selection? We need to know the actual filenames, in order to transfer testing from one computer to another without retraining. We understand that we are not to test selections per se.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Is the 100mb of disk space needed for swap files during training over and above the 150mb needed for the sound files and the 50mb needed for the software? Is the minimum total space needed in order to install and train 300mb?</td>
</tr>
<tr>
<td>COMPANY</td>
<td>When self-diagnostics are implemented, alert ST Labs and send them information on how they work.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Need CD of standard sound files (male, female)</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Determine how existing Word macros are to be integrated with speech aware macros in the same template.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Define subset of functionality testing for use in interoperability tests.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Define subset of functionality testing for use in hardware compatibility tests.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>It would help ST Labs (and COMPANY) do better testing for less money if they knew more specifically who are the intended users/groups.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>COMPANY to specify their expectations regarding test documentation deliverables with respect to each test task.</td>
</tr>
<tr>
<td>COMPANY</td>
<td>Implement backup procedure for speech-critical data files?</td>
</tr>
<tr>
<td>ST Labs</td>
<td>Examine the COMPANY bug database for testing insights.</td>
</tr>
<tr>
<td>ST Labs &amp; COMPANY</td>
<td>Confirm with COMPANY that UGC will summarize or manage the beta testing feedback, beyond reporting specific bugs. (e.g. collecting information about requested features regarding things like a spelling mode or vocabulary addition mode)</td>
</tr>
</tbody>
</table>
**Administration**

**Leads**

ST Labs
- 1st level: Ken
- 2nd level: Jim

COMPANY
- 1st level: Andreas
- 2nd level: Werner

**Facilities**

We are acquiring 3 new high-end computer systems on which to test.
We have acquired directional headsets for use in training.

**Staff**

One test lead and two testers (male and female) during the first step.

**Schedule**

See the bid for details.

**Communication & Deliverables**

**Build Transfer**

Builds will be transferred via ftp.stlabs.com
COMPANY will send ST Labs one new build per week.

**Status Reporting**

Ken will make daily status reports, weekly summary reports, and a project summary report at the conclusion of the project.
Status reporting will be done via email.

**Bug Reporting**

Bug reports will be submitted daily via Reachout, directly to the COMPANY DCS bug database.

**Test Techniques**

**Stakeholders**

Users (represented by the beta testers)
Andreas (mediates with other sources at COMPANY)
ST Labs (our opinions about the functionality are invited)

**Specifications**

Functional specification
Windows Interface Guidelines (for Win95 compliance issues)
User Documentation (not available as of 10/4/96)
<table>
<thead>
<tr>
<th>Risk</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Windows Compliance</strong></td>
<td><strong>ST Labs</strong></td>
</tr>
<tr>
<td>Description:</td>
<td>• We can do basic Win95 UI conformance testing and we can review the Win95 logo requirements and advise you of possible issues, but there is not enough time in the plan for comprehensive testing in either area.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Functionality</strong></td>
<td><strong>ST Labs &amp; COMPANY</strong></td>
</tr>
<tr>
<td></td>
<td>• exploratory testing</td>
</tr>
<tr>
<td></td>
<td>• documentation-based testing</td>
</tr>
<tr>
<td></td>
<td>• specification-based testing</td>
</tr>
<tr>
<td></td>
<td>• scenario testing</td>
</tr>
<tr>
<td></td>
<td>• input domain testing</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HW Compatibility</strong></td>
<td><strong>Beta tester</strong></td>
</tr>
<tr>
<td>Description:</td>
<td>• Verify that we have the config. info on each beta tester.</td>
</tr>
<tr>
<td></td>
<td><strong>ST Labs</strong></td>
</tr>
<tr>
<td></td>
<td>• (include configurations)</td>
</tr>
<tr>
<td></td>
<td>• Microphones</td>
</tr>
<tr>
<td></td>
<td>• Sound cards</td>
</tr>
<tr>
<td></td>
<td>• Systems</td>
</tr>
<tr>
<td></td>
<td><strong>COMPANY</strong></td>
</tr>
<tr>
<td></td>
<td>• (include configurations)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Installability</strong></td>
<td>(Installability testing does not include the training process.)</td>
</tr>
<tr>
<td>Description:</td>
<td><strong>ST Labs &amp; COMPANY</strong></td>
</tr>
<tr>
<td></td>
<td>• monitor beta testers</td>
</tr>
<tr>
<td></td>
<td>• clean install testing</td>
</tr>
<tr>
<td></td>
<td>• upgrade install testing</td>
</tr>
<tr>
<td></td>
<td>• uninstall testing</td>
</tr>
<tr>
<td></td>
<td>• installing a new context</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SW Compatibility</strong></td>
<td><strong>ST Labs</strong></td>
</tr>
<tr>
<td>Description:</td>
<td>• Quick dictation interference test</td>
</tr>
<tr>
<td></td>
<td>• Not enough time to test with NT network.</td>
</tr>
<tr>
<td></td>
<td>• Applications that may also use</td>
</tr>
<tr>
<td></td>
<td>• SoundBlaster</td>
</tr>
<tr>
<td></td>
<td>• Netscape</td>
</tr>
<tr>
<td></td>
<td>• Exchange clients (MSMail, Schedule Plus)</td>
</tr>
<tr>
<td></td>
<td>• SAM virus clinic</td>
</tr>
<tr>
<td></td>
<td>• Basic interoperability testing (there is not enough time to do comprehensive testing, here)</td>
</tr>
<tr>
<td></td>
<td>• non-speech-aware dictation clients</td>
</tr>
<tr>
<td></td>
<td>• notepad</td>
</tr>
<tr>
<td></td>
<td>• Ami Pro</td>
</tr>
<tr>
<td></td>
<td>• Word ¹</td>
</tr>
</tbody>
</table>

¹ Changes in strategy from the 9/19 version of the test plan are highlighted in dark gray.
<table>
<thead>
<tr>
<th>COMPANY</th>
<th>ST Labs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quick dictation interference test</td>
<td>• Exploratory testing</td>
<td></td>
</tr>
<tr>
<td>• Exchange clients (MSMail, Schedule Plus)</td>
<td>• Monitor beta testers</td>
<td></td>
</tr>
<tr>
<td>• Defrag. utility</td>
<td>• [Not enough time for special stress testing]</td>
<td></td>
</tr>
<tr>
<td>• Macafee virus scanner</td>
<td>and invalid data testing.</td>
<td></td>
</tr>
<tr>
<td>• Novell network</td>
<td>• COMPANY</td>
<td></td>
</tr>
<tr>
<td>• NT network</td>
<td>• Error testing</td>
<td></td>
</tr>
<tr>
<td>• Interoperability testing</td>
<td>• Stress testing</td>
<td></td>
</tr>
<tr>
<td>• non-speech-aware dictation clients</td>
<td>• Invalid data testing</td>
<td></td>
</tr>
<tr>
<td>• Wordperfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Word</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### System-Level Error Handling

**Description:** The product should handle incorrect input or other fault conditions, especially ones the user is most likely to encounter, consistently and gracefully.

### Data Integrity & Recoverability

**Description:** Because the data generated and managed in the course of training and using the system is so vital to its operation, the system should recognize and/or allow recovery from data corruption.

<table>
<thead>
<tr>
<th>ST Labs</th>
<th>COMPANY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Report obvious data corruption during other testing</td>
<td>• Recoverability testing</td>
<td></td>
</tr>
<tr>
<td>• There is not enough time to do recoverability testing.</td>
<td>• bad selection</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• delete the files</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• replace the files with dummies</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• 1. start dictation session using selection; 2. delete the selection from control module; 3. reopen or return to dictation.</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• bad ARF</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• power failure during dictation session</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• power failure during training (ARF)</td>
<td></td>
</tr>
<tr>
<td>•  <a href="#">There is not enough time to do recoverability testing.</a></td>
<td>• Test dictionary reorganization at the 64K word limit.</td>
<td></td>
</tr>
</tbody>
</table>
### Memory/Mass Storage

**Description:** Users may experience failures associated with the large amount of internal memory and mass storage required for this product.

- **efficiency:** how files are stored and cleaned up.
- **reliability:** what happens under low memory or disk space conditions. Memory leaks.
- **usability:** how do users know when and how to delete files or optimize their systems.

### Performance

**Description:** Because the usability of the system is strongly dependent on system performance, this performance should be measured and monitored.

**Performance dimensions:**
- during initial acoustic adaptation
- during dictation
- language model adaptation (short-term & long-term)
- during further acoustic adaptation

**Performance degradation (due to):**
- lack of disk space or internal memory
- dictation session duration
- dictation file size
- number of corrections
- size of dictionary

### Usability

**Description:** Users may find this product hard to learn and frustrating to use.

**Factors:**
- We know very little about the target market and typical user.
- The product requires that the user adopt a particular style of dictation.
- In order to achieve accurate recognition, the product requires substantial investment of time for training (both initial and ongoing), and careful attention, by the user, to the subject matter of their dictation.
- The product consumes immense computing resources, particularly storage, and requires the use to perform housekeeping on a regular basis.

### ST Labs

- exploratory testing
- documentation-based testing
- documentation testing
- monitor beta testers
- *all stress testing is the responsibility of COMPANY*

### COMPANY

- stress testing
- simultaneous applications low disk space and memory configs.
- long dictation sessions
- large number of corrections
- add lots of words in a session

### ST Labs

- Qualitative performance testing of framework applications (MIP, unless critical)

### Beta Testers

- The beta testing process our primary means of assessing how much of a problem this is.

### ST Labs

- Supporting the beta test process and prefilter or summarize problems.
- Mention in passing any ideas or concerns about this problem.
- Test the user documentation, tutorial, README, and online help.
The IPAM 6.0 product is Y2K compliant.

By IPAM 6.0 we mean the behavior of IPAM 6.0 software, including all embedded third-party components, operating on the hardware platform we recommend.

Although the manufacturers of some of our embedded third-party components do not claim that those components are fully Y2K compliant, we have researched their compliance status and tested them inasmuch as they interact with IPAM 6.0. We have determined that whatever problems these components might have, they are fully Y2K compliant with respect to the specific functions and services that IPAM 6.0 uses.

By Y2K compliant, we mean:

1) All operations give consistent results whether dates in the data, or the current system date, are before or on, or after January 1, 2000.

2) All leap year calculations are correct (February 29, 2000 is a leap day).

3) All dates are properly and unambiguously recognized and presented on input and output interfaces (screens, reports, files, etc.).

We validated Y2K compliance through a combination of architectural review, supplier research, and testing.

Architectural Review

Each developer on the IPAM team reviewed his section of the product and reported that he was aware of no use or occurrence of dates or date functions that would cause IPAM 6.0 not to comply with our Y2K standard.

Two issues were identified that we will continue to monitor, however:

1) EPO data formats are date-sensitive, so our data production tools will have to be updated when the EPO upgrades those formats. The EPO has announced upgrade plans, and we foresee no difficulties here.

2) Over the course of 1999 we will probably upgrade some of our third-party components, such as SQL Server, and we may have to repeat our compliance review at that time to assure that no regression has occurred.
Supplier Research

We inventoried each of the components that are embedded in IPAM, or upon which it depends, that are developed by other companies. We contacted each of those companies to get their statement of Y2K compliance.

Although some of these components are reportedly not fully compliant, our research and testing indicates that whatever non-compliances exist do not affect the compliance of the overall IPAM system, since IPAM does not rely on the particular non-compliant portions of those components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Status</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERLI Lexiquest</td>
<td>Compliant</td>
<td>Written statement from ERLI</td>
</tr>
<tr>
<td>Fulcrum</td>
<td>Compliant</td>
<td><a href="http://www.fulcrum.com/english/headlines/Year2000.htm">http://www.fulcrum.com/english/headlines/Year2000.htm</a></td>
</tr>
<tr>
<td>InstallShield 5.1</td>
<td>Compliant</td>
<td><a href="http://www.installshield.com/products/year000.asp">http://www.installshield.com/products/year000.asp</a></td>
</tr>
<tr>
<td>Microsoft IE 4.0 / Wininet.dll</td>
<td>Compliant</td>
<td><a href="http://www.microsoft.com/ithome/topics/year2k/product/IE4-32bit.htm">http://www.microsoft.com/ithome/topics/year2k/product/IE4-32bit.htm</a></td>
</tr>
<tr>
<td>Microsoft NT 4.0</td>
<td>Compliant w/ Patch &gt; SP3</td>
<td><a href="http://www.microsoft.com/ithome/topics/year2k/product/WinNI40wks.htm">http://www.microsoft.com/ithome/topics/year2k/product/WinNI40wks.htm</a></td>
</tr>
<tr>
<td>Microsoft SQL Server 6.5</td>
<td>Compliant w/ SP5 Patch</td>
<td><a href="http://www.microsoft.com/ithome/topics/year2k/product/SQL65.htm">http://www.microsoft.com/ithome/topics/year2k/product/SQL65.htm</a></td>
</tr>
<tr>
<td>Microsoft Visual C++ 5.0</td>
<td>Compliant w/ Minor issues</td>
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</tr>
<tr>
<td>Seagate Crystal Reports 6.0</td>
<td>Compliant w/ Patch</td>
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</tr>
<tr>
<td>Windows95/98</td>
<td>Compliant</td>
<td><a href="http://www.microsoft.com/ithome/topics/year2k">http://www.microsoft.com/ithome/topics/year2k</a></td>
</tr>
</tbody>
</table>

Testing

Y2K compliance can be difficult to validate, so in addition to architectural review and supplier research, we also designed and executed a Y2K compliance test process. Areas of IPAM functionality which involve dates were exercised in various ways using critical date values for both data and the system clock. Areas of IPAM functionality which do not involve dates were sanity checked (about 8 total hours of functional testing) in case there was some hidden date dependency.

The remainder of this report documents the specific test strategy and results.

Test Approach

Our test approach is risk-based. That means we first imagine the kinds of important problems that could occur in our system, then we focus our testing effort on revealing those problems.

Risk Analysis Process

Our architectural review and supplier research gave us our first inkling of where problem
areas might be. We also used the problem catalog in an article by James Bach and Mike Powers, *Testing in a Year 2000 Project*, (www.year2000.com) as a source of ideas for potential problems.

Basically, we looked for any features in our product that stored or manipulated dates, and focused our efforts there.

**Potential Risks**

Our analysis gave use no specific reason to believe that there would be any Y2K compliance problems. However, if there were indeed such problems, they would most likely fall into one of these categories:

1) **Incorrect search results for date-related searches.**

2) **Incorrect display of dates in IPAM Workbench window or Abstract window.**

3) **Incorrect handling and display of dates in the Patent Aging Report.**

4) **Incorrect handling and storage of dates in Corporate Document Metadata.**

5) **Failures related to the date of server system clock.** These failures include “rollover” problems, whereby the transition across a critical date triggers a failure, as well as other failures caused by the clock being set on or after a critical date.

6) **Failures related to the date of client system clock.** (see note, above)

7) **Failures related to dates in data.** These failures include manipulation of dates before and after critical dates.

8) **Failures related to critical dates.** Y2K compliance failures are likely to be correlated with the following dates within test data:

   - September 9, 1999
   - December 31, 1999
   - January 1, 2000
   - January 3, 2000
   - February 28, 2000
   - February 29, 2000
   - March 1, 2000
   - March 31, 2000
   - December 31, 2000
   - February 28, 2001
   - February 29, 2004

Note: For the system clock, we believe there is only one critical date: January 1, 2000.

9) **Failures related to non-compliant platform components.** It’s possible that a particular computer, network card, or other component could influence the operation of IPAM 6.0 if it is not itself Y2K compliant.

10) **Database corruption.** It’s possible that Y2K non-compliance in IPAM 6.0 or SQL Server could corrupt the patent database.

11) **Failures related to specific combinations of any of the factors, above.**
Unknown Risks

A generic risk with risk-based testing is that we may overlook some important problem area. Thus, we will also do some testing for failures that may occur in functionality that has nothing to do with dates due to some hidden dependency on a component that is sensitive to dates.

Problem Detection

During the course of testing, we detected errors in the following ways:

- Any test result containing a date with a year prior to 1972 would be suspect, as test data contained patents only after 1971.
- Testers were alert to any instances of two-digit date display that might indicate underlying date ambiguity.
- For most search tests, testers predicted the correct number of search hits and compared those to test results. For some searches, the returned patent numbers were verified.
- Due to the nature of IPAM, most data corruption is readily detectable through the normal course of group management and search testing. However, it is still possible that the database could be corrupted in a way that we could not detect.
- Each tester is familiar with the way the product should work and was alert to any obvious problems or inconsistencies in product functionality, including crashes, hangs, or anything that didn’t meet expectation.

Test Plan

Level of Effort

Two testers spent about 3 work days, each, performing this process. Three other testers also assisted for one day during phase 2 testing, detailed below. Date engineering required an additional 2 days to create dummy test data.

Tools

The search tests were automated using Perl and are repeatable on demand. All other tests were completed manually with human verification.

Platforms

The server hardware platform was the Dell Power Edge 6100, with a clean version of the IPAM 6.0 server installed. No extraneous applications were running run during the Year 2000 Compliance test process.

The client test platforms were 4 machines running Windows 95 or NT and the IPAM 6.0 client.
Process

Phase 1

Rolled the system clocks forward to 1/1/2000 and executed a sanity check on the test platforms without running IPAM 6.0 at all. (1 hour).

Phase 2

Executed a general functionality test on all major areas of IPAM 6.0 with the system clock at 1/1/2006, but without any aged data.

Phase 3

Executed automated and manual tests on designated risky functional areas (risks 1 through 4, above) using an aged data set containing 252 various patents and 10 documents with a mixture of 20th and 21st century dates. Every date in the data set was increased by twenty years to ensure that dates in the set data occurred before, during, and after January 1, 2000. Also, some of the dates in the dummy data were set to a random selection of critical dates.

Phase 4

Set the server and client clocks to 11:55 pm on December 31, 1999, and allowed rollover to January 1, 2000, then executed the automated search tests and a few other ad hoc tests. We then rebooted the server and client machines and repeated that process.

Test Results

We found no Y2K compliance problems at all, in the behavior of IPAM 6.0, during the course of our tests. This is consistent with our architectural review and the specific issues uncovered by our supplier research.

Although no testing process can prove the absence of bugs, our testing gives us reasonable confidence that there are no important (meaning high probability and/or high impact) Y2K compliance problems in IPAM 6.0.
This table summarizes which test sets were conducted with what kind of aged data.

<table>
<thead>
<tr>
<th></th>
<th>Pre-2000</th>
<th>Post-2000</th>
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<th>Leap Year</th>
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</tr>
<tr>
<td>Non-search</td>
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<td></td>
<td>✓</td>
</tr>
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</table>

Each table, below is a list of specific, planned test cases conducted in each functional area called out in our risk analysis. In addition to these, numerous ad hoc tests were also performed.

**Patent Aging Report Test Cases (phase 2 and 3)**

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<th>Report Type</th>
<th>Expiration Date</th>
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<tr>
<th>Miscellaneous Search Tests (phase 2, 3 and 4)</th>
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<td><strong>Test Description</strong></td>
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1. Overview

This report describes one day of a paired exploratory survey of the Multi-Phasic Invigorator and Workstation. This testing was intended to provide a spot check of the formal testing already routinely performed on this project. The form of testing we used is routinely applied in court proceedings and occasionally by 3rd-party auditors for this purpose.

Overall, we found that there are important instabilities in the product, some of which could impair patient safety; many of which would pose a business risk for product recall.

The product has new capabilities since August, but it has not advanced much in terms of stability since then. The nature of the problems we found, and the ease with which we found them, suggest that these are not just simple and unrelated mistakes. It is my opinion that:

- The product has not yet been competently tested (or if it has been tested, many obvious problems have not been reported or fixed).
- The developers are probably not systematically anticipating the conditions and orientations and combinations of conditions that product may encounter in the field. Error handling is generally weak and brittle. It may be that the developers are too rushed for methodical design and implementation.
- The requirements are probably not systematically being reviewed and tested by people with good competency in English. (e.g. the “Pulse Transmitter” checkbox works in a manner that is exactly opposite to that specified in the requirements; error messages are not clearly written.)

These are fixable issues. I recommend:

- Pair up the developers and testers periodically for intensive exploratory testing and fixing sessions lasting at least one full day, or more.
- Require the testers to be continuously on guard for anomalies of any kind, regardless of the test protocol they are following at any given moment. Testers should be encouraged to use their initiative, vary their use of the product, and speak up about what they see. Do not postpone the discovery or reporting of any defect, even small ones—or else they will build up and the processes creating these defects will not be corrected.
- The requirements should be reviewed by testers who are fluent in English.
- The developers should carefully diagram and analyze the state model of the product, and redesign the code as necessary to assure that it faithfully implements that state model.
- Unit-level testing by the developers, and systematic code inspection, as per FDA guidance.
2. Test Process

The test team consisted of consulting tester James Bach (who led the testing) and Satisfice, Inc. intern Oliver Bach.

The test session itself spanned about seven hours, most of which consisted of problem investigation. Finding the problems listed below took only about two hours of that time.

The process we used was a paired exploratory survey (PES). This means two testers working on the same product at the same time to discover and examine the primary features and workflows of the product while evaluating them for basic capability and stability. One tester “plays” while the other leads, organizes and records the work. A PES session is a good way to find a lot of problems quickly. I have used this method on court cases and other consulting assignments over the years to evaluate the quality of testing. The process is similar to that published by Microsoft as the General Functionality and Stability Test Procedure (1999).

In this method of testing, we walk through the features of the product that are readily accessible, learning about them, studying their states and interactions, while continuously applying consistency heuristics as test oracles in our search for bugs. Ten such heuristics in particular are on our minds. These ten have been published as the “HICCUPP” model in the Rapid Software Testing methodology. (See http://www.satisfice.com/rst.pdf for more on that.)

We filmed most of the testing that we did, and delivered those videos to Antoine Rubicam.

We did not test the entire product during our one-day session. However, we sampled the product broadly and deeply enough to get a good feel for its quality.

3. Test Results

The severe problems we found were as follows:

1. **System crash after switching probes.** If the orientation mode is improperly configured with the circular probe such that there are no flip-flop mode cathodes active, and the probe is then switched to “dissipated”, the application will crash at the end of the very next exfoliation performed. (This is related to problems #6 and #7)

   *Risk:* delay of procedure, loss of user confidence, potential violation of essential performance standard of IEC60601, product recall

   *Implications:* The developer may not have anticipated all the necessary code modifications when dissipated mode probe support was added. Testers may not be doing systematic probe swap testing.

2. **No error displayed after ion transmitter failure during exfoliation.** By pressing the start button more than once in quick succession after an ion transmitter error is cleared, an exfoliation may begin even though the transmitter was not in the correct pulse mode. The system is now in a weird state. After that point, manually stopping the transmitter, changing the pulse rate, or cutting power to the transmitter will not result in any error message being displayed.
Risk: patient death from skin abrasions formed due to unintentionally intensified exfoliation, loss of user confidence, violation of IEC60601-1-8 and 60601-1-6, product recall

Implications: There seems to be a timing issue with error handling. The product acts differently when buttons are pressed quickly than when buttons are pressed slowly. Testers may not be varying their pace of use during testing.

3. Error message that SHOULD put system in safe mode does NOT. Ion transmitter error messages can be ignored (e.g. "Exfoliation stopped. Ion flow is not high!"). After two or three presses of the start button, exfoliation will begin even though multiple error messages are still on the screen.

Risk: Requirements violation, violation of IEC 60601-1-8 and 60601-1-6, product recall.

Implications: Suggests that the testers may not be concerned with usability problems.

4. Can start exfoliation while exit menu is active (and subsequently exit during exfoliation). It should not be possible to press the exit button while exfoliating. However, if you press the exit button before exfoliating and the exit menu appears, the start button has not been disabled, and the exfoliation will begin with the exit menu active. The user may then exit.

Risk: unintentional exfoliation, loss of user confidence, violation of IEC60601-1-6, product recall

Implications: Problems like this are why a careful review of the product state model and redesign of the code would be a good idea. The bug itself is not likely to cause trouble, but the fact that this bug exists suggests that many more similar bugs also exist in the product.

5. Probe menu freezes up after visiting settings screen (and at other apparently random times). Going to settings screen, then returning, locks the probe mode menu until an exfoliation is started, at which point the probe mode frees up again. We found that the menu may also lock at apparently random intervals.

Risk: loss of user confidence

Implications: Indicates state model confusion; variables not properly initialized or re-initialized.

6. Partial system freeze after orientation mode failure. When in orientation mode with no cathodes selected for flip-flop, an exfoliation session can be started, which is allowed to proceed until flip-flop phase is activated. At that point, an error message displays and system is locked with "orientation and flip-flop" modes both selected on the exfoliation mode menu. The settings and exit buttons are also inoperative at that point. (This state can also be created by switching probes. It is related to problems #1 and #7.)

Risk: Procedure delay, loss of user confidence, product recall

Implications: Indicates state model confusion; variables not properly initialized or re-initialized.

7. No error is displayed when orientation session begins and flip-flop cathodes are not activated. When in orientation mode with no cathodes selected for flip-flop, an exfoliation session can be started. Instead, an error message should be generated. (This is related to problems #1 and #6.)
Risk: loss of user confidence, creates opportunity for worse problems

Implications: Suggests the need for a deeper analysis of required error handling. Testers may not be reviewing error handling behaviors.

8. Cathode 10 active in standing mode after deactivating all cathodes in flip-flop mode. De-selection of cathodes in flip-flop or standing mode should cause de-selection of corresponding cathodes in the other mode. However, de-selecting all flip-flop cathodes leaves cathode 10 still active in standing mode. It’s easy to miss that cathode 10 is still active.

Risk: creates opportunity for confusion, possible inadvertent exfoliation with cathode 10, possible violation of IEC60601-1-6

Implications: Suggests that the testers may not be concerned with usability problems.

9. Error message box can be shown off-screen. Error message boxes display at the location where the previous box was dragged. This memory effect means that a message box may be dragged to the side, or even off the screen, and thus the next occurrence of an error may be missed by the operator.

Risk: creates opportunity for confusion, possible for operator to miss an error, violation of IEC60601-1-8 and 60601-1-6, when combined with bug #3, it could result in potential harm to the patient.

Implications: Suggests that the testers may not be concerned with usability problems.

10. Behavior of the "Pulse Transmitter" checkbox is the opposite of that specified in the FRS. The FRS states "By selecting Pulse Transmitter checkbox application shall allow to perform exfoliation session with manual controlled transmitter." However, it is actually de-selecting the checkbox which allows manual control.

Risk: business risk of failing an audit. It is potentially dangerous, as well as illegal, for the product to behave in a manner that is the opposite of its Design Inputs and Instructions for Use.

Implications: This is a common and understandable problem in cases where the specifications are written by someone not fluent in English. It is vital, however, to word requirements precisely and to test the product against them. Bear in mind that the FDA personnel probably will be native English-speakers.

11. Setting power to zero on an cathode does not cause the power to be less than 10 watts. According to the log file, the power is well above the standard for “0” laid out in IEC60601. (Also, displaying a “---“instead of “0” does not get around the requirement laid out in the standard. This is true not only because it violates the spirit of the standard, but also because the target value is displayed as “0” and the log file lists it as “0”.)

Risk: violation of IEC60601, product recall

Implications: The testers may not be familiar with the requirements of IEC60601. They may not be testing at zero power because the formal test protocol does not require it.

Here are the lower severity problems we found:
12. "Time allocated for cathode 10 is too short" message displays when time is rapidly dialed down. The message only displays when the time is dialled down rapidly, and we were not able to get it to display for any cathode other than 10.

13. **Pressing ctrl key from exit menu causes immediate exit.**

14. **Exfoliation tones mysteriously change when only one cathode is active in standing mode.** The exfoliation tone for flip-flop mode is sounded for standing mode when all but one cathode is de-activated.

15. **Power can be set to zero during exfoliation without cancelling exfoliation.** Since an exfoliation cannot be started without at least one cathode set to a power greater than 0, and since de-activating an cathode during an exfoliation session prevents it from being re-activated, it is inconsistent to allow cathodes to be set to “0” power during an exfoliation unless they are subsequently de-activated.

16. **Power can be set to 1, which is unstable.** Does it make sense to allow a power level of 1? The display keeps flickering between 1 and “---”.

17. **If orientation is used, the user may inadvertently fail to set temperature limit on one of the exfoliation modes.** Flip-flop and standing have different temperature limit settings. In our testing, we found it difficult to remember to set the limit on both modes before beginning the exfoliation session. This is a potential usability issue.

18. "Error-flow in standby mode should be low" message displayed at the same time as "Exfoliation stopped. Transmitter flow is not high!" This is a confusing pair of messages, which seem to require that the transmitter be in low flow and high flow at the same time.

19. **Error messages stack on top of each other.** If you press start with 0 power more than once, then more than one error message is displayed. As many times as you press, more error messages are displayed.
Summary

OEW is a complex application that is fairly stable, although not up to our standards for fit and finish.

There are no existing tests for the product, only a rudimentary test outline that will need to be translated from German. One full-time and one part-time tester work on the project. Those testers are neither trained nor particularly experienced. The vendor’s primary strategy for quality assurance is a fairly extensive beta test program.

We suggest a minimum of one tester to validate the changes to OEW. We also suggest that the developer of OEW work onsite with our test team under our supervision.

Feature Analysis

**Complexity**

This is a complex application.

8 interesting menus
68 interesting menu items
40 obvious dialogs
5 kinds of windows
27 buttons on the speedbar

120 thousand lines of code

**Functionality**

This application has substantial functionality.

Code Generation
Code Parsing
Code Diagramming
Build Invocation

**Volatility**

The changes in the codebase will be minor.

Bug fixes.
Smallish U.I. tweaks.
Disable support for various things, including build invocation.

**Operability**

The application is ready for testing immediately.

It operates like a late beta or shipping application.
The proposed changes will be unlikely to destabilize the app.

**Customers**

We expect that large codebases will be generated, parsed or diagrammed with this application.

About 25% of our beta testers have codebases larger than 200,000 lines.
The parsing capability will encourage customers to import their apps.
Risk Analysis

- The risk of catastrophes occurring due to changes in the codebase is small.
- The risk that the much larger and probably more demanding Borland market will be dissatisfied with OEW is significant.

QA Strategies

- Get this into beta 2, or send a special beta 2B to our testers who have large codebases.
- Find beta bangers with large codebases and have them import into OEW.
- Perform rudimentary performance analysis with big codebases.
- Bring the existing OEW testers from Germany onsite.
- Hire a dedicated OEW tester (contractor, perhaps).
- Participate in a doc. and help review.
- Translate existing test outline from German.
- Perform at least one round of compatibility testing.

Schedule

- The QA schedule will track the development schedule.
- It may take a little while to recruit a tester.

Issues

- Are there international QA issues?
Investigating Bugs: A Testing Skills Study

By James Bach
Principal Consultant, Satisfire, Inc.

Ask any experienced tester how he does his work, and the answer is likely to be extremely vague ("Um, you know. I use my experience to... Um... black box the test case plan and such..."), or extremely false ("Our testing consists of detailed formal test procedures that are derived from written requirements"). Forget about bad testers, even good testers are notoriously bad at explaining what they do. Doing testing, describing testing, and teaching testing are all different things. No wonder that the IEEE testing standards are a joke (a very old joke, at this point), and based on talking with people involved in the upcoming ISO standard, it will be no improvement.

If we truly wish to develop our craft toward greater professional competence and integrity, then before we can worry how testing should be, we must be able to say how it is. We must study testers at work. Let me illustrate.

Years ago, I was hired by a company that makes printers to help them develop a professional testing culture. Instead of bringing in all my favorite testing practices, I started by observing the behavior of the most respected testers in their organization. I divided my study plan into segments, the first of which was bug investigation.

The organization identified one team of three testers (two testers and a test lead) that had a great reputation for bug investigation. This team was responsible for testing paper handling features of the printer. I wanted to see what made them so good. To get the most accurate picture of their practices, I became a participant-observer in that team for one week and worked with them on their bug reports.

Stated Procedure for Investigating Bugs
I sat down with George, the test lead, and asked him how he did bug investigation. He said, “Don’t ask me to change anything.”

“Good news, George,” I replied. “I’m not that kind of consultant.” But after some feather smoothing, he did answer:

1) **Notice if test automation finds a problem.** The automation system alerts the testers that something did not perform as expected.

2) **Reproduce the problem.** The tester executes the test again to recreate the symptoms of the problem.

3) **Isolate the problem.** The tester edits the test script, cutting it down to the minimum required to exhibit the problem.

4) **Pass the problem to the test lead for investigation and reporting.** The tester delivers the edited test script to the test lead. The test lead investigates the problem to determine, as best he can, its dynamics and causes. The test lead then writes the bug report and submits it.

This description is typical of how testers claim to investigate and report bugs. It’s only unusual in that the test lead performs the investigation and writes the actual bug report. However, there was another way in which this description was unfortunately typical: it’s not true.

I knew it couldn’t be true, because it’s a process description that anyone in that company would claim to use, yet only this team was respected for the quality of its work. There must be something more to their process that I wasn’t being told.

Sure enough, during my observations and further conversations with the team, I found the actual process used in the team to be much more sophisticated and collaborative than their stated process. Their actual process ranks among the best I have seen at any company. (I first said that in the year 2000, and it remains true in the year 2011).

**Observed Process of Investigating Bugs**

![Diagram of the observed process of investigating bugs.](image-url)
What I observed in practice was an exploratory investigation carried out by the whole team. When an anomaly worth investigating was spotted by a particular tester, the other two came over and they engaged together in two parallel loops of inquiry: investigating the bug and questioning the status and merit of the investigation itself. There were two possible outcomes, aborting the investigation or reporting the bug. The actual bug report was written by the test lead.

**Part I: Identification**

1. Notice a problem (during an automated test or any other situation).
   
   It is a general practice in the industry to construct tests that have specific expected results. This team took that idea further. Although they did establish certain specific expectations in advance, they also looked at whatever happened, as a whole, and asked themselves if it made sense. This extended even to the pattern of clicks and whirrs the printer made as it processed paper, and the timing of messages on the control panel. I call this the *Explainability Heuristic*: any unexplained behavior may be a potential bug, therefore we attempt to explain whatever happens.

2. Recall what you were doing just prior to the occurrence of the problem.
3. Examine symptoms of the problem without disturbing system state.

   Prior to starting a full investigation of a problem that may be difficult to reproduce, the testers capture as much volatile information as they can about it. This includes reviewing their actions that may have triggered the problem and examining the problem symptoms while disturbing the state of the printer as little as possible.

   During identification, the testers transition from a defocused behavior of observing whatever might be important to the focused task of investigating specific states and behaviors.

**Part IIa: Reality Check Loop**

The tester must decide whether to pursue the investigation or move back into open testing. So, prior to launching a bug investigation, and repeatedly during the investigation, these questions are asked.

1. Could this be tester error?
2. Could this be correct behavior?
3. Is this problem, or some variant of it, already known?
4. Is there someone else who can help us?
5. Is this worth investigating right now?
6. Do we know enough right now to report it?

The test lead is usually consulted on these questions before the investigation begins. But testers apply their own judgment if the test lead is not available. Contrary to George’s first description of how his team worked, the testers on his team used initiative and routinely made their own decisions about what to do next.
In the event that an investigation is suspended because of the difficulty of reproducing it, it may still be reported as an intermittent problem. Whether or not it’s reported, the testers will preserve their notes and be on the lookout for the problem as they continue testing. Some investigations go on like that for months.

**Part IIb: Investigation Loop**

Once it’s determined that the anomaly is worth looking into, the investigation begins in earnest. As I observed them, bug investigations were not a linear execution of predefined steps. Instead, they proceeded as an exploratory process of gathering data, explaining data, and confirming explanations. The exploration was focused on reproducing the problem and answering certain key questions about it. When they were answered well enough, or when the amount of time and energy spent on the problem exceeded its importance (that’s what the reality check loop is all about) the investigation ended and the bug was reported. Sometimes investigations continued after making an initial report. This was done so that the developers could begin to work on the bug in parallel with testers’ efforts to give them better information.

The investigation process is marked by a series of focusing questions that are repeatedly asked and progressively answered:

1. **How can the problem be reproduced?**

   The testers not only reproduce the problem, they try to find if there are other ways to make it happen. They progressively isolate the problem by discerning and eliminating steps that are not required to trigger it. They look for the most straightforward and general method of making it happen. They also seek to eliminate special conditions or tools that are not generally known or available, so that anyone who reads the bug report, at any later time, will have the ability to reproduce the problem.

2. **What are the symptoms of the problem?**

   Apart from identifying and clarifying its obvious symptoms, the testers are alert for symptoms that may not be immediately obvious. They also look for other problems that may be triggered or exacerbated by this problem.

3. **How severe could the problem be?**

   The testers try to analyze the severity of the problem in terms of how it would affect a user in the field or create a support issue for the company. They look for instances of the problem that may be more severe than the one originally discovered. They look for ways to reproduce the problem that are most plausible to occur in the field.

   The testers also consider what this kind of problem may indicate about other the potential problems not yet discovered. This helps them assure that their test process is oriented toward areas of greatest technical risk.
4. What might be causing the problem?

The most interesting element I observed in the team’s process of bug investigation is their application of technical insight about printer mechanisms (both hardware and firmware) to guide their investigation of the problems. In the course of investigation, the testers did not merely manipulate variables and factors arbitrarily. They investigated systematically based on their understanding the most likely variables involved. They also consulted with developers to refine their understanding of printer firmware dynamics.

Although there is no set formula for investigating problems, I observed that the testers relied upon their knowledge of printer mechanisms and their experience of past problems to organize their investigation strategy. So, maybe that’s the formula: learn about how the printer works and pay attention to patterns of failure over time.

Part III: Reporting

Although I participated in bug investigation, I did not personally observe the process of writing a bug report in this team. The testers reported that they sometimes wrote a draft of the bug report themselves, but that all reports were edited and completed by the test lead.

Supporting Factors that Make the Process Work

Bug Investigation Philosophy

Apart from the process they follow, I found that there was a tacit philosophy of bug investigation in the team that seems to permeate and support their work. Here are some of the principles of that philosophy:

- We expect testers to learn the purposes and operational details of each test.
- We expect testers, over time, to gain a comprehensive expectation of the behavior of the product, and to follow-up on any anomalous behavior they detect at any time.
- Each bug is investigated by all members of the team.
- Bug investigation is primarily our job, not the developers. If we do our job well, then developers will be able to do their jobs better, and they will respect us for helping them.
- Testers should develop and use resources and tools that help in bug investigation.
- Ask for help. Someone else may know the answer or have an important clue. Seek advice from outside the team.
- We expect testers to use initiative in investigation and consult with the test lead as they go.

Individual Initiative and Team Collaboration

During the period I observed, the testers in the team treated each bug investigation as a group process. I had seen this before, and rarely since. They also consulted with testers outside their team, and with developers. Their attitude seemed to be that someone in the next cube may have information that will save them a lot of time and trouble.
The testers also showed personal initiative. They did not seem worried about crossing some forbidden line or running afoul of some corporate rule during the course of their investigation. They appeared to take ownership of the problems they were investigating. The test lead told me that he encouraged initiative in his testers, and that he expected the testers, over time, to learn how all the tests worked and how the printers worked. In separate interviews, the testers confirmed that sentiment, and stated that they felt that the resulting working conditions in their team were better than in most other teams they had served on at that company.

**Observed Skills**

I saw each of the following skills exhibited to some extent in each of the testers in the team. And in my opinion, the method of the investigation used in the team requires competence in these skills.

- **Skepticism.** Skepticism might be called the fear of certainty. It can be seen as central to the challenge of thinking scientifically; thinking like a tester. Good testers avoid sweeping claims about the product, because any claim may be refuted with the execution of the next test.

- **Performing an open investigation.** An open investigation is a self-managed investigation with general goals and few explicit constraints. An open investigation involves coordinating with clients, consulting with colleagues, collecting information, making conjectures, refuting or confirming conjectures, identifying issues, discerning and performing tasks, and reporting results. An open investigation in conjunction with testing is commonly called “exploratory testing.”

- **Understanding external and internal product functionality.** Bug investigation requires a sufficient understanding of both external and internal workings of the technology. This knowledge is gained over time and over the course of many investigations, and through studying documentation, exploratory testing, or by observing other testers at work.

- **Consulting with developers or other testers.** Vital information needed to investigate problems is scattered among many minds. Good testers develop an understanding of the network of people who may be able to offer help, and know to approach them and efficiently elicit the information they need. In the case of developers, testers need the ability to discuss and question software architecture.

- **Test factoring.** When anomalous behavior is observed in the product, the ability to isolate the factors that may be causing that behavior is at the heart of the investigation process. This includes insight about what factors may be causally related, the ability to form hypotheses about them and to relate those hypotheses to observable behavior.

- **Experiment design.** Testers must be able to reason about factors and find methods of controlling, isolating, and observing those factors so as to corroborate or refute hypotheses about the product.

- **Noticing problems.** A tester can know how the product should function and yet still not notice a malfunction. Being alert for problems, even in the middle of investigating other problems, and even in the absence of an explicit and complete specification, is a skill by itself. This requires a good knowledge of applicable oracles, including tool-based oracles.
• **Assessing problem severity.** This requires understanding the relationship between the technology, the hypothetical user, the project situation, other known problems, and the risk associated with problems that may lie hidden behind the one being investigated. This skill also requires the ability to imagine and articulate problem severity in terms of plausible scenarios.

• **Identifying and using technical documentation.** Bug investigation often requires spot learning about the product. With printing technology, that can mean poring through any of thousands of pages of technical documents. Testers need to know where and how to find relevant information.

• **Recording and maintaining information about problems.** The testers must deliver information about a problem in an organized and coherent form in order for the test lead to confirm it and write the report. This includes the ability to make and maintain notes.

• **Identifying and using tools.** Tools that may aid testing are scattered all about. Enterprising testers should be constantly on the lookout for tools that might aid in the execution of tests or diagnosis of problems. Testers must have the ability and initiative to teach themselves how to use such tools.

• **Identifying similar known problems.** In order to know if a similar problem is already known, the testers must know who to check with and how to search the bug tracking system. This also requires enough technical insight to determine when two apparently dissimilar symptoms are in fact related.

• **Managing simultaneous investigations.** Rarely do we have the luxury of working on one thing at a time. That goes double when it comes to investigating intermittent problems. Such investigations can go on for weeks, so testers must have the ability to maintain their notes and report status over the long term. They must be able to switch among investigations and not let them be forgotten.

• **Escalation.** Since these investigations are largely self-managed, it’s important to know when and how to alert management to issues and decisions that rightly belong at a higher level of responsibility.

**Case Study: The Frozen Control Panel**

This is an example of an actual investigation in the team that took place while I watched. It appears to be typical of other investigations I had been told about or personally observed. The important aspect of this case is not the conclusion— we could not reproduce this problem— but rather the initiative, teamwork, and resourcefulness of the testers. This investigation is documented in as much detail as we could remember in order to provide a feel for richness and flow of an exploratory testing process.

1. While Clay was running one of the paper handling tests, he encountered a printer lockup. Clay called Ken and James over to observe and assist.
2. Clay had been running an automated test script that included many steps. After executing it once he started it again. This time, it began executing, then stopped, apparently waiting for a response from the printer. At that point Clay noticed that the printer was frozen.
3. Clay asked Ken if he knew about the problem and whether he thought the problem was worth investigating.

4. Without resetting the printer, Ken examined the surrounding symptoms of the problem:
   - Check control panel display (display showed “Tray 5 Empty” continuously).
   - Check ready and data light status (both were lit and steady).
   - Open and close a tray (display did not react; engine lifted the tray).
   - Open and close a door (display did not react; engine performed paper path check).
   - Try control panel buttons (display did not react to any buttons).

5. Ken and Clay examined the test output in the terminal window and discovered that the test harness tool had stopped during its initialization, before any script code had been executed.

6. After a brief conference, Ken and Clay decided that the problem was worth investigating and conjectured that it may be due to an interaction between the timing of control panel display messages and messages sent to the printer.

7. Ken performed a cold reset of the printer.

8. Clay restarted the test tool. The problem did not recur.

9. Clay edited the test script down to the last few operations. He executed the modified script several times. The problem did not recur.

10. To test the hypothesis that the problem was related to the timing of alternating “READY” and “TRAY 5 EMPTY” displays on the control panel, Ken and Clay coordinated with each other to start executing the test tool at various different timings with respect to the state of the control panel display. No problem occurred.

11. We went to see a firmware developer on the control panel team, and asked him what might account for these symptoms. He seemed eager to help. He suggested that the problem might be a deadlock condition with the engine, or it might be a hang of the control panel code itself. He also suggested that we review recent changes to the firmware codebase, and that we attempt to reproduce the problem without using the test tool. During the course of this conversation, the developer drew some basic architectural diagrams to help explain what could be going on. We questioned him about the dynamics of his diagram.

12. The developer also conjectured that the problem could have been leftover data from a previous test.

13. Then we went to see a fellow who once supported the test tool. With his help, we scrolled through the source code enough to determine that all the messages displayed by the tool before it halted were issued prior to contacting the printer. Thus, it was possible that whatever happened could have been triggered by the first communication with the printer during tool initialization. However, we were unable to locate the tool routine that actually communicated with the printer.

14. Because the control panel locked up with the data light on, we knew that it was unlikely to have been in that state at the end of the previous successful test case, since that case had reported success, and left no data in the printer.

15. We looked for a way to eavesdrop on the exact communication between test tool and the printer, but found there was no easy way to do that.

16. We called upon another tester, Steve, for help, and together we wrote a shell script, then a Perl script, that endlessly looped while executing the test tool with an empty script file. At
first we thought of introducing a random delay, but Clay argued that a fixed delay might
better cover the timing relationships with the printer, due to the slight difference between
the fixed time of the test and the presumably fixed response time of the printer.

17. We ran the script for about an hour. The printer never locked up.

18. While watching the control panel react to our script, Clay saw a brief flicker of an
unexpected message on the display. We spent some time looking for a recurrence of that
event, but did not see one.

19. We then went to visit a control panel tester to get his ideas on whether a problem like ours
had been seen before, and how important a problem it could be. He advised us that such a
problem would be quite important, but that he knew of no such problem currently
outstanding.

20. Clay independently searched the bug tracking system for control panel problems, and found
nothing similar, either.

21. After several hours of all this, we were out of easy ideas. So, we called off our investigation
until the test lead returned to advise us.

The Study of Skill is Difficult

It's quite difficult to study the anatomy of a practice, and the skills that practice requires. You can't
know at first exactly what to watch, and what to ignore. Anthropologists learn to watch behavior for
long periods of time, and to relentlessly consider the possibility of researcher bias. And just the act
of studying a set of skills makes people nervous and possibly change their behavior. I had to agree
not to release any information about the progress of my study until I cleared it with the people I
was studying.

Still, even a modest one-week study like this one can have profound positive effects on the team.
When I gave this report to the team for approval, the team was a bit stunned at how much my
description differed from their self-description. One of the testers asked me if he could staple it to
his résumé. Perhaps there is even more depth to the skills of bug investigation than I have identified
so far, but this is the sort of thing we must begin to do in our field. Observe testers at work and go
beneath the grossly general descriptions. See what testers really do. Then maybe we can truly begin
to build a deep and nuanced vision of professional software testing.
Rapid Testing Clinic

February 15\textsuperscript{th} and 16\textsuperscript{th}, 2007

**Event Overview**

Six testers were assigned to test a new product feature using rapid testing methodology, under the observation of James Bach. The testers were Andrew Robins, Josh Crompton, Sridhar “Raj” Kasibatla, Matt Campbell, Dan Manton, and Judy Zhou. The product feature was dual-head radios. The event was held in a dedicated conference room. Lunch was brought in, which allowed us two full uninterrupted work days.

Andrew Robins served as overall test lead. James Bach served as commentator, facilitator, and part-time scribe. Each of the testers had taken the Satisfice Rapid Software Testing class. The testers were chosen for their testing skills and leadership qualities.

The goals of the clinic were 1) evaluate and coach the testers in their understanding and application of the Satisfice Rapid Testing methodology, 2) give the testers experience in how a testing clinic might be run, 3) test dual-head radios, and 4) prepare to test dual-head radios better going forward.

**Process Overview**

This is how the event unfolded:

**Day 1**

1. **Set up equipment and room for testing.** This was done the night before the event began.
2. **Outlined and discussed new, changed, and risky areas of the product.** See whiteboard snapshot and mindmap transcript.
3. **Created reference diagram of dual-head radios.** This served as a working reference for test strategy and chartering.
4. **Split into three testing pairs and set the charter for the first session.** Everyone’s charter for the first session was the same: recon. Set up and look over dual-head functionality in action, learn how it works, observe it in action, get to know the risk areas first hand.
5. **Performed 90 minute test session.** As expected much of the first session was spent attempting to get the equipment properly set up. The bug database was checked several times to compare observations with known bugs. Basic misunderstandings about how dual-head radios work, such as how databases are updated and used, were revealed. This is characteristic of “high learning” exploratory testing. James filmed some of that process.

6. **Debriefed the sessions together.** Bugs and setup problems were discussed. We also discussed how session-based productivity metrics work, and the teams estimated their “TBS” proportions as well as “on charter” test percentages. James explained how debriefings worked and answered some questions. We also called Jeremy, the analyst, into the room to answer questions about a mysterious feature of the product. In the end, we noted the mystery but Andrew decided it was not important enough to pursue at that time.

7. **Performed 60 minute session.** We continued on the same charters (“recon sessions”). As expected, there was more testing and less setup in the second session.

8. **Debriefed the sessions together.** Two teams felt like they had reached a plateau and were ready to move on from recon work.

9. **Set up an overnight stress test.** Josh scripted something quick and dirty to keep the heads going all night.

10. **Worked up combination tests (evening).** James wrote software to demonstrate combinatorial state transition testing.

**Day 2**

11. **Guided brainstorm of test ideas and product elements using the Satisfice Heuristic Test Strategy Model.** This began with a silent 10 minute review, followed by 90-minute discussion and elaboration of ideas.

12. **Performed 75 minute “analysis and coverage” test session.** This session was focused on understanding a specific sub-feature or risk better.

13. **Debriefed the sessions together.** Bugs were discussed. We called in a firmware programmer to help us understand database synchronization issues.

14. **Made master list of bugs found.**

15. **Performed 75 minute final test session.** One team tried some of James’ generated state transition tests. Another team worked up a table to bring more structured coverage to the brown-out tests.

16. **Final debriefing with Heiko and bug list update.**
Artifacts

Various pictures and videos of the process can also be found accompanying this document.

Day 1: Briefing on Changed/Risky Areas

Transcribed from the whiteboard, it was decided not to worry about language support testing. A lot of testing was to be focused on neck comms, audio sub-system, primary/secondary interactions. Also looked at delays and brown-outs.
Day 1: Dual-Head Diagram Evolution

Coverage
- DB $\leftrightarrow$ DB, DB $\rightarrow$ DB
- Disconnect/Connect
- Start/Stop/Rerun/Reset
- On hook/off hook
- PTT Y/N
- Signal arriving at antenna
- No testing for extender box?!

Oracles
- Screen Match
- Contrast/Volume Independence
- Muted/Unmuted
- Reset on Disconnect
- Reset on System Error
- Pops

Ideas
- Happy path
- Spam test
- Connection tests (failover)
- DB interactions
- Pairwise interactions
- Head interactions
- Time (leave it sitting)
Day 2: Product Element And Test Idea Brainstorm (lightface: categories, boldface: ideas)

Test Techniques
Function Testing
Domain Testing
Stress Testing
Soak testing
Flow Testing
Scenario Testing
Claims Testing
User Testing
Risk Testing
Automatic Testing

Project Environment
Customers
Information
Developer Relations
Test Team
Equipment & Tools
Schedule
Test Items
Deliverables

Product Elements
Structure
Some units click/pop and others don’t
Code
Software Feature Enabler
??? upgrade path for firmware? How do you upgrade it?
??? upgrading in situ? (on vehicle)
??? what if different heads have different firmware/hardware versions?

Interfaces
??? Audio feedback issues with multi-head?

Hardware
Splitter box
??? reduce audio quality?
Keypad microphone serial protocol
GPIO protocol
Remote kit variants
Different Band Torsos (sanity check)
UHF
VHF
Microphones
Keypad
Standard
Dynamic
Control head variants
Neck Comms
Cable length
Timing issues
Connections
Brown out issues
RF interference on cables

Non executable files
Collateral
Installation guide for dual heads
??? ability remove the splitter box and connect directly
Functions

User Interface

Lockout between heads
  Interruption of some kind during lockout
    (e.g. disconnection event, emergency mode)

System Interface
Serial communication via secondary head by mistake

Application

Autodetect of microphones
Software functions enabled/disabled
Software function enabling
  ??? Thermal shutdown? Thermal sensors?
Security lock
Dual head menu
Hook switch listen-in mute
Listen in

Scanning mode vs. non-scanning mode

Calculation
Time-related
Audio lag from torso to the different heads
Transmit inhibit
Auto-power-down

Transformations
Database changes

Startup/Shutdown
Disconnecting and connecting a head (primary vs. secondary)
System reset
Power disconnect
Normal start
Normal shutdown
  ??? Any way to start via system interface?
  ??? Soft disconnect of a head? In situ, you may not be able to unplug it.
  ??? What if a head has malfunctioned in a way that denies service, and you
  need to sever the connection?

Partial powerup scenario—can we get the head to power up without torso? One
head powered, another not?

Multimedia
Exact bits on screen
Pops and clicks

Error Handling
  ??? Error messages? Can we get a list?

Interactions
Testability
Data
Input

Editing scan group on one head, another head interferes (power off?)

Programming the radio, disconnect head before committing.
Preset

(?? Configurable menu items that may relate to interactions between heads?)

Persistent

Database integrity on the heads (how do you know that the database is what it should be?)

Contention between databases in each head

Legitimate/common ways that databases could be different between two heads.

Same mac address/priority?
  Sequences
  Big and little
Very large scan groups
Large numbers of channels
Lots of data for MPT which is redundant anyway

Noise

Rattling

Lifecycle
Initial configuration of database, plus sequences of changes, then exporting and importing to another radio

Platform
  External Hardware

GPS data display on heads
  External Software
  Internal Components

Operations
  Users
  Environment
  Common Use
  Disfavored Use
  Extreme Use

Time
  Input/Output
  Fast/Slow
  Changing Rates
  Concurrency

Quality Criteria Categories
  Capability
  Reliability

Memory leak issues?

  Error handling
  Data Integrity
  Safety
  Usability
  Learnability
  Operability
  Accessibility
  Security
Authentication
Authorization
Privacy
Security holes
Scalability
Performance
Installability
System requirements
Configuration
Uninstallation
Upgrades
Compatibility
Application Compatibility
Operating System Compatibility
Hardware Compatibility
Backward Compatibility
Resource Usage
Supportability
Testability

Diagnostics?

Maintainability
Portability
Localizability
Regulations
Language
Money
Social or cultural differences

Day 2: Bugs Found

Andrew/Josh
Day 1

- Can’t disconnect heads without special tool
- Problems with minimum volume
- Audible artifacts associated with keypresses on control heads (press and release)
- PTT spamming can cause system reset
- Keypress spamming can cause system reset
- Keypress spamming caused one instance of display overlay issue on secondary head
- Inconsistency in hook switch scanning and hook switch inhibit (hook switch scanning is logically OR’d with inhibit; PTT inhibit is logically ANDed with inhibit)

Day 2

- Brown-out can occur on control heads without any indication to user.
- Ticking sound heard on receiving device while transmitting from another radio (possible test environment issue)
- Ugly degradation in functionality during brown outs
- Power connector can be plugged in backwards
- Whole system impacted when power lost to splitter box
- Two situations where a recoverable brown out was not recovered from.
- After 20 minutes of non-activity system suddenly autoscrollled with no apparently input.
Matt/Raj
Day 1
- Can save a config file without members in the scan group
- Contrast can only be adjusted on one of the heads. (this maybe needs improvement, since it’s confusing)
- In emergency mode, plugging a microphone into one of the heads causes mechanical sound to be transmitted

Day 2
- If the volume is down while you scroll the volume is turned up automatically
- The hook switch monitor behavior is not updated when switching networks until hook switch state changes.
- Should not be able to program only one head at once.

Dan/Judy
Day 1
- No way to differentiate which head is which in the selection box or in the device configuration box
- Usage of priority field is unclear and confusing
- The selection box didn’t always appear
- Power up seemed too long compared to the single-head config.
- XPA would not read from the lowest priority head
- Didn’t reset after programming mode.
- Very inconsistent in reading that an incorrect frequency file was being uploaded to the radio (sometimes error message occurred, and other times not)
- Lots of hanging comms to the radio.
- Name is blank by default
- Primary head inexplicably died, then sprung back into life (after some rattling)
- A channel is not really deleted even after channel delete message is displayed—must back out of the menu
- PTT clunks are audible when audible tones operate on listening head.
- XPA always uses a default setting for the selection box instead of remembering the last setting.

Day 2
- If you’ve only got one head connected to the XPA and you try to read from the head it will not read.
- Design issue: what is the point of being able to program two heads when there is no scenario where they should be different? Someone should look hard at the database issue. XPA leads you down a path that’s WRONG.
- If you are in programming mode and you unplug the secondary head the system does not reset… XPA is in strange state.
- Should function keys stay with the head? Where should this information live?

Raj/Judy
Day 2
Requirements issue: In emergency mode, if a head drops out, the other head should continue operating.

- During non-stealth emergency mode, if a head drops out, the whole system dies, even if you plug the head back in; if the secondary head is the one that drops out, then the system survives until the end of the current transmit/receive cycle and then dies. (may not occur on first time through… still investigating)
- While in stealth mode, the RSSI level is still being displayed.
- If you define power on state as power on always, then connect it to power, it doesn’t power on
- CTCSS tones are audible.

Dan/Matt
Day 2

- Seems strange that there is only one off-hook state for the system.
- When PTT is pressed before removing handset from hook, removal from hook does not put radio in transmit mode until PTT is released and pressed again.

Day 2: Final Session Charter List

Andrew/Josh
- Recon of multi-head functions
- Continuation w/synchronized databases
- Brown-out #1
- Brown-out #2 (this time it’s tabular)

Dan/Judy
- Recon of multi-head functions
- Recon of multi-head functions #2
- Explore database capacity and legitimate differences in DB between heads

Matt/Raj
- Recon of multi-head functions
- Recon of multi-head functions #2
- Head disconnect and reconnect

Dan/Matt
- External Speaker functionality

Judy/Raj
- Two-headed emergency mode
To find good stuff on the Net about testing and other topics, see

- Michael Bolton ([http://www.developsense.com](http://www.developsense.com)) Articles and resources on software testing topics, including test matrices, all-pairs testing, installation programs, and beta tests. Also refer to the archived newsletters.
- Cem Kaner ([http://www.kaner.com](http://www.kaner.com)) An overwhelming collection of articles, papers, and presentations on software testing, test management, elements of software law.
- Black Box Software Testing Course ([http://www.testingeducation.org/BBST](http://www.testingeducation.org/BBST)) This course was co-authored by Cem Kaner and James Bach, and contains much in common with Rapid Software Testing. The course features video lectures, course notes, recommended readings, self-study and self-testing resources. Comprehensive—and free. The testingeducation.org site also contains a large number of interesting links and articles, many written and produced by Cem Kaner and his students at Florida Tech. (free)

Based on the BBST course, the Association for Software Testing offers facilitated, instructor-led classes on Foundations and Bug Advocacy. These classes are free to AST members.

- The Software Testing Mailing list, [http://groups.yahoo.com/group/software-testing](http://groups.yahoo.com/group/software-testing) (free, but review the ground rules that are sent out on the first of every month).
- The Session-Based Test Management Mailing List, [http://groups.yahoo.com/group/bachsbtm](http://groups.yahoo.com/group/bachsbtm) (free)
- The Association for Software Testing, [http://www.associationforsoftwaretesting.com](http://www.associationforsoftwaretesting.com) (USD100 annual membership fee). In addition to the online BBST courses mentioned above, the AST also presents the annual Conference for the Association for Software Testing. This conference is unusual in that presentations are facilitated, and time is set aside at the end of each presentation for discussion. See more about this at [http://conferences.associationforsoftwaretesting.org/AboutCAST](http://conferences.associationforsoftwaretesting.org/AboutCAST)
- The Software Testing Club, [http://www.softwaretestingclub.com](http://www.softwaretestingclub.com) (registration fee)
- Risks Digest ([http://catless.ncl.ac.uk/risks](http://catless.ncl.ac.uk/risks)) A fine collection of horror stories and risk ideas that makes for excellent occasional browsing (free).
- StickyMinds ([http://www.StickyMinds.com](http://www.StickyMinds.com)) The online presence for Better Software magazine (formerly Software Testing and Quality Engineering; STQE; “sticky”—get it?). There’s a big collection of articles here of varying value. Articles from the magazine and “StickyMinds Originals” have been edited and tend to be of higher quality than the contributed articles. (free, with extra services available via PowerPass)
- For tutorials on various markup languages, browser scripting, server scripting, and technologies related to Web development, try [http://www.w3schools.com](http://www.w3schools.com) (free)
Tools

The simplest way to find these tools, at the moment, is to Google for them. Everything listed here is either free or a free trial; we encourage readers to register the commercial products if you find them useful.

In addition to the tools listed here, check out the tools listed in the course notes and in the article “Boosting Your Testing Superpowers” in the Appendix. Danny Faught also provides reviews and listings of testing and configuration management tools at http://www.tejasconsulting.com/open-testware/.

PerlClip, a utility for blasting lots of patterned data onto the Windows Clipboard for input constraint attacks. So-called because it’s written in Perl, and it uses Perl-like syntax to create the patterns. Counterstrings—strings that report on their own length—are perhaps the coolest of several cool features. Written by James Bach and Danny Faught, and available free from http://www.satisfice.com and in the course materials for the Rapid Software Testing course.

AllPairs, to generate minimally-size tables of data that include each pair of possible combinations at least once. Written by James Bach and available free from http://www.satisfice.com and in the course materials for the Rapid Software Testing course.

Netcat (a.k.a. NC.EXE) This is a fantastic little tool that, from the command line, allows you to make TCP/IP connections and observe traffic on specific ports. For lots of examples on how to use it, see the above-referenced Hacking Web Applications Exposed.

SysInternals Tools at http://www.sysinternals.com. These wonderful, free tools for Windows are probes that reveal things that we would not ordinarily see. FileMon watches the file system for opening, closing, reading, and writing, and identifies which process was responsible for each action. RegMon does the same thing for the Windows Registry. Process Explorer identifies which files are open and which Dynamic Link Libraries (DLLs) are in use by applications and processes on the system. Strings is a bog-simple little utility that dumps the textual contents of any kind of file, most useful for executables. I’ve found lots of silly little spelling errors with this tool; I’ve also found hints about the relationships between library files.

Perl. Grab Perl from the ActiveState distribution, http://www.activestate.com. They also have development tools that allow you to do things like create and distribute .EXE files from Perl scripts—which means that people can run programs written in Perl without having to install the whole gorilla. Also see CPAN, the Comprehensive Perl Archive Network at http://www.cpan.org. This is a library of contributions to the Perl community. Many, many problems that you’ll encounter will already have a solution posted in CPAN.

Ruby. Get Ruby from www.rubycentral.com and/or the sites that link from it. After you’ve done that, look into the beginner’s tutorial at http://pine.fm/LearnToProgram/?Chapter=00; some of Brian Marick’s scripting for testers work at http://www.visibleworkings.com/little-ruby/. Then read the Pickaxe book whose real name is Programming Ruby (look up Pickaxe on Google); you might also like to look at the very eccentric “Why’s Poignant Guide to Ruby” at http://poignantguide.net/ruby/.
WATIR (Web Application Testing In Ruby) and SYSTIR (System Testing In Ruby) are emerging and interesting tools based on Ruby, with the goal of permitting business or domain experts to comprehend examples or tests.

SnagIt, a wonderful screen capture and logging utility from TechSmith. Available in trialware at http://www.techsmith.com

TextPad, a terrific text editor with excellent regular expression support and the ability to mark and copy text by columns as well as by lines. Shareware, available at http://www.textpad.com.
Bibliography for Rapid Software Testing

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