# Module 7 Achieve Acceptable Mission



## **Topics**

7-2
7-4
7-6
7-22

## Outline



#### Review: Where We've Been



### Achieve an Acceptable Mission Workflow



The purpose of this workflow detail is to deliver a useful evaluation result to the stakeholders of the test effort—where useful evaluation result is assessed in terms of the Evaluation Mission. In most cases that will mean focusing your efforts on helping the project team achieve the Iteration Plan objectives that apply to the current test cycle.

For each test cycle, this work is focused mainly on:

- Actively prioritizing the minimal set of necessary tests that must be conducted to achieve the Evaluation Mission
- Advocating the resolution of important issues that have a significant negative impact on the Evaluation Mission
- Advocating appropriate quality
- Identifying regressions in quality introduced between test cycles
- Where appropriate, revising the Evaluation Mission in light of the evaluation findings so as to provide useful information to the project team

#### Achieve an Acceptable Mission



Here are the roles, activities and artifacts RUP focuses on in this work.

In the previous module, we discussed analyzing failures and reporting change requests.

In this module, we'll talk about producing summary evaluations from the change request and other test result information.

Note that diagram shows some lightly shaded elements: these are additional testing elements that RUP provides guidance for which are not covered directly in this course. You can find out more about these elements by consulting RUP directly.

## **Reporting the Status of Testing**



#### **Discussion Exercise 7.1: Reporting Status**

Discussion Exercise 7.1: Reporting Status
Pick a project and a point in time.
You are the test manager.
The project manager asks you:

How far are you with testing?
How much do you have left to do?

How do you answer?

### **Status Reporting**

**Status Reporting** 

- Key questions: How far are we? How much is left to do?
- Experienced test managers have very different answers
- Complex, multidimensional question
  - Many types of data explain "extent of testing"
  - Simple metrics are often profoundly misleading
  - The best status reports consider several dimensions together
- Eight different categories of information

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# Dimensions of "Extent of Testing"

Dimensions of "Extent of Testing"
Common answers are based on the:
<b>Product</b> • We've tested 80% of the lines of code.
Plan • We've run 80% of the test cases that we had planned to run.
<b>Results ◆</b> We've discovered 593 bugs.
Effort ◆ We've worked 80 hours a week on this for 4 months. We've run 7,243 tests.
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# Dimensions of "Extent of Testing"

Dimensions o	f "Extent of Testing"	
<ul> <li>Commo</li> </ul>	n answers are based	on the:
Obstacles •	We've been plugging away b efficient until X, Y, and Z are	ut we can't be dealt with.
Risks ◆	We're getting a lot of compla testers and we have 400 bug product <i>can't be</i> ready to shi	ints from beta js open. The p in three days.
Quality of + Testing	Beta testers have found 30 b missed. Our regression tests	ugs that we seem ineffective.
History + across projects	At this milestone on previous fewer than 12.3712% of the lopen. We should be at that p product too.	projects, we had ougs found still percentage on this
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#### Status Reports – Extent of Testing

Status Reports – Extent of Testing	
<ul> <li>Each dimension addresses a different issue <ul> <li>At times, each may be important to management</li> </ul> </li> <li>Build status report around a cluster of dimensions</li> <li>Successful status reports provide range of different types of information, to give management a better context for decisions</li> </ul>	
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These reports will go to a diverse audience, probably including executives.

Typical recipients include the project team, managers of the members of the project team, the manager of the manager of the project manager, and other people in the company who have asked for the report or are entitled to it by virtue of their position. These reports are sometimes posted to the company intranet, visible to even more people.

- Each of these dimensions addresses a different issue that will, at times, be important to management.
- Rather than trying to structure a status report around one of these, it is more helpful to provide a cluster of them.
- Status reports that we have seen from different, successful test managers are different in their details, but they all provide a range of different types of information, to give management a better context for decisions.

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### The Overall Structure of a Common Report

- Part 1: Risks and responsibilities
  - Highlights current problems, such as:
    - Artifacts due into testing but not arrived
    - Artifacts that due out of testing but not yet completed
    - Staff turnover that threatens the schedule
    - Equipment acquisition problems that might threaten the schedule.
  - A project slips one day at a time
    - It can be recovered one day at a time
    - Encourage addressing the problems that cause slips
  - Good status reports show fine grain detail whenever it is likely that a reader could intervene and help the project, if only the reader understood (or was aware of) the problems that cry out for help

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The Overall Structure of a Common Report									
<ul> <li>Part 2 Progress against plan or multidimensional chart</li> </ul>									
	Component	Test Type	Tester	Total Tests Planned / Created	Tests Passed / Failed / Blocked	Time Budget	Time Spent	Projected effort for Next Build	Notes
	Elisabe • Note risks/	th H how obst	endr this tacles	ickson' covers s, effort	s repor progre t and re	t. ess ag esults,	ainst all ir	a plan one c	, hart
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### The Overall Structure of a Common Report

#### Part 2

Progress against plan or multidimensional chart

Testing Dashboard				Updated	Build
		11/1/00	32		
Area	Effort	Coverage	Coverage	Quality	Comments
		Planned	Achieved		
File/edit	High	High	Low		1345, 1410
View	Low	Med	Med	0	
Insert	Blocked	Med	Low	8	1621

- James Bach's project dashboard
- Note how this covers areas, progress against plan, current effort, key results and risks, and obstacles.

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The Overall Structure of a Common Report
<ul> <li>Part 3 Project bug metrics</li> <li>These charts show find / fix rates over the course of the project.</li> </ul>
<ul> <li>Useful to give a sense of the rate at which problems are being repaired.</li> </ul>
<ul> <li>If the repair rate near the end of the project is slow compared to the find rate, the schedule is at risk.</li> </ul>
It is too easy to over-interpret these charts
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### **Bug Counts and Extent of Testing?**

For a more extensive discussion of these notes, see Cem Kaner, "Measurement of the Extent of Testing", *Proceedings of the Pacific Northwest Software Quality Conference*, Portland, Oregon, October 2000. For further background information on the problem of construct validity and measurement and the problem of measurement dysfunction, see Robert Austin, *Measuring & Managing Performance in Organizations*, Dorset House, 1996.

## Potential Side Effects of Defect Curves

Potential Side Effects of Defect Curves	
Earlier in testing: Pressure is to bug counts	o increase
<ul> <li>Run tests of features known to be incomplete.</li> </ul>	e broken or
<ul> <li>Run multiple related tests to find related bugs.</li> </ul>	multiple
Look for easy bugs in high quanti than hard bugs.	ities rather
<ul> <li>Less emphasis on infrastructure, architecture, tools and more emp finding. (Short term payoff but lor inefficiency.)</li> </ul>	automation hasis of bug ng term
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## Potential Side Effects of Defect Curves

Potential Side Effects of Defect Curves
<ul> <li>Later in testing: Pressure to decrease find rate</li> <li>Run lots of already-run regression tests</li> <li>Don't look as hard for new bugs.</li> <li>Shift fease to appreciable status reporting</li> </ul>
<ul> <li>Shirt focus to appraisal, status reporting.</li> <li>Classify unrelated bugs as duplicates</li> </ul>
<ul> <li>Class related bugs as duplicates (and closed), hiding key data about the symptoms / causes of the problem.</li> </ul>
<ul> <li>Postpone bug reporting until after the measurement checkpoint (milestone). (Some bugs are lost.)</li> </ul>
<ul> <li>Report bugs informally, outside of tracking system</li> <li>Testers sent to movies before measurement milestones</li> </ul>
<ul> <li>Programmers ignore their bugs until reported by testers</li> </ul>
<ul> <li>Bugs are taken personally.</li> <li>More bugs are rejected</li> </ul>
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The side effects of the bug curve and the ease of unconscious manipulation illustrate the value of using a balanced scorecard to assess testing effort.

#### Bug curve counterproductive?



The key point here is the need for a good test approach, as we discussed in Module 5. It's worth repeating the characteristics covered there. The test approach (and its reports) must be:

*Diversified.* Include a variety of techniques. Each technique is tailored to expose certain types of problems, and is virtually blind to others. Combining them allows you to find problems that would be hard to find if you spent the same resource on a narrower collection of techniques.

*Risk-focused*. Tests give you the opportunity to find defects or attributes of the software that will disappoint, alienate, or harm a stakeholder. You can't run all possible tests. To be efficient, you should think about the types of problems that are plausibly in this product or that would make a difference if they were in this product, and make sure that you test for them.

*Product-specific*. Generic test approaches don't work. Your needs and resources will vary across products. The risks vary across products. Therefore the balance of investment in different techniques should vary across products.

*Practical*. There's no point defining an approach that is beyond your project's capabilities (including time, budget, equipment, and staff skills).

*Defensible*. Can you explain and justify the work that you are doing? Does your approach allow you to track and report progress and effectiveness? If you can't report or justify your work, are you likely to be funded as well as you need?

For more discussion of this approach, see Chapter 11 of Lessons Learned.



### Review

