

TMMi Assessment Method Application Requirements (TAMAR)

Version 2.0

Produced by the TMMi Foundation

Editor: Andrew Goslin

Copyright Notice
Unlimited distribution subject to Copyright
Copyright © TMMi Foundation, Ireland.

This TMMi Foundation material is furnished on an 'as-is' basis.

The TMMi Foundation makes no warranties of any kind, either expressed or implied, as to any matter included, but not limited to, warranty of fitness for purpose or merchantability, exclusivity, or results obtained from use of the material. The TMMi Foundation does not make any warranty of any kind with respect to freedom from patent, trademark or copyright infringement.

Use of any trademarks in this document is not intended in any way to infringe on the rights of the trademark holder.

Permission to reproduce this document and to prepare derivative works from this document for internal use is granted, provided the copyright and "No Warranty" statements are included with all reproductions and derivative works.

Requests for permission to reproduce this document or prepare derivative works of this document for external and commercial use should be addressed to the TMMi Foundation.

The following registered trademarks and service marks are used in the TMMi Foundation documentation: CMM®, CMMI®, TMMSM, TMMi®, IDEALSM, SCAMPISM, TMap®, and TPI®.

CMM and CMMI are registered in the U.S. Patent and Trademark Office by Carnegie Mellon University.

IDEAL and SCAMPI are service marks of Carnegie Mellon University.

TMM is a registered service mark of Illinois Institute of Technology.

TMMi® is a registered trademark of TMMi Foundation.

TMap and TPI are registered trademarks of Sogeti, The Netherlands.

Contributors

Laura Casci (UK)
Murali Krishnan (India)
Klaus Olsen (Denmark)
Fran O'Hara (Ireland)
Mac Miller (UK)
Alec Puype (Belgium)
Geoff Thompson (UK)
Tiruvallur Thattai Srivatsan (India)
Nathan Weller (UK)
Brian Wells (UK)

Revisions

This section summarizes the key revisions between version 1.0 and version 2.0 of this document. This section is provided for information only.

Section	Revision Notes
General	Added and revised guidance notes
1.1	Added reference to TMMi Data Submission Requirements
2.2.3.7.3	Added Data Coverage requirement for compliance with ISO15504
2.2.3.9	Added Formal Assessment requirement to notify the TMMi Foundation in advance of the assessment
3.1.3	Added Assessment Method requirement for consistency of assessment findings
3.2.6.2.2	Added Assessment Sponsor responsibility for compliance with ISO15504
3.2.6.2.7	Added requirement to recognize the Assessment Sponsor as the owner of the assessment data
3.2.6.3.7	Added Assessment Team Leader responsibility to record assessment evidence
3.2.6.3.9	Added Assessment Team Leader responsibility to provide secure storage for assessment data and evidence
3.3.1	Revised Data Collection requirements to ensure that the data source is confidential and non-attributable
3.3.2.3	Revised Data Validation requirement for compliance with ISO15504
3.4.2	Corrected text, which now states "process attributes"
3.4.2.11	Revised text with no significant change to definitions
3.4.3	Revised text with no significant change to rating process
4, Table 3	Revised in accordance with revisions above
5, Table 4	Revised in accordance with revisions made for ISO/IEC 15504-2 compliance
6	Added new section providing elaboration on assessment rating process

Contents

1	Executive Summary.....	6
1.1	Overview.....	6
1.2	Scope.....	6
1.3	Utilization of this document.....	6
2	Assessment Types Examined.....	7
2.1	Overview.....	7
2.2	Assessment Type Detail.....	7
3	Assessment Method Requirements.....	10
3.1	Overview.....	10
3.2	Planning.....	10
3.3	Data Management.....	13
3.4	Process Attribute Rating.....	14
3.5	Reporting & Outputs.....	15
4	Formal and Informal Assessment Method Compliance Requirements.....	16
5	Correlation between TAMAR and ISO/IEC 15504-2.....	19
6	Rating Process Areas and Maturity Levels.....	21
6.1	Rating Process Areas.....	21
6.2	Rating Maturity Levels.....	22
7	Glossary.....	24
8	References.....	26

1 Executive Summary

1.1 Overview

1.1.1 Synopsis

- 1.1.1.1 The TMMi Assessment Method Application Requirements (TAMAR) defines the requirements considered essential to Assessment methods intended for use with the Test Maturity Model Integration [TMMi].
- 1.1.1.2 Such methods would be able to be accredited as authorized methods with the TMMi Foundation.
- 1.1.1.3 This document should read in conjunction with
 - Test Maturity Model Integration [TMMi]
 - TMMi Data Submission Requirements [DSR]

1.1.2 Ownership

- 1.1.2.1 The Foundation has ownership of the Test Maturity Model Integration, the TMMi Data Submission Requirements and this document.

1.2 Scope

1.2.1 Items out of scope

- 1.2.1.1 The scope of this document does not extend to detailing any examples of accredited Methods.

1.3 Utilization of this document

1.3.1 Overview

- 1.3.1.1 There are two authorized Types of Assessment Methods, described as Formal and Informal.
 - 1.3.1.1.1 A Formal Assessment has a sufficient degree of rigor and corroboration which can result in a formal capability rating against the model.
 - 1.3.1.1.2 An Informal assessment does not require any corroboration of sources and will not result in a formal capability rating against the model.
- 1.3.1.2 The choice of which Type of Method is appropriate for a particular organization is dependent upon their requirements. This is because Assessments can be utilized for subtly different purposes throughout an organization's long-term strategy.

Guidance: Assessment methods may be used for internal process improvement; to establish the organization's capability level; and for the purpose of selecting suppliers of particular services (e.g. by stating that any supplier dealt with must be recognized as a TMMi Level 3 organization).

1.3.2 Assessment Method levels

- 1.3.2.1 Conformance with this document is hierarchical, and therefore methods which conform to the Formal Assessment criteria will also fulfill the requirements for Informal Assessments.

1.3.3 How to use TAMAR

- 1.3.3.1 Sections 2 and 3 of this document contain the specific requirements for TMMi Assessment Methods.
- 1.3.3.2 Section 4 provides an explanatory chart which summarizes the relevant compliance requirements for different Assessment Method types, i.e. Formal and Informal.
- 1.3.3.3 An Assessment Method should clearly demonstrate compliance with all relevant sections.

2 Assessment Types Examined

2.1 Overview

2.1.1 High-level Assessment Type overview

2.1.1.1 As previously stated in the preamble for this document, two Types of Assessment are defined.

2.1.1.2 All Assessment methods submitted for accreditation should fall into one of these two Types.

2.1.1.3 The following tables show the varying criteria that apply to each Type of Assessment.

2.1.1.3.1 For Formal Assessments, the criteria in the following table apply:

Assessment Team Leader	Assessment Team Size	Evidence Collected	Capability Rating
Accredited Lead Assessor	At least 2	Staff interviews and documents required. Other types of corroborative evidence can also be used – e.g. questionnaires, customer surveys, etcetera (see section 2.2.3.7 for Organizational Scope requirements)	Verifiable benchmark rating of the organization (as defined in the scope of the Assessment) against TMMi is produced, with areas of strength and weakness identified in fine detail, and full gap analysis presented

Table 1: Formal Assessment Criteria

2.1.1.3.2 For Informal Assessments, the criteria in the following table apply:

Assessment Team Leader	Assessment Team Size	Evidence Collected	Capability Rating
Experienced Assessor	At least 1	One type of non-corroborative evidence – e.g. staff interviews, documents, questionnaires, customer surveys, etcetera – is required	No rating against TMMi is produced. Utilized purely for ‘quick check’ Assessments to gain a rough understanding of an organizational area’s maturity level – thus useful for internal Assessments

Table 2: Informal Assessment Criteria

Note: For both Types of Assessment, the ‘Assessment Team Size’ includes the Assessment Team Leader.

2.1.2 Expanded Detail Regarding Collected Evidence

2.1.2.1 As seen in the tables in section 2.1.1, there are several types of instruments (evidence) which can be collected throughout an Assessment. This section expands upon what is meant by some of these but is not inclusive; other instruments may be identified.

2.1.2.1.1 Staff interviews, which are a mandatory part of Formal Assessments, are conducted by the Assessment Team, which makes a formal record of the information gathered from such sessions.

2.1.2.1.2 Documents may be supplied to the Assessment Team in support of Specific and Generic Key Practices. The Team will look at the structure, content and implementation/usage of the documents.

2.1.2.1.3 Evaluation Questionnaires are structured tools to gather evidence about Specific and Generic Key Practices from individuals within the organization being assessed.

2.1.2.1.4 Customer surveys may also be used as a form of corroborative evidence, although in this case the evidence will come from outside of the organization being assessed.

2.2 Assessment Type Detail

2.2.1 Outline

2.2.1.1 The tables in section 2.1.1 provide an overview of the differences between the Types of Assessment. This distinction is covered in more depth below.

2.2.2 General Summary of Common Elements to both Assessment Types

- 2.2.2.1 Certain elements are true of Assessments regardless of which Type of Assessment they fulfill.
- 2.2.2.2 The higher levels within the TMMi reference model [TMMi] contain the lower levels. Therefore, for example, to obtain a Level 3 achievement, all Level 2 practices and goals must also be fulfilled.

2.2.3 Formal Assessments

- 2.2.3.1 Formal Assessments must be led by an accredited Lead Assessor. Lead Assessor accreditation can only be achieved through the TMMi Foundation.
- 2.2.3.2 For a Formal Assessment, the Assessment Team must consist of a Lead Assessor (accredited as stated in the previous paragraph) and at least one other accredited Assessor.
- 2.2.3.3 Additional Assessment Team Members other than the Lead Assessor and first Assessment Team Member must be experienced as Assessors, but not necessarily accredited (but may be unaccredited trainee Assessors).
- 2.2.3.4 Formal Assessments require a higher level of proof and corroboration for the achievement of Specific and Generic Practices and Goals, Process Areas, and Maturity Levels within the TMMi than Informal Assessments do.
- 2.2.3.5 A wider variety of data from multiple sources must be gathered during a Formal Assessment.
 - 2.2.3.5.1 It is mandatory to collect data from staff interviews conducted by the Assessment Team and corroborate the information gathered in the interviews by gathering documents and other written materials.
 - 2.2.3.5.2 Other types of evidence (for example, Customer Surveys) may be gathered – which should corroborate each of the other data sources.
- 2.2.3.6 The data must be drawn from different, representative roles within different parts of the organization, in order to examine whether practices are institutionalized.
- 2.2.3.7 The Assessment Method shall require a defined mechanism for determining that sufficient data has been collected to cover the scope of the Formal assessment, according to the following minimum set of rules:
 - 2.2.3.7.1 A specific or generic practice has sufficient data coverage if corroborated objective evidence exists for the practice and is:
 - Adequate to understand the extent of implementation of the practice
 - Representative of the organizational unit
 - Representative of the life-cycle phases in use within the organizational unit
 - 2.2.3.7.2 A process area has sufficient data coverage if all of its specific and generic practices have sufficient data coverage.
 - 2.2.3.7.3 Specific and generic practices have sufficient data coverage if there is sufficient evidence to validate the consistency of the data for each of the practices.
- 2.2.3.8 The results for a Formal Assessment will show strengths and weaknesses of an organization against TMMi in depth, presenting a full gap analysis.

Guidance: The assessment method procedures and outputs shall enable the Assessment Sponsor to identify the individual organizational strengths and weakness at practice level.

The assessment method procedures may additionally enable identification of strengths and weaknesses at sub-practice level.

- 2.2.3.9 The Assessment Method shall require the Assessment team to notify the TMMi Foundation in advance of the commencement of a Formal Assessment.

2.2.4 Informal Assessments

- 2.2.4.1 Informal Assessments may be performed with less rigor than is required by for a Formal assessment.
- 2.2.4.2 This level of Assessment is designed as an initial indicative view and ‘quick check’ to see the current snapshot state of an organizational area’s processes, rather than as a full and formalized evaluation.
- 2.2.4.3 Informal Assessments should be led by an experienced Assessor. However, the Assessor does not need to be formally accredited to perform the role.
- 2.2.4.4 The Assessment Team for an Informal Assessment can consist of a single person. This corresponds with the aim of Informal Assessments being quick, low-impact evaluations.
- 2.2.4.5 This form of Assessment allows an organization to form an indicative view on whether or not their current practices and procedures comply with the TMMi.
- 2.2.4.6 The only requirement for an Informal Assessment is for just one type of evidence to be supplied by the area being examined.

Guidance: There is a lower need to validate and verify evidence received, as that would not satisfy the main objective of this level of Assessment, which is of speed and low business impact, rather than high levels of rigor.

- 2.2.4.7 This means that, for this level of Assessment, any evidence should be accepted as it stands, and no attempt at corroboration will be made.

3 Assessment Method Requirements

3.1 Overview

3.1.1 Compliance

- 3.1.1.1 All Assessment Methods to be used with the TMMi reference model [TMMi] for the purpose of performing Assessments should comply with current published version of TAMAR (this document) which interprets the international standard ISO/IEC 15504-2 [ISO 15504] for TMMi Assessment Method requirements. Therefore, all TMMi Assessment Methods which comply with the requirements detailed within TAMAR will conform to ISO/IEC 15504-2 as interpreted.
- 3.1.1.2 A table containing cross-references between TAMAR and ISO/IEC 15504-2 is available in section 5 Correlation between TAMAR and ISO/IEC 15504-2.

3.1.2 Method

- 3.1.2.1 All Assessments must be conducted in accordance with a documented method.

Guidance: All assessment method processes, procedures shall be documented and the assessment method shall be accompanied by templates to be used in accordance with the documented method.

- 3.1.2.2 The documented method must be capable of meeting the purpose of the Assessment.

Guidance: The assessment method shall be capable of completing Formal and / or Informal Assessments against the TMMi reference model.

3.1.3 Terminology

- 3.1.3.1 The terminology as defined in section 3 of this document shall be used and interpreted such that all assessment and assessment findings may be consistently compared.

Guidance: For example, the terms (and the corresponding definitions): Not Achieved, Partially Achieved, Largely Achieved and Fully Achieved shall not be modified in the Assessment Method materials, because changes to these definitions could cause inconsistencies in assessment results.

3.2 Planning

3.2.1 Outline

- 3.2.1.1 A plan for the Assessment shall be formulated prior to its initiation.
- 3.2.1.2 The Assessment Plan will be formally documented.
- 3.2.1.3 The Assessment Plan will be distributed to, and agreed by, all key stakeholders.
- 3.2.1.3.1 As a minimum, the key stakeholders for an Assessment will include the Assessment Sponsor and the Assessment Team.
- 3.2.1.3.2 The Assessment Sponsor must appoint a User-side Assessment Organizer, to manage the Assessment in accordance with the documented Assessment Plan.

Guidance: The Assessment Sponsor and the Assessment Organizer can be the same person, if required.

- 3.2.1.3.3 Key stakeholders and others will be fully briefed as appropriate at commencement of the Assessment.
- 3.2.1.4 The Assessment Plan will include activities, resources, schedules, responsibilities, success criteria, and a description of the intended Assessment outputs.
- 3.2.1.5 The Assessment Plan will be formulated by the Assessment Team Leader through various inputs, detailed in the next section of this document.

3.2.2 Inputs (into Assessment Plan)

- 3.2.2.1 There are five main inputs to the Assessment Plan.
- 3.2.2.2 The first and primary input to the Assessment Plan is the purpose of the Assessment – that is, why the Assessment is being carried out. Once agreed, this will help to guide the goals and direction of the Assessment, as well as helping to guide some of the other inputs to the plan.
- 3.2.2.3 The second input to the Assessment Plan is the Scope. This defines how wide-ranging the Assessment is, organizational elements included and which Type of Assessment is being performed.

- 3.2.2.4 The third input to the Assessment Plan is the constraints. These should consider: the availability of key resources; the maximum duration of the Assessment; specific organizational areas to be excluded from the Assessment; and any confidentiality agreements in place that may control the release of information.
- 3.2.2.5 The fourth input to the Assessment Plan is the identity of the method that will be utilized during the Assessment to allow comparison of the organization with the TMMi.
- 3.2.2.6 The fifth input to the Assessment Plan is the Assessor Competence Criteria. This states to which levels of competence the Assessment team should be verified against, and is guided by the Type of Assessment being conducted.

3.2.3 Activities

- 3.2.3.1 The Assessment Plan shall detail various activities that are involved in the process of carrying out an Assessment. These activities will depend upon the Assessment Method being utilized by the Assessment Team.
- 3.2.3.2 The activities within the Method chosen should enable the Assessment Team to assess the organization (or part thereof) against TMMi, and to produce the required outcomes (see “Intended Assessment Outputs”, in section 3.2.8).

3.2.4 Resources

- 3.2.4.1 The Assessment Plan will contain a list of resources that are required for the Assessment to take place.
- 3.2.4.2 The resources will firstly include key people – for example, the Assessment Team Members, the Assessment Sponsor, the Assessment Organizer (if one exists), and the people to be interviewed.
- 3.2.4.3 The resources will secondly include items such as room bookings and other items that enable the Assessment to happen within the chosen timeframe.

3.2.5 Schedules

- 3.2.5.1 The schedule will form part of the Assessment Plan, which is finalized and agreed before the initiation of the Assessment.
- 3.2.5.2 The schedule should state the date, time, location, and attendee list for all planning meetings, interviews, data-gathering sessions, feedback sessions, and results presentations.

3.2.6 Responsibilities

- 3.2.6.1 There are three main roles within an Assessment, and these all have certain responsibilities attached.
- 3.2.6.2 The first role is that of Assessment Sponsor.
 - 3.2.6.2.1 The Assessment Sponsor is a person who is internal to the organization, which is being assessed, and who is providing resources and impetus for the Assessment to take place.
 - 3.2.6.2.2 The Assessment Sponsor is responsible for verifying that the Assessment Team Leader is competent to perform an assessment which conforms to the TMMi reference model [TMMi] and the documented assessment method.
 - 3.2.6.2.3 The Assessment Sponsor can choose to delegate part of their role to another person, such as the Assessment Organizer, if desired.
 - 3.2.6.2.4 The Assessment Sponsor (or nominated Assessment Organizer) is responsible for arranging the assessment schedule within the organization by coordinating internal resources.

Guidance: In practice, this can mean arranging interviews (by coordinating the locations, times and individual interviewees) to ensure that all required interviews can take place within the specified timeframe for the assessment.
 - 3.2.6.2.5 The Assessment Sponsor (or nominated Assessment Organizer) is the primary point of contact for the Assessment Team throughout the course of the Assessment.
 - 3.2.6.2.6 The Assessment Sponsor (or nominated Assessment Organizer) is responsible for receiving the Assessment results on behalf of the organization, or part thereof, being assessed.
 - 3.2.6.2.7 The Assessment Method shall recognize the Assessment Sponsor as the owner of the assessment data.

Guidance: The Assessment Sponsor must be made aware of and grant permission for: data to be collected; data to be maintained in secure storage; and data to be submitted confidentially to the TMMi Foundation.

Note: This does not imply that the Assessment Sponsor may request the source of the individual data items and thereby circumvent the assessment confidentiality procedures as described in section 3.3.1.

- 3.2.6.3 The second role is that of Assessment Team Leader.
- 3.2.6.3.1 The Assessment Team Leader will manage all aspects of the Assessment and is responsible for ensuring that the Assessment Team fulfils the objectives laid out for it throughout the course of the Assessment.
- 3.2.6.3.2 The Assessment Team Leader is present throughout all planning meetings.
- 3.2.6.3.3 The Assessment Team Leader participates in all Process Area rating reviews – alongside other Assessment Team Members, if there are any.
- 3.2.6.3.4 The Assessment Team Leader has input into all feedback sessions and results presentations.
- 3.2.6.3.5 The Assessment Team Leader presents the final results to the Assessment Sponsor (or nominated Assessment Organizer).
- 3.2.6.3.6 The Assessment Team Leader shall provide evaluation feedback on the performance of any participating Assessors (and trainee Assessors), documenting the activities completed and documenting the level of competence in completing each activity with respect to the TMMi Accredited Assessment Method being used.

Guidance: The Assessment Team Leader is not required to participate in all interviews, but should at least attend a sufficient number of interviews in order to assess the performance of the participating Assessors.

- 3.2.6.3.7 The Assessment Team Leader shall submit a detailed report on the results or findings of the assessment.

Guidance: The content of assessment reports shall comply with the requirements as defined in the TMMi Data Submission Requirements.

- 3.2.6.3.8 The Assessment Team Leader shall submit reports on any participating Assessors (and Trainee Assessors) to the TMMi Foundation, as evidence of experience supporting Assessor Accreditation applications.

Guidance: The content of assessor reports shall comply with the requirements as defined in the TMMi Data Submission Requirements.

Additional notes for each rated activity should be provided to the assessor to enable them to take specific improvement actions.

Any additional notes should summarize the strengths and development areas overall and for each activity, i.e.: Planning, Evidence Gathering, Evidence Review, Assessment Reporting and Assessor Reporting. Evidence Gathering and Evidence Review notes may indicate a guideline proficiency rating for each process area, which the assessor participated in to highlight the assessor's strengths and weaknesses in their knowledge and interpretation of the TMMi reference model.

Example:

Overall Performance: Largely Proficient

Experienced in evidence gathering and review. Guidance required in interpreting some aspects of the TMMi reference model. More experience required in Planning and both Reporting activities.

Planning: Largely Proficient

Competent planner. Some guidance required to identify all required activities to complete the assessment.

Evidence Gathering: Fully Proficient

Proficient in gathering evidence for all Level 2 Process Areas.

Evidence Review: Largely Proficient

Some guidance required in interpretation of some aspects of the TMMi reference model.

2.1 Test Policy and Strategy – Largely Proficient, need to consider organizational context

2.2 Test Planning – Fully Proficient in interpretation

2.3 Test Monitoring and Control – Fully Proficient in interpretation

2.4 Test Design and Execution – Largely Proficient, need to consider organizational context

2.5 Test Environment – Fully Proficient in interpretation

Assessment Reporting: Largely Proficient

Further development required in summarizing assessment findings and interpretation of the TMMi reference model.

Assessor Reporting: Largely Proficient

Further development required to understand assessor competencies in detail. Proficient with support.

- 3.2.6.3.9 The Assessment Team Leader shall ensure that secure, confidential storage is provided for the archival of the assessment data and evidence for a minimum of three years.

- 3.2.6.4 The third role is that of Assessment Team Member.
- 3.2.6.4.1 The Assessment Team Member is present throughout planning meetings as appropriate.
- 3.2.6.4.2 The Assessment Team Member attends interview sessions as required, performing a role of either an interviewer, or as a scribe, or both.
- 3.2.6.4.3 Individual interview ratings for Specific and Generic Practices need to be decided by consensus of at least two Assessment Team Members (for Formal Assessments).
- 3.2.6.4.4 The Assessment Team Member participates in all Process Area rating reviews, alongside other Assessment Team Members (if there are any) based on the evidence.
- 3.2.6.4.5 The Assessment Team Member has input into all feedback sessions and results presentations.

3.2.7 Success Criteria

- 3.2.7.1 The success criteria for all Assessments will relate to the satisfactory fulfillment of the Assessment Plan, and the Assessment complying with this document to the required level (and thus complying with ISO/IEC 15504-2 as interpreted).

3.2.8 Intended Assessment Outputs

- 3.2.8.1 The Assessment Outputs must include a certain minimum set of data, regardless of which format the Outputs take, as described within the Method.
- 3.2.8.2 The Outputs must include: the Assessment date; the Assessment inputs; identification of all objective evidence gathered throughout the Assessment; identification of the documented Assessment process followed; and the set of process ratings or findings resulting from the Assessment.

Guidance: Process ratings apply to Formal Assessments and process findings (which are not rated) apply to Informal Assessments.

3.3 Data Management

3.3.1 Data Collection

- 3.3.1.1 Data used to help assess an organization, or part of an organization, against TMMi must be collected in a manner, such that:
- 3.3.1.1.1 The source of the all data is confidential
- 3.3.1.1.2 The data is non-attributable to any individual
- 3.3.1.2 There are various ways of collecting data for TMMi process Assessments. These include:
- Through the confidential submission of documents that concern a particular process;
 - Through confidentially interviewing people who define, utilize or are otherwise involved with a particular process;
 - Through the distribution and confidential collection of evaluation questionnaires, which are issued to people who are involved with a particular process;
 - Through confidentially surveying the customers of a particular organization.
- 3.3.1.3 The origin of any evidence collected and/or provided must be recorded to enable later verification of the Assessment results.

Guidance: The assessment method shall define a process (and a template) to ensure that the data used to determine each assessment result must be traceable. This process shall ensure that the source of the data is confidential and non-attributable to any individual.

3.3.2 Data Validation

- 3.3.2.1 All data collected must be able to be verified as objective evidence.

Guidance: The assessment method shall define a process for gathering and collating an objective set of evidence.

- 3.3.2.2 All data collected must be sufficient and representative for the purposes of the scope of the Assessment.

Guidance:

For Formal Assessments: Staff interviews and documents are required. Other types of corroborative evidence may also be used in support of evidence gathered from staff interviews and documents.

For Informal Assessments: Any single type of evidence, e.g. staff interviews, documents, questionnaires, customer surveys etcetera

The assessment method shall define a process for selecting sufficient samples of data to ensure that the data set is representative for the organization unit.

3.3.2.3 All data collected must be examined to check that it is consistent:

3.3.2.3.1 With each of the other sources of data

3.3.2.3.2 As a whole as evidence of the implementation for each practice.

Guidance: The assessment method shall define a process for cross checking each item of evidence gathered to determine if the data is consistent.

3.4 Process Attribute Rating

3.4.1 Overview

3.4.1.1 The level to which an organization achieves a particular process goal should be measured using a scale which consists of the following levels: N (Not Achieved), P (Partially Achieved), L (Largely Achieved), and F (Fully Achieved).

3.4.1.2 Throughout the Assessment, the content of the TMMi reference model [TMMi] shall guide the Assessors as to the rating the organization (or part thereof) has achieved a particular goal or practice.

3.4.1.3 Throughout the Assessment, the rationale for decisions upon the rating an organization (or part thereof) achieves for a particular goal or practice shall be recorded.

Guidance: The assessment method shall specify specific procedures for determining process attribute ratings.

3.4.1.4 All attribute ratings must be traceable to the particular objective evidence that was used to score that attribute rating.

Guidance: The assessment method shall clearly identify the procedures for cataloging evidence and provide template(s) to ensure that there is traceability between the evidence and the process area, goal and practice.

3.4.2 Process Attribute Rating Details

3.4.2.1 This section defines the measurement scale criteria for the following levels: N (Not Achieved), P (Partially Achieved), L (Largely Achieved), and F (Fully Achieved).

3.4.2.2 To score "N" (Not Achieved) in relation to a particular process attribute, there should be little or no evidence found of compliance.

3.4.2.3 The percentage of process achievement for processes which would score "N" on this scale would be any score in the range from **0% to 15%**.

3.4.2.4 To score "P" (Partially Achieved) in relation to a particular process attribute, there should be some evidence found of compliance. However, the process may exhibit significant weaknesses, be incomplete, not widespread, or inconsistent in application or results.

3.4.2.5 The percentage of process achievement for processes which would score "P" on this scale would be any score over **15% and up to 50%**.

3.4.2.6 To score "L" (Largely Achieved) in relation to a particular process attribute, there should be significant evidence found of compliance. The process is likely to be both systematic and widespread. However, there may still be some minor weaknesses in the distribution, application, or results of this process.

3.4.2.7 The percentage of process achievement for processes which would score "L" on this scale would be any score **over 50% and up to 85%**.

3.4.2.8 To score "F" (Fully Achieved) in relation to a particular process attribute, there should be consistent convincing evidence found of compliance. The process should be both systematic and widespread. There should be no obvious weaknesses in the distribution, application, or results of this process.

3.4.2.9 The percentage of process achievement for processes which would score "F" on this scale would be any score over **85% and up to 100%**.

3.4.2.10 These measurements will be applicable to the four levels at which ratings can be applied (Practices and Goals (Specific and Generic), Process Areas, and Maturity Levels).

3.4.2.11 There are two additional ratings that can be utilized. The additional ratings are:

3.4.2.11.1 "NA" (Not Applicable) to be used if process attribute is not applicable to the Organization being assessed, and is therefore excluded from the results

3.4.2.11.2 "NR" (Not Rated) to be used if the process attribute is not rateable due to insufficient or inconsistent evidence.

Guidance: The assessment method shall define a process for resolving issues where practices and goals are not rated to ensure that process area and maturity level ratings can be determined.

3.4.3 Determining Process Attribute Ratings

- 3.4.3.1 Each of the process attributes are rated according to the requirements in section 3.4.2.
- 3.4.3.2 The rating for each Practice (including any sub-practices) shall be guided by the TMMi reference model [TMMi] and the procedures defined in the assessment method.
- 3.4.3.3 The rating for each Goal shall be guided by the ratings for all of the supporting practices as defined in the TMMi reference model [TMMi] and the procedures defined in the assessment method.
- 3.4.3.4 The rating for each Process Area shall be equivalent to the lowest rating of the Specific and Generic Goals that support the Process Area.
- 3.4.3.5 The rating for each Maturity Level shall be equivalent to the lowest rating of the Process Areas that support the Maturity Level.

Guidance:

The assessment method shall clearly define the rating procedures for rating each Practice and Goal as guided by the TMMi reference model. E.g.: If a TMMi Specific Goal (SG) is supported by 3 Specific Practices (SP) then the rating for the SG shall be dependent on the ratings for the 3 SPs in accordance with the procedures defined in the assessment method.

The assessment method shall clearly define the process for rating Maturity Levels and Process Areas. Note: The ratings for Process Area (PA) and Maturity Level are automatically determined by the ratings for each of the supporting Specific and Generic Goals, such that the lowest for the Goals determines the ratings for the PAs and the Level.

See section 66 Rating Process Areas and Maturity Levels for further guidance

3.5 Reporting & Outputs

3.5.1 Outline

- 3.5.1.1 All Assessment results shall be formally documented.
- 3.5.1.2 All Assessment results shall be made available to the Assessment Sponsor (or nominated Assessment Organizer).

3.5.2 Output Report Details

- 3.5.2.1 The Assessment Output Report must contain certain items.
- 3.5.2.2 Firstly, the date of the Assessment must be included in the Report.
- 3.5.2.3 Secondly, a list of the Assessment inputs gathered during the Planning stage of the Assessment must be included.
- 3.5.2.4 Thirdly, a list of the objective evidence gathered during the Data Collection stage of the Assessment must be included.
- 3.5.2.5 Fourthly, details of the Assessment method used to perform the Assessment must be included.
- 3.5.2.6 Fifthly, for Formal Assessments, an overall rating from the Assessment (as defined by the Scope at the start of the Assessment) must be included.
- 3.5.2.7 An Informal Assessment cannot give any formal rating from the Assessment (as defined by the Scope at the start of the Assessment).

4 Formal and Informal Assessment Method Compliance Requirements

Formal Assessment Methods need to comply with all TAMAR Requirements, except where specifically stated otherwise. Informal Assessment Methods do not need to comply with the entirety of TAMAR.

The table below indicates which sections of this document Formal and Informal Assessment Methods must comply with.

TAMAR Section / Clause	Description	Formal	Informal
2.1.1.2	All Assessments are either formal or informal	Yes	Yes
2.1.1.3.1	Formal Assessment Criteria (table)	Yes	No
2.1.1.3.2	Informal Assessment Criteria (table)	No	Yes
2.1.2	Expanded detail regarding collected evidence	Yes	Yes
2.2.2	Common elements to both Assessment Types	Yes	Yes
2.2.3	Formal Assessment detail	Yes	No
2.2.4	Informal Assessment detail	No	Yes
3.1.1	Compliance requirements	Yes	Yes
3.1.2	General method requirements	Yes	Yes
3.1.3.1	Consistent use and interpretation of terminology	Yes	Yes
3.2.1.1	Plan is formulated prior to Assessment initiation	Yes	Yes
3.2.1.2	Plan is formally documented	Yes	No
3.2.1.3	Plan distributed to, and agreed by, all key stakeholders – plus stakeholder information	Yes	Yes
3.2.1.4	Assessment Plan contents	Yes	Yes
3.2.1.5	Plan will be formulated by various inputs	Yes	Yes
3.2.2.2	First input to Plan – Purpose	Yes	Yes
3.2.2.3	Second input to Plan – Scope	Yes	Yes
3.2.2.4	Third input to Plan – Constraints	Yes	No
3.2.2.5	Fourth input to Plan – Method	Yes	Yes
3.2.2.6	Fifth input to Plan – Assessor Competence Criteria	Yes	No
3.2.3.1	Assessment Plan activities overview – depend upon Method used	Yes	Yes
3.2.3.2	Activities should be capable of delivering the desired outputs	Yes	Yes
3.2.4.1	Plan will contain a list of resources	Yes	Yes
3.2.4.2	The resource list will include people	Yes	No
3.2.4.3	The resource list will include room bookings and similar	Yes	Yes
3.2.5.1	Plan will contain a schedule	Yes	Yes
3.2.5.2	Schedule should contain various items of detail	Yes	No
3.2.6.1	There are three main roles in an Assessment	Yes	Yes
3.2.6.2	First role is Sponsor	Yes	Yes
3.2.6.2.1	Sponsor is internal to organization and provides resources for the Assessment	Yes	Yes
3.2.6.2.2	Sponsor is responsible for verifying assessment team leader competency	Yes	Yes
3.2.6.2.3	Sponsor can delegate part of their role	Yes	Yes

TAMAR Section / Clause	Description	Formal	Informal
3.2.6.2.4	Sponsor is responsible for arranging assessment schedule within organization	Yes	Yes
3.2.6.2.5	Sponsor is primary point of contact for Assessment Team	Yes	Yes
3.2.6.2.6	Sponsor is responsible for receiving Assessment results	Yes	Yes
3.2.6.2.7	Sponsor is the owner of the Assessment data	Yes	Yes
3.2.6.3	Second role is Assessment Team Leader	Yes	Yes
3.2.6.3.1	Team Leader will manage all aspects of the Assessment	Yes	Yes
3.2.6.3.2	Team Leader is present in all planning meetings	Yes	No
3.2.6.3.3	Team Leader participates in all Process Area rating reviews	Yes	Yes
3.2.6.3.4	Team Leader has input into all feedback and results	Yes	No
3.2.6.3.5	Team Leader presents final results to Sponsor	Yes	Yes
3.2.6.3.6	Team Leader shall review performance of other Assessors	Yes	No
3.2.6.3.7	Team Leader shall submit a report on the Assessment results or findings	Yes	No
3.2.6.3.8	Team Leader shall submit reports on Assessors	Yes	No
3.2.6.3.9	Team Leader shall provide secure storage for assessment data	Yes	Yes
3.2.6.4	Third role is Assessment Team Member	Yes	Yes
3.2.6.4.1	Team Member is present as appropriate in all planning meetings	Yes	Yes
3.2.6.4.2	Team Member attends interviews as required	Yes	Yes
3.2.6.4.3	Team Members shall achieve consensus for individual interview ratings	Yes	No
3.2.6.4.4	Team Member participates in Process Area rating reviews	Yes	No
3.2.6.4.5	Team Member has input into feedback and results	Yes	No
3.2.7	Success Criteria for Assessment	Yes	Yes
3.2.8	Assessment outputs must contain certain minimum data set and data items	Yes	No
3.3.1.1	Data collection must be confidential and non-attributable	Yes	Yes
3.3.1.2	Examples of data collection methods	Yes	Yes
3.3.1.3	Origin of all evidence must be recorded	Yes	No
3.3.2.1	Data collected must be able to be verified as objective	Yes	No
3.3.2.2	Data collected must be sufficient for the purpose of the Assessment	Yes	Yes
3.3.2.3	Data collected must be examined to check consistency	Yes	No
3.4.1.1	Organization process goal ratings scale	Yes	No
3.4.1.2	TMMi defines guidance as to goal achievement	Yes	Yes
3.4.1.3	Decisions used to rate a particular goal are recorded	Yes	No
3.4.1.4	Any rating should be traceable to the relevant evidence	Yes	No

TAMAR Section / Clause	Description	Formal	Informal
3.4.2.2	Description of scoring "N"	Yes	No
3.4.2.3	Percentage achievement for scoring "N"	Yes	No
3.4.2.4	Description of scoring "P"	Yes	No
3.4.2.5	Percentage achievement for scoring "P"	Yes	No
3.4.2.6	Description of scoring "L"	Yes	No
3.4.2.7	Percentage achievement for scoring "L"	Yes	No
3.4.2.8	Description of scoring "F"	Yes	No
3.4.2.9	Percentage achievement for scoring "F"	Yes	No
3.4.2.10	Measurements are applied to practices, goals, process areas and maturity levels	Yes	No
3.4.2.11	Additional utilizable ratings	Yes	No
3.4.3.1	Process attribute rating requirement according the N, P, L, F, NA, NR	Yes	No
3.4.3.2	Practice rating requirements	Yes	No
3.4.3.3	Goal rating requirements	Yes	No
3.4.3.4	Process Area rating requirements	Yes	No
3.4.3.5	Maturity Level Rating requirements	Yes	No
3.5.1.1	Assessment Results must be formally documented	Yes	No
3.5.1.2	Assessment Results must be made available to the Sponsor	Yes	Yes
3.5.2.1	Output Report must contain certain items	Yes	Yes
3.5.2.2	Date of Assessment must be included in Output Report	Yes	Yes
3.5.2.3	List of Assessment inputs must be included in Output Report	Yes	Yes
3.5.2.4	List of objective evidence gathered must be included in the Output Report	Yes	No
3.5.2.5	Details of the Assessment Method used must be included in the Output Report	Yes	Yes
3.5.2.6	Overall rating from the Assessment must be included in the Output Report	Yes	No
3.5.2.7	Informal Assessment gives no formal rating for the Assessment	No	Yes

Table 3: Correlation between different Assessment Types and clauses of TAMAR

5 Correlation between TAMAR and ISO/IEC 15504-2

The following table shows how TAMAR (this document) correlates with the ISO/IEC 15504-2 standard [ISO 15504]. For further information, please refer to that standard.

ISO/IEC 15504-2 requirement(s)	TAMAR requirement(s)
4.2.1	3.1.2.1, 3.1.2.2
4.2.2a	3.1.3
4.2.2.a.1	3.2.2
4.2.2.a.2	3.2.3
4.2.2.a.3	3.2.4, 3.2.5
4.2.2.a.4	3.2.6
4.2.2.a.5	3.2.7
4.2.2.a.6	3.2.8
4.2.2.b	3.3
4.2.2.b.1	3.3.1
4.2.2.b.2	3.3.1
4.2.2.b.3	3.3.1
4.2.2.b.4	3.3.1
4.2.2.b.5	3.3.1
4.2.2.c.1	3.3.2.1
4.2.2.c.2	3.3.2.2
4.2.2.c.3	3.3.2.3
4.2.2.d.1	3.4.1.1, 3.4.1.3
4.2.2.d.2	3.4.1.2
4.2.2.d.3	3.4.1.3
4.2.2.d.4	3.4.1.4
4.2.2.d.5	3.4.1.3
4.2.2.e	3.5.1.1, 3.5.1.2, 3.5.2.1
4.3.1.a	3.2.6.2.2
4.3.1.b	3.2.6.2.3, 3.2.6.2.4, 3.2.6.2.5
4.3.1.c	3.2.6.2.3, 3.2.6.2.4, 3.2.6.2.5
4.3.2.a	3.2.6.3.1
4.3.2.b	3.2.6.3.1
4.3.2.c	3.2.6.3.1, 3.2.6.3.2
4.3.2.d	3.3.6.3.1, 3.2.6.3.6, 3.2.6.3.8
4.3.2.e	3.2.6.3.1
4.3.2.f	3.2.6.3.1, 3.2.6.3.6, 3.2.6.3.8
4.3.2.g	3.3.6.3.1, 3.2.6.3.5
4.3.2.h	3.2.6.3.1
4.3.3.a	3.2.6.4.1, 3.2.6.4.2, 3.2.6.4.4, 3.2.6.4.5
4.3.3.b	3.2.6.4.3
4.4.1	3.2.1.1, 3.2.2
4.4.2.a	3.2.6.2
4.4.2.b	3.2.2.2
4.4.2.c	3.2.2.3
4.4.2.d	3.2.2.5
4.4.2.e	3.2.2.4
4.4.2.f	3.1.2.2
4.4.2.g	3.2.2.6
4.4.2.h	3.2.2.6
4.4.2.i	3.2.2.6
4.4.2.j	3.2.8, 3.3.1, 3.3.2
4.4.3	3.2.2

ISO/IEC 15504-2 requirement(s)	TAMAR requirement(s)
4.5.1	3.5.1
4.5.2	3.5.2

Table 4: Correlation between TAMAR and ISO/IEC 15504-2

6 Rating Process Areas and Maturity Levels

This section elaborates on how measurements are applied for process areas and maturity levels. This section is intended to provide additional guidance, using examples, on how to complete the process of determining process area and maturity level ratings.

6.1 Rating Process Areas

Process Area ratings are equivalent to the lowest rating of the supporting generic and specific goals, as defined in section 3.4.3 Determining Process Attribute Ratings.

Note: The process area rating is “only as strong as the weakest link”, i.e. the process area will be rated at the lowest rating of the supporting goals.

For the process area to be:

- Fully Achieved - The goals associated with the process area are all rated as Fully Achieved
- Largely Achieved - The goals associated with the process areas are all either Fully or Largely Achieved, and at least one goal is only Largely Achieved
- Partially Achieved - The goals associated with the process area are all either Fully, Largely or Partially Achieved, and at least one goal is only Partially Achieved
- Not Achieved - The goals associated with the process area are all either Fully, Largely, Partially or Not Achieved, and at least one goal is Not Achieved
- Not Rated - Any supporting goal is Not Rated
- Not Applicable - The process area is considered not to be in the scope of the assessment or applicable to the organizational unit by the Lead Assessor, i.e. there is no reason for this process area to be implemented or institutionalized

Guidance: If a process area is in scope for an assessment, then all specific goals and specific practices should be in scope; otherwise the expected practices for the process area are likely to be only partially implemented.

Note that the generic goals and generic practices apply at different levels; therefore some may not be applicable depending on the scope of the assessment.

6.1.1 Example 1

Process Area Rating		Largely Achieved	L
Goal Ratings	Generic Goals	GG1 – Fully Achieved	F
		GG2 – Largely Achieved	L
		GG3 – Largely Achieved	L
	Specific Goals	SG1 – Fully Achieved	F
		SG2 – Fully Achieved	F

The lowest rating of the generic goals is “Largely Achieved” (for GG2 and GG3) and the lowest rating of specific goals is “Fully Achieved” (for SG1 and SG2).

The lowest rating of all the goals supporting the process area is “Largely Achieved”; therefore the overall rating for the process area is “Largely Achieved”.

6.1.2 Example 2

Process Area Rating		Partially Achieved	P
Goal Ratings	Generic Goals	GG1 – Fully Achieved	F
		GG2 – Largely Achieved	L
		GG3 – Largely Achieved	L
	Specific Goals	SG1 – Fully Achieved	F
		SG2 – Partially Achieved	P

The lowest rating of the generic goals is “Largely Achieved” (for GG2 and GG3) and the lowest rating of specific goals is “Partially Achieved” (for SG2).

The lowest rating of all the goals supporting the process area is “Partially Achieved”; therefore the overall rating for the process area is “Partially Achieved”.

6.1.3 Example 3

Process Area Rating		Partially Achieved	NR
---------------------	--	--------------------	----

Goal Ratings	Generic Goals	GG1 – Fully Achieved	F
		GG2 – Largely Achieved	L
		GG3 – Not Rated	NR
	Specific Goals	SG1 – Fully Achieved	F
		SG2 – Partially Achieved	P

The lowest rating of the generic goals is “Largely Achieved” (for GG2) and the lowest rating of specific goals is “Partially Achieved” (for SG2).

However, note that GG3 is “Not Rated”, therefore the process area cannot be rated and the overall status of the process area is “Not Rated”.

The assessment team would be required to reach agreement on the rating for GG3 and may possibly gather more data to make this assessment.

6.2 Rating Maturity Levels

Maturity Level ratings are equivalent to the lowest rating of the supporting process areas, as defined in section 3.4.3 Determining Process Attribute Ratings.

Note: The maturity level rating is “only as strong as the weakest link”, i.e. the maturity level will be rated at the lowest rating of the process areas.

For the maturity level to be:

- Fully Achieved - The process areas associated with the maturity level are all rated as Fully Achieved
- Largely Achieved - The process areas associated with the maturity levels are all either Fully or Largely Achieved, and at least one process area is only Largely Achieved
- Partially Achieved - The process areas associated with the maturity level are all either Fully, Largely or Partially Achieved, and at least one process area is only Partially Achieved
- Not Achieved - The process areas associated with the maturity level are all either Fully, Largely, Partially or Not Achieved, and at least one process area is Not Achieved
- Not Rated - Any supporting process area is Not Rated

6.2.1 Example 1

Maturity Level Rating	Largely Achieved	L
Process Area Ratings	PA1 – Fully Achieved	F
	PA2 – Largely Achieved	L
	PA3 – Largely Achieved	L
	PA4 – Fully Achieved	F
	PA5 – Fully Achieved	F

The lowest rating of the process areas is “Largely Achieved” (for PA2 and PA3); therefore the overall rating for the maturity level is “Largely Achieved”.

6.2.2 Example 2

Maturity Level Rating	Largely Achieved	P
Process Area Ratings	PA1 – Fully Achieved	F
	PA2 – Largely Achieved	L
	PA3 – Largely Achieved	L
	PA4 – Partially Achieved	P
	PA5 – Fully Achieved	F

The lowest rating of the process areas is “Partially Achieved” (for PA4); therefore the overall rating for the maturity level is “Partially Achieved”.

6.2.3 Example 3

Maturity Level Rating	Largely Achieved	L
Process Area Ratings	PA1 – Fully Achieved	F
	PA2 – Not Applicable	NA
	PA3 – Largely Achieved	L
	PA4 – Fully Achieved	F
	PA5 – Fully Achieved	F

The lowest rating of the process areas is “Largely Achieved” (for PA3).

However, note that PA2 is “Not Applicable” and is therefore deemed out of scope for the assessment. Therefore the overall rating for the maturity level is “Largely Achieved”. An explanatory note stating why PA2 is deemed “Not Applicable” must be provided.

7 Glossary

appraisal	See Assessment
appraisal method	See Method
appraisal model	See Model
appraisal sponsor	See Sponsor
appraisal team	See Assessment Team
appraisal team leader	See Assessment Team Leader
appraisal team member	See Assessment Team Member
appraiser	See Assessor
assessment	The process by which an Organization is Assessed by an Assessment Team
assessment leader	See Assessment Team Leader
assessment method	See Method
assessment model	See Model
assessment organizer	This is a role which is either filled or delegated by the Assessment Sponsor. The purpose of the role is to organize the Assessment on the user-side (that is, within the Organization or Organizational Area being Assessed)
assessment sponsor	This is a person who is internal to the organization being assessed who is providing resources and impetus for the Assessment to take place
assessment team	The team of people conducting an Assessment, made up of Assessment Team Members
assessment team leader	The person who leads an Assessment. For a Formal Assessment, this must be an accredited and trained Lead Assessor
assessment team member(s)	One or more people who are part of the team conducting an Assessment. The Assessment Team Leader is also an Assessment Team Member. People who are Assessment Team Members are also known as Assessors
assessment type	Level of assessment rigor; either Formal or Informal
assessor(s)	One or more people who are carrying out an Assessment against an organization or a business unit or area within an organization. The title of Assessor refers to any member of the Assessment Team, whether they are a Lead Assessor or an Assessment Team Member.
experienced assessor	Assessor with demonstrable working experience of undertaking formal evaluations against models (may be unaccredited Trainee Assessor).
formal assessment	This is the more rigorous of the two Types of Assessment, leading to a fully verifiable benchmark rating. Each process attribute must be corroborated by interview and artifact reviews, with the option to collect additional evidence
informal assessment	This is the less rigorous of the two Types of Assessment. Each process attribute is supported by one source only, which may not be validated
ISO/IEC 15504	“Information technology – Process Assessment: Part 2 – Performing an Assessment.” This is the International standard governing Assessment of processes within information technology organizations
lead appraiser	See Lead Assessor
lead assessor	A person who is accredited by the TMMi Foundation as competent to lead and participate in any Type of Assessment
method	A prescribed Process, Procedures and Tools for undertaking TMMi Assessments

model	A defined reference model of Maturity Levels, Process Areas and Specific and Generic Goals and Practices – referenced by Methods when assessing Processes
organization	This refers to either the entire business, or a distinct self-contained independently managed element within a wider corporate entity
organizational scope	The collection of projects and support functions that provides institutionalization of practices used within, and representative of, an organizational unit
organizational unit	The part of an organization that is the subject of an appraisal. An organizational unit deploys one or more processes that have a coherent process context and operates within a coherent set of business objectives. An organizational unit is typically part of a larger organization, although in a small organization, the organizational unit may be the whole organization. [Derived from CMMI model glossary, ISO 98b]
sponsor	See Assessment Sponsor
TAMAR	This is an acronym, which stands for TMMi Assessment Model Application Requirements
test maturity model integration	The ‘Test Maturity Model Integration’ published by the TMMi Foundation
TMMi	See Test Maturity Model Integration
trainee assessor	This refers a person who may be inexperienced in Assessments, and thus is not yet accredited as a full Assessor
trainee appraiser	See Trainee Assessor
type of assessment	See Assessment Type

8 References

- [DSR] TMMi Data Submission Requirements (2009), *TMMi Data Submission Requirements (DSR) Version 1.0*, TMMi Foundation
- [ISO 15504] ISO 15504-2 (2003), *Software engineering – Process assessment – Part 2: Performing an assessment*, International Organization of Standardization
- [TMMi] Test Maturity Model Integration (2009), *Test Maturity Model Integration (TMMi) Version 2.0*, TMMi Foundation