

# Classroom Acoustical Screening Survey Worksheet

Date \_\_\_\_\_ Audiologist/Surveyor \_\_\_\_\_ Time \_\_\_\_\_

School \_\_\_\_\_ Room \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

RE: Student (if applicable) \_\_\_\_\_

This worksheet is intended to be used to screen for acoustical problems in classrooms. When noise and/or reverberation levels are suspected of exceeding those recommended by ANSI/ASA S12.60-2009/2010, the screening survey data is an indicator for further assessment. This assessment may include a referral to an acoustical specialist who can perform a comprehensive acoustical analysis and suggest solutions.

## 1. Observation Information

A classroom observation is a preparatory step for making classroom acoustical measurements. The observation provides information about acoustical parameters of the classroom as well as the style of instruction, seating arrangement and communication access.

**Background Noise:** Listen in the classroom and check for the following; a “yes” is an indicator of potentially excessive levels of noise.

Classroom Features	Yes	No
Heating and ventilation system is audible.		
Mechanical equipment must be turned off during important lessons.		
Noise from playground is audible.		
Noise from automobile traffic is audible.		
Noise from air traffic is audible.		
Noise from incidental sound sources (e.g., classroom animals, music, electronic equipment).		
With heating and ventilation systems turned off, sounds from other classrooms, learning spaces or hallway are audible.		

**Reverberation:** Overall reverberation is determined by the volume of the room and the absorptive characteristics of the materials making up the classroom walls, floors and ceilings. Check the classroom for the following surfaces; a “yes” is an indicator of potential long reverberation times.

Classroom Features	Yes	No
A hard surface, flat ceiling without acoustical tiles.		
Ceiling height is over 11 feet.		
Acoustical ceiling tiles have been painted.		
Walls are constructed of sound reflective materials (e.g., plasterboard, concrete, paneling).		
Floors are constructed of sound reflective materials (e.g., concrete, tiles, wood).		

**Teacher to Listener Distance:** Nearest \_\_\_\_\_ Feet Farthest \_\_\_\_\_ Feet

**Classroom Style:** \_\_\_\_\_ Traditional \_\_\_\_\_ Open Classroom \_\_\_\_\_ Portable/Relocatable Classroom

**Primary Instruction Style (%):** \_\_\_\_\_ Lecture \_\_\_\_\_ Large Group \_\_\_\_\_ Small Group \_\_\_\_\_ Individual

**Seating Arrangement:** \_\_\_\_\_ Clusters \_\_\_\_\_ Rows \_\_\_\_\_ U-shape or Circle

Source: Adapted from Acoustic measurements in classrooms by J. Smaldino, C. Crandell, & B. Kreisman, 2005. In Sound Field Amplification, Crandell, Smaldino, & Flexer (Eds.) p. 131. Thomson Delmar Learning.