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LEED Green Associate Exam

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Passing USGBC LEED Green Associate Exam

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USGBC LEED-Green-Associate Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none">Integrative Strategies: This section of the exam measures the skills of project managers and focuses on the integrative process in LEED projects. It includes understanding the roles of various team members and standards that support LEED, such as ASHRAE and ENERGY STAR guidelines. This section highlights the importance of collaboration and systems thinking in achieving sustainable design.
Topic 2	<ul style="list-style-type: none">Energy and Atmosphere: This section of the exam measures the skills of energy efficiency engineers and covers building loads, energy efficiency measures, and alternative energy practices. It emphasizes commissioning, energy auditing, and the use of renewable energy sources.
Topic 3	<ul style="list-style-type: none">Indoor Environmental Quality: This section of the exam measures the skills of indoor air quality specialists and covers strategies for improving indoor air quality, lighting, acoustics, and occupant comfort. It emphasizes the use of low-emitting materials and green cleaning practices.
Topic 4	<ul style="list-style-type: none">Sustainable Sites: This section of the exam measures the skills of landscape architects and focuses on on-site assessment and design strategies that reduce environmental impact. It includes topics like habitat conservation, rainwater management, and exterior lighting.

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USGBC LEED Green Associate Exam Sample Questions (Q199-Q204):

NEW QUESTION # 199

The water use reduction for a project is determined by finding the difference between the baseline conditions and the

- A. permitted maximum water usage
- B. project occupancy type
- C. calculated installed case
- D. local water usage rate

Answer: C

Explanation:

Explanation

The water use reduction for a project is determined by finding the difference between the baseline conditions and the calculated installed case. The baseline conditions are the water use of the project if it were designed to meet the minimum requirements of the Energy Policy Act of 1992 or a local equivalent, whichever is more stringent. The calculated installed case is the water use of the project based on the actual fixtures and fittings installed or specified. The water use reduction is calculated as a percentage of savings from the baseline conditions. The LEED Green Associate Candidate Handbook states that one of the strategies for achieving water efficiency is to "calculate water user reduction by comparing a building project's water use with the water use baseline calculated for the building after meeting the Energy Policy Act of 1992 fixture performance requirements" [1, p. 14]. References: LEED Green Associate Candidate Handbook, [Water Use Reduction |

U.S. Green Building Council]

NEW QUESTION # 200

What is the percentage rule when making a decision on the rating system that is most appropriate to use for a project?

- A. 50/50 rule
- B. 60/40 rule
- C. 30/70 rule
- D. 40/60 rule

Answer: D

Explanation:

The percentage rule is a method to determine the most appropriate LEED rating system for a project when several rating systems may be applicable¹. To use this rule, first assign a rating system to each square foot or square meter of the building, and then choose the most appropriate rating system based on the resulting percentages¹. The entire gross floor area of a LEED project must be certified under a single rating system and is subject to all prerequisites and attempted credits in that rating system¹. The percentage rule states that if one rating system covers more than 60% of the gross floor area, that rating system should be used¹. If no rating system covers more than 60% of the gross floor area, but one covers more than 40%, then that rating system should be used¹. If no rating system covers more than 40% of the gross floor area, then the project team can choose any applicable rating system¹.

Therefore, the answer is B. 40/60 rule.

Reference:

LEED rating system selection guidance

NEW QUESTION # 201

The goal of regional priority credits is to incentivize project teams to

- A. increase environmental education and advocacy
- B. use a LEED AP on the design team
- C. achieve credits that address geographical specific environmental issues
- D. prioritize the needs of certain areas in the country that have more environmental impact needs than others

Answer: C

Explanation:

Regional priority credits are bonus points that are awarded to projects that achieve credits that address geographically specific environmental, social equity and public health priorities. These credits are not new LEED credits, but instead are existing credits that USGBC regional councils and chapters have designated as being particularly important for their areas. The goal of regional priority credits is to incentivize project teams to address the most critical and relevant environmental issues in their regions, such as water scarcity, air quality, habitat loss, or social equity¹². Regional priority credits are based on the project's geolocation (latitude and longitude coordinates), which can be entered and confirmed during project registration in LEED Online². Each project can earn up to four regional priority bonus points, one for each regional priority credit achieved³.

NEW QUESTION # 202

Which construction pollution can be reduced by prevention activities?

- A. Blackwater creation
- **B. Airborne dust generation**
- C. Infiltration
- D. High-reflectance materials

Answer: B

Explanation:

Explanation

One type of construction pollution that can be reduced by prevention activities is airborne dust generation.

Airborne dust can be generated by various construction activities, such as excavation, demolition, grading, hauling, and vehicle traffic. Airborne dust can have negative impacts on the air quality, human health, and climate. Airborne dust can contribute to respiratory problems, allergies, asthma, and eye irritation for workers and nearby residents. Airborne dust can also reduce the visibility, increase the risk of accidents, and damage the equipment and materials. Airborne dust can also affect the climate by absorbing or reflecting solar radiation, altering the cloud formation and precipitation patterns, and influencing the carbon cycle¹. Some of the prevention activities that can reduce airborne dust generation during construction are¹²:

Covering or wetting the exposed soil and stockpiles
Using water sprays or misters to suppress the dust
Installing wind fences or barriers around the site
Applying mulch, straw, or vegetation to stabilize the soil
Sweeping or vacuuming the paved areas and roads
Limiting the speed and frequency of vehicles
Using low-emission or electric vehicles and equipment
Implementing a dust control plan and monitoring the dust levels

NEW QUESTION # 203

LEED stands for

- A. Leadership in Efficiency and Energy Design
- **B. Leadership in Energy and Environmental Design**
- C. Leadership in Eco and Energy Design
- D. Leadership in Environmental and Efficiency Design

Answer: B

Explanation:

LEED is an acronym for Leadership in Energy and Environmental Design, which is the most widely used green building rating system in the world. LEED provides a framework for creating healthy, efficient, and cost-saving buildings that have positive environmental and social impacts. LEED certification is a globally recognized symbol of sustainability achievement and leadership¹².

NEW QUESTION # 204

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