

**ILO-2. Water Demand Forecasting****Learning Objectives:**

- b. Identify + recommend suitable non-structural approaches to manage water supply.*
- d(i). Forecast water demands*
- g. Present work and findings in a variety of formats required of practicing river basin managers, including written reports.*
- p. Work effectively individually.*

Using data presented in the Cache Water Master Plan, Addendum #1, and lecture,

- Compare Cache County municipal and industrial per capita water use to use in Albuquerque, NM,
- Forecast water demands in 2025 for each Cache County municipality if the municipalities reduce use to that of Albuquerque, NM,
- Describe limitations of the forecasting method(s) used and recommend improvements to the method.

Cite and reference the original source of all data used in your report.



| Category (Max. Score)             | No Evidence                                                          | Far Below Standard                                                                                                                                                                                                                                                                                  | Below Standard                                                                                                                                                                                                                                                                                                                                                                                                                                     | Meets Standard                                                                                                                                                                                                                                                             | Exceeds Standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Self-Score | Instructor Score |
|-----------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------|
| <b>Word Usage and Format (10)</b> | Not applicable                                                       | Numerous and distracting errors in punctuation, capitalization, spelling, sentence structure, word usage, significant figures, tables, and figures. Data vomited onto page(s). Unacceptable / unprofessional at the graduate level. <span style="border: 1px solid black; padding: 2px;">1-5</span> | Misspelled words, poor English grammar and word choice. Main body of report is either longer or significantly less than one page. Figures are too small and/or under-labeled, although they are usually of acceptable quality and focus. Tables incoherent or not cohesive. Bad font sizes. Too much or too little data in appendices. Could be improved by being more meticulous. <span style="border: 1px solid black; padding: 2px;">6-7</span> | Almost no errors in punctuation, capitalization, spelling, sentence structure, word usage, significant figures, and presentation of figures, tables, and appendices. Main body of report is one page or less <span style="border: 1px solid black; padding: 2px;">8</span> | Punctuation, capitalization, spelling, sentence structure, word usage, and significant figures all correct. Main body of report is one page or less. Clear, consistent fonts. Good word processing skills. Figures have adequate contrast. Informative figure and table titles and legends. Figures have appropriate axis tick spacing, labels, units, and legends. Table columns cohesive, labeled, and specify units. Document is stapled. Appendices, if provided, are separated by topic, and each have a title, discussion, and proper formatting and display of information <span style="border: 1px solid black; padding: 2px;">9-10</span> |            |                  |
| <b>Conclusion (4)</b>             | Absent <span style="border: 1px solid black; padding: 2px;">0</span> | Incomplete and/or not focused. <span style="border: 1px solid black; padding: 2px;">1</span>                                                                                                                                                                                                        | The conclusion does not adequately restate the main results. <span style="border: 1px solid black; padding: 2px;">2</span>                                                                                                                                                                                                                                                                                                                         | The conclusion restates the main results. <span style="border: 1px solid black; padding: 2px;">3</span>                                                                                                                                                                    | The conclusion restates the main results, and is an effective summary. <span style="border: 1px solid black; padding: 2px;">4</span>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                  |
| <b>References (2)</b>             | Absent <span style="border: 1px solid black; padding: 2px;">0</span> | With many errors, off-the-wall sources used. <span style="border: 1px solid black; padding: 2px;">0</span>                                                                                                                                                                                          | With some errors, appropriate sources were used. <span style="border: 1px solid black; padding: 2px;">1</span>                                                                                                                                                                                                                                                                                                                                     | With few errors, good sources were used <span style="border: 1px solid black; padding: 2px;">2</span>                                                                                                                                                                      | All cited works; text, visual, and data sources are done in the correct format with no errors. Uses innovative sources of information. <span style="border: 1px solid black; padding: 2px;">2</span>                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                  |
| <b>TOTAL (100)</b>                |                                                                      |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                  |