



Developed with Susie Olson M.Ed.

Culinary knife cuts practice

Volume 42 | Gr. 7-12

Time: 15-minute warm up or transition, 50-minute class period, or a combination



NASAFACS 8

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.



Objective

Students will demonstrate their ability to execute appropriate cutting and safety techniques while using appropriate cutlery.

Purpose

The purpose of this assessment is to provide evidence of student learning that will inform teaching practices and provide meaningful feedback to students.

Data Use

This assessment may be used to evaluate students' ability to execute appropriate cutting and safety techniques over time.

Materials list

- Culinary Knife Cuts Practice Kit ([WA35373](#))
- Carrots, potatoes, or some other vegetable (if you wish to have students practice cutting on real vegetables instead of dough)
- Sanitation Bucket
- Knife Skills Rubric (included)

Knife Skills Rubric			
	Beginning	Developing	Proficient
Cutting Technique	Not prepared to be correct. Thumb, forefinger and remaining fingers are in correct place.	Knife grip is partly correct. Thumb, forefinger and remaining fingers are in correct place.	Knife grip is correct. Thumb and fingers are positioned correctly on both handles.
Knife Grip	Fingers are flat and could be cut easily.	Knives are cutting on correct plane. Hand is flat. Thumb and index finger are not touching the cutting board.	Fingers are curved and stable. Thumb and index finger are tucked under the other fingers and are holding the handle of the knife.
Cutting Motion	Cutting motion is choppy and not fluid. Control of the cutting board during the cutting motion.	Cutting motion is somewhat smooth and controlled. Hand is above the blade toward the cutting board.	Cutting motion is smooth. The blade glides smoothly across the food. Hand is above the blade toward the cutting board.
Knife Cuts	Through deep cuts are not uniform in size or shape. Appearance and appearance for presentation is not uniform.	Some of the uniform shapes are present, but most are not uniform in size or shape. Most pieces are still irregular shapes. The product may be usable as general in the workplace.	Uniformity in size and shape.
Uniformity of Cuts	Cuts are very easily in size and could not be varied uniformly. Cuts are not large or small, they are all the same size.	Uniformity in size and shape. Most pieces are still irregular shapes. The product may be usable as general in the workplace.	All cuts are approximately the correct size and uniform in shape.
Size	Cuts are very easily in size and could not be varied uniformly. Cuts are not large or small, they are all the same size.	Uniformity in size and shape. Most pieces are still irregular shapes. The product may be usable as general in the workplace.	All cuts are approximately the correct size and uniform in shape.
Yield	Yield is very low. The product is not uniform in size and shape. The product may be usable as general in the workplace.	Uniformity in size and shape. Most pieces are still irregular shapes. The product may be usable as general in the workplace.	Yield is high. The product is uniform in size and shape. The product may be usable as general in the workplace.

Knife Skills Rubric

Knife Skills Performance Competency Review					
Criteria	Expectations	None	1	2	3
Cutting Technique	Knife grip is correct. Thumb, forefinger and remaining fingers are in correct place. Hand is flat. Thumb and index finger are not touching the cutting board.				
	Knives are cutting on correct plane. Hand is flat. Thumb and index finger are not touching the cutting board.				
Knife Cuts	Some of the uniform shapes are present, but most are not uniform in size or shape. Most pieces are still irregular shapes. The product may be usable as general in the workplace.				
	All cuts are approximately the correct size and uniform in shape.				

Knife Skills Performance Competency Review



Directions

Please note that this assessment may take place over multiple lessons and/or may be divided into multiple assessments.

1. Have students clean and sanitize their workstations before beginning and set up their workstation as instructed.
2. Review the appropriate cuts (e.g. bâtonnet; brunoise; julienne; large, medium, and small dice; and rondelle).
3. Let students appropriately prepare their vegetables and prepare the appropriate cuts.
4. Have students present their cuts. Evaluate each student's performance using the Knife Skills Rubric. Students may also use the rubric to engage in self-evaluation or peer evaluation.

NOTE: Additional criteria may be added on to the rubric for sanitation and mis en place.

Variations

The teacher may provide appropriate support to students during the assessment process, including additional time, setting, and linguistic accommodations.



Culinary Knife Cuts Tray Card

Knife Skills Performance Competency Review

Volume 42

Name:	Session:	1	2	3
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Criteria	Expectations	Date	Beginning	Developing	Accomplished
Cutting Technique	Knife Grip: Grasp the portion of the knife blade just next to the end of the handle with the thumb and forefinger. Wrap remaining fingers comfortable around the handle.				
	Guiding Hand: Fingertips should be curled under slightly. Thumb and pinkie finger are behind the other fingers where they help grasp the object during cutting.				
	Cutting Motion: In one unbroken motion, the knife glides smoothly forward as the handle of the knife descends toward the cutting board.				
Stick Cuts	Bâtonnet (2" x ¼" x ¼") Uniformity Size Yield				
	Julienne (2" x ⅛" x ⅛") Uniformity Size Yield				

Criteria	Expectations	Date	Beginning	Developing	Accomplished
Dice Cuts	Large ($\frac{3}{4}$ " x $\frac{3}{4}$ " x $\frac{3}{4}$ ") Uniformity Size Yield				
	Medium ($\frac{1}{2}$ " x $\frac{1}{2}$ " x $\frac{1}{2}$ ") Uniformity Size Yield				
	Small ($\frac{1}{4}$ " x $\frac{1}{4}$ " x $\frac{1}{4}$ ") Uniformity Size Yield				
	Brunoise ($\frac{1}{8}$ " x $\frac{1}{8}$ " x $\frac{1}{8}$ ") Uniformity Size Yield				
Rondelle	Rondelle Uniformity Size Yield				

Proficient

Developing

Beginning

Cutting Technique		Beginning	Developing	Proficient
Knife Grip	Not grasping knife correctly. Thumb, forefinger, and remaining fingers not in correct place.	Knife grip is partly correct. Thumb, forefingers, and/or remaining fingers are in correct places.	Knife grip is correct. Hand and fingers are positioned correctly on knife handle.	
Guiding Hand	Fingertips are flat and could be cut easily.	Some of the fingertips are curled under, but not all of them. Thumb and/or pinkie are not behind the other fingers.	Fingertips are curled under slightly. Thumb and pinkie fingers are behind the other fingers where they help grasp the object during cutting.	
Cutting Motion	Cutting motion is choppy and tip of knife comes off the cutting board during the cutting motion.	Cutting motion is sometimes smooth and forward as the handle descends toward the cutting board.	Cutting motion is unbroken; the knife glides smoothly forward as the handle of the knife descends toward the cutting board.	
Knife Cuts				
Uniformity of Cuts	Rough chop; cuts are not uniform in size or shape. Appropriate cut is discernible, but pieces vary widely in size and shape.	Pieces of the correct shape are present, but mixed with a variety of other shapes. Most pieces are of the correct shape; the product would be usable as garnish if a few imprecise cuts were removed.	Identical in size and shape.	
Size	Dice very widely in size and could not be cooked uniformly. Dice are much larger or smaller than each other or the indicated size required.	It is possible to find correct dice cut size, but there is much variation with each example presented. Most dice are approximately the correct size.	All dice are approximately the correct size indicated on rubric.	
Yield	More scrap than usable product. Below average yield from the given product.	A moderate yield from the raw product; could be improved with practice. Good yield; most of the available product is converted into dice.	Very minimal waste; almost all of the raw product is converted into dice.	
Specific Feedback and Ideas for Improvement:				