

CULINARY KNIFE CUTS PRACTICE

Make practicing knife skills fun

Volume 42
Middle & High School

NASAFACTS 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.

Lesson Developed by Susie Olson M.Ed.
FCS and CTE Category Manager



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

Objective:

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

Data Use:

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



Knife Skills Rubric		
TECHNIQUE	EMERGING	PROFICIENT
Safe Grip	Has good grip control. Thumb, forefinger, and middle finger are used to grip the handle. The index finger is used to stabilize the blade.	Has good grip control. Thumb, forefinger, and middle finger are used to grip the handle. The index finger is used to stabilize the blade.
Cutting Motion	Keeps the blade on the cutting board. The blade is held at a 45-degree angle. The blade is moved in a smooth, controlled motion.	Keeps the blade on the cutting board. The blade is held at a 45-degree angle. The blade is moved in a smooth, controlled motion.
Efficiency of Cuts	Makes straight cuts. The cuts are uniform in size and shape. The cuts are made in a smooth, controlled motion.	Makes straight cuts. The cuts are uniform in size and shape. The cuts are made in a smooth, controlled motion.
Use	Has a good understanding of the product. The product is used in a smooth, controlled motion.	Has a good understanding of the product. The product is used in a smooth, controlled motion.

Knife Skills Rubric

Knife Skills Performance Competency Review					
Student	1	2	3	4	5
Safety	Keeps the blade on the cutting board.				
	Holds the blade at a 45-degree angle.				
	Moves the blade in a smooth, controlled motion.				
	Keeps the blade on the cutting board.				
Cutting Motion	Keeps the blade on the cutting board.				
	Holds the blade at a 45-degree angle.				
	Moves the blade in a smooth, controlled motion.				
	Keeps the blade on the cutting board.				
Efficiency of Cuts	Makes straight cuts.				
	The cuts are uniform in size and shape.				
	The cuts are made in a smooth, controlled motion.				
	The cuts are made in a smooth, controlled motion.				
Use	Has a good understanding of the product.				
	The product is used in a smooth, controlled motion.				
	The product is used in a smooth, controlled motion.				
	The product is used in a smooth, controlled motion.				

Knife Skills Performance Competency Review



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)

Purpose:

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

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

Lesson Plans are developed with teachers with no claim of original authorship.



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Criteria	Expectations	Date	Beginning	Developing	Accomplished
Dice Cuts	Large (¾" x ¾" x ¾") Uniformity Size Yield				
	Medium (½" x ½" x ½") Uniformity Size Yield				
	Small (¼" x ¼" x ¼") Uniformity Size Yield				
	Brunoise (⅛" x ⅛" x ⅛") Uniformity Size Yield				
Rondelle	Rondelle Uniformity Size Yield				

Knife Skills Rubric

CUTTING TECHNIQUE		BEGINNING	DEVELOPING	PROFICIENT
Knife Grip	Not grasping knife correctly. Thumb, forefinger, and remaining fingers not in correct place.	Fingertips are flat and could be cut easily.	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.	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 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.	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.	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.	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:				