

Example Assessment

Knife Skills

This is an example classroom assessment created by Illinois educators as part of the Illinois State Board of Education (ISBE) Local Assessment Support (LAS) Project. ISBE encourages educators to modify example assessments to meet the needs of their individual educational context. Please note that the authors have provided suggestions for grade level use, applicable standards, data use, as well as possible accommodations, modifications, or alternative assessments. These suggestions are not inclusive of all possible uses and applications of this assessment.

This assessment serves as a possible example of a classroom assessment and its use is not required.

More information concerning the LAS project may be found here:

www.isbe.net/assessment/htmls/balanced-asmt.htm

Content: Culinary Arts

Grade Level: Grades 9-12

Purpose

The purpose of this assessment is to provide evidence of student learning that will inform teaching practices and provide meaningful feedback to students. Students will demonstrate their ability to execute appropriate cutting and safety technique while using a chef's knife.

Standards

National Standards for Family and Consumer Sciences Education:

- 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.

Data Use

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

Accommodations, Modifications, and Alternate Assessments

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

Materials

- Chef's Knife
- Cutting Board
- Carrots, Potatoes or Other Vegetable
- Vegetable Peeler
- Sanitation Bucket
- Knife Skills Rubric

Directions

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

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

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

Additional Materials

Knife Skills Rubric

	Beginning	Developing	Proficient
Cutting Technique			
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 place.	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 vary 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:			

