

# Implementation of Authentic Language Assessment Tools for Speaking: A Study of Grade 5 English Teachers in Bacuag District

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**Abstract:** *This study examined the extent of implementation of authentic language assessment tools in evaluating speaking skills among Grade 5 English teachers in the Bacuag District, Surigao del Norte. Using a quantitative-descriptive design, data were collected from 19 teachers through a validated survey. Results showed that assessment practices were evident in authentic assessment characteristics and highly evident in adherence to procedural guidelines. Commonly used tools included oral recitations, role-playing, checklists, and rubrics. While demographic variables such as age, sex, and years in service showed no significant differences, a notable variation was found based on educational attainment, with graduate degree holders demonstrating stronger integration of authentic assessment characteristics. The findings highlight the need for sustained professional development to enhance teachers' capacity to use evaluative tools that promote communicative competence through real-world speaking tasks.*

**Keywords:** Authentic Assessment Tools, Speaking Skills, Performance-Based Assessment, English Language Teaching

