Abstract
The purpose of this study is to determine whether the use of differentiated instruction, specifically tiered assignments, will have an effect on the learning of 6th grade students and to gain more insight into the perceptions of the students of being grouped homogeneously according to demonstration of knowledge on formative assessments. Tiered assignments can be created at different levels of Bloom’s Taxonomy in order to meet the needs of students. It was concluded from data compiled through student work, surveys, and interviews that gains were made in learning among high achieving students after having been assigned three different tiered assignments that were to be completed with students who were also high achieving according to performance on formative assessments. The data also suggested that high-achieving students see the role of the teacher differently than their low-achieving counterparts. Through analysis of the data, it was apparent that all students were aware that they were grouped with similar abilities and knowledge for their own benefit.