Students of mathematics are generally accustomed to being assessed via some combination of homework, quizzes, and in-class exams. In Abstract Algebra, I have been employing assessments to challenge students in different ways and broaden definitions of and pathways to success. We will discuss a grading scheme where each student completes midterm assessments in three formats (a take-home exam, a project, and an oral exam) then chooses one of these formats for their final assessment in the course. We will consider student responses via surveys and interviews to examine the impact that varied assessment and choice of assessment have on students’ motivation, approaches to learning, and learning outcomes in Abstract Algebra. (Received September 14, 2019)