Alternative assessment techniques have been a recent avenue of mathematics education research. While there are many different flavors of mastery grading, a common component is that mastery must occur eventually, but the time or pathway an individual student takes to achieve mastery does not matter. In practice, this means that students have built in opportunities for revisions or retakes to show mastery of learning objectives. This study aims to determine what, if any, differences occur with respect to students’ successes in demonstrating mastery of ideas as well as differences in student perceptions and anxiety levels when retesting opportunities are conducted outside of standard class time versus inside of standard class time. This talk will present our preliminary results for introductory statistics courses. (Received September 16, 2019)