Speech-language pathologists assess children’s language using standardized tests and language samples. Language samples are examples of children’s communication in everyday situations such as playing with toys while having a conversation. It is important to assess a child’s language with different people they communicate with due to the differences in a child’s familiarity with someone. This study examines the complexity of children’s language skills when interacting with a parent versus a researcher during a language sample. Eleven children participated in the study. All children were typically developing, native English speakers, and between 5;0-7;11 years old. Two 10-minute play language samples were collected. A trained researcher obtained one of the language samples. The other sample was collected from the child’s parent. All samples were transcribed and analyzed according to standard conventions. Findings showed that a child’s grammatical complexity as measured by MLU (mean length of utterance) was larger when talking to a researcher compared to a parent. Results indicated a few possible reasons for this finding. First, while talking to the child the researcher’s MLU was larger than the parent’s. Second, parents asked more questions that resulted in their child using one-word utterances, such as yes or no. Overall, the study found that with a parent as the communication partner you would get a longer sample from the child but less complex sentences. This type of sample is not as useful for diagnosing grammatical impairments. Therefore, when assessing a child’s language, a parent may not be the most effective communication partner.