Speech-language pathologists (SLPs) use language samples as one way to assess a child’s use of natural language. Guidelines suggest that when eliciting these samples examiners should ask few questions, follow the child’s lead, and use a simplified grammatical complexity. Although these recommendations make intuitive sense there is limited data to support their use. This study aims to determine the extent to which these guidelines affect a child’s demonstration of language abilities. Eight children between 5;0 and 7;11 participated in the study. All participants had typical hearing and language abilities. Two trained undergraduate students and one trained faculty member collected two 10-minute language samples from each participant. One sample was collected during play and another during a structured conversation. All samples were transcribed and analyzed according to standard conventions. Results found no statistically significant correlations between the researcher’s number of utterances, grammatical complexity, and number of questions asked and the child’s number of utterances, grammatical complexity, and number of words used. The strongest correlation was between the researcher’s number of questions asked and the child’s grammatical complexity; increased questions asked by the researcher decreased the grammatical complexity of the child’s language. With more participants this correlation may prove to be statistically significant. These results do not fully support the current guidelines that SLPs follow when collecting language samples. Therefore, how strictly SLPs monitor their own language while eliciting a language sample might depend on which aspects of a child’s language they are measuring and the type of language sample being collected.