The purposes of this study were (a) to investigate the math problem solving abilities of students with math disability, (b) to examine whether there were significant differences between math disabled and normal students in math problem solving. The participants of this study were 240 thrid and fourth grade math disabled and normal students in elementary schools in Taichung and Changhua. "Math Problem Solving Test" (MPST) developed by the investigator was employed to used to assess the math problem solving process of the students. There were 20 problems in the MPST. Each problem included four items:(a)understanding the problem, (b) consolidating problem, (c) divisinig a plan, and (d) carrying out the plan. All of the items were presented in multiple choice forms. Two-way ANOVA was used to test the hypotheses of the study. The conclusions and implications were discussed according to the findings of this study. The main findings were as following:1. All the third and fourth grade normal students' performance in MPST was better than that of students with math disability.2. There were no signicant differences between the third and fourth grade normal students' performance in MPST.3. The fourth grade math disabled students' performance in MPST was better than that of third grade math disabled students except for scores in consolidating problem items.4. MPST performance of higher language abilities math disabled students was better than lower language abilities math disabled students. 5. There were no significant differences in terms of gender normal students in MPST. 6. There were no significant differences in terms of gender among math disabled students in MPST except for scores in consolidating problem items.7. Performance in consolidating problem items of the higher language abilities math disabled girls was better than the higher language abilities math disabled boys.