

DYNAMATH: A DYNAMIC VISUAL BENCHMARK FOR EVALUATING MATHEMATICAL REASONING ROBUSTNESS OF VISION LANGUAGE MODELS

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Project page: <https://dynamath.github.io>

ABSTRACT

The rapid advancements in Vision-Language Models (VLMs) have shown great potential in tackling mathematical reasoning tasks that involve visual context. Unlike humans who can reliably apply solution steps to similar problems with minor modifications, we found that state-of-the-art VLMs like GPT-4o can consistently fail in these scenarios, revealing limitations in their mathematical reasoning capabilities. In this paper, we investigate the **mathematical reasoning robustness** in VLMs and evaluate how well these models perform under different variants of the same question, such as changes in visual numerical values or function graphs. While several vision-based math benchmarks have been developed to assess VLMs' problem-solving capabilities, these benchmarks contain only static sets of problems and cannot easily evaluate mathematical reasoning robustness. To fill this gap, we introduce DYNAMATH, a dynamic visual math benchmark designed for in-depth assessment of VLMs. DYNAMATH includes 501 high-quality, multi-topic *seed* questions, *each represented as a Python program*. Those programs are carefully designed and annotated to enable the automatic generation of a much larger set of *concrete* questions, including many different types of visual and textual variations. DYNAMATH allows us to evaluate the generalization ability of VLMs, by assessing their performance under varying input conditions of a seed question. We evaluated 14 state-of-the-art VLMs with 5,010 generated concrete questions (10 per seed question). Our results show that the worst-case model accuracy, defined as the percentage of correctly answered seed questions in all 10 variants, is significantly lower than the average-case accuracy. In addition, many models show high consistency in answering these questions – the incorrectness of a certain variant of a seed question is not due to inherent randomness. Our analysis emphasizes the need to study the robustness of VLMs' reasoning abilities, and DYNAMATH provides valuable insights to guide the development of more reliable models for mathematical reasoning.

1 INTRODUCTION

Leveraging pretraining on vast Internet-scale datasets, Large Language Models (LLMs) (Brown, 2020; Ouyang et al., 2022; Touvron et al., 2023; Achiam et al., 2023) and Multi-modal Large Language Models (MLLMs) (Team et al., 2023; Bai et al., 2023; Liu et al., 2024c;a) have achieved remarkable performance across a wide range of tasks. Among them, Vision-Language Models (VLMs) (Zhu et al., 2023; Zhang et al., 2024b) stand out, showing exceptional promise as versatile assistants capable of integrating vision and language for problem-solving.

Among their visual comprehension abilities across different domains, mathematical reasoning (Lightman et al., 2023; Zhang et al., 2024f) stands out as a crucial measure of human-like intelligence, requiring both math knowledge and logical thinking. Recent work has proposed many benchmarks for evaluating the mathematical reasoning ability of VLMs. MATHVISTA (Lu et al., 2023)

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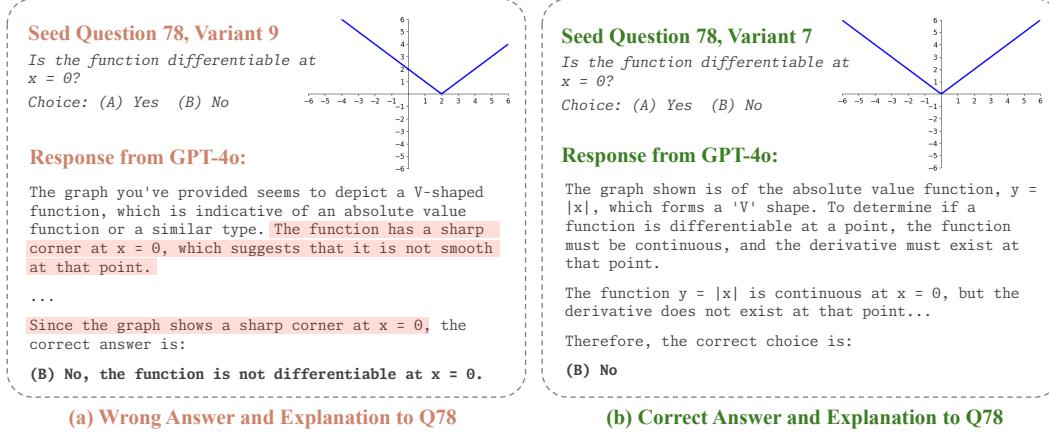


Figure 1: An example of consistent failures in GPT-4o. Seed question 78 in our DYNAMATH benchmark generates a graph of a shifted absolute value function. GPT-4o consistently provides incorrect answers for variant 9 (**left**) with 90% repetition consistency, while it can successfully answer variant 7 (**right**) with 100% repetition consistency. We tested 7 other variants involving non-zero shifts of the absolute value function, and in each case, GPT-4o insists incorrectly that the “sharp corner” is at $x = 0$, leading to incorrect answers for all 7 variants. More failure examples are in Appendix F.

was the first benchmark specifically designed to evaluate visual mathematical reasoning. Recent closed-source models, such as Claude 3.5 Sonnet and GPT-4o, along with open-source models like LLaVA-OneVision (Li et al., 2024), have demonstrated average performance surpassing that of humans. Benchmarks such as MATH-V (Wang et al., 2024a) and MATHVERSE (Zhang et al., 2024e) demonstrate the current limitations of VLMs in handling challenging mathematical problems and understanding mathematical diagrams. Following typical evaluation pipelines, these benchmarks contain a *static* set of testing questions on which a VLM will be scored.

Our work is inspired by recent studies (Nezhurina et al., 2024; Zheng et al., 2023; Zong et al., 2023; Mirzadeh et al., 2024), which revealed that even powerful LLMs struggle to reliably solve simple text reasoning problems under different input values or conditions. We found that this issue is even more pronounced in VLMs due to the added complexity of visual context. In the setting of math problems, we identified consistent failure cases on *variations of simple questions*. As illustrated in Figure 1, we identify a simple question asking whether a shifted absolute value function $f(x) = |x - a|$ is differentiable at $x = 0$. Despite the shift, this question is still quite simple and poses no challenges to humans. While GPT-4o can give correct answers for some values of a , it consistently gives a wrong answer for many different values of $a \neq 0$. Drawing inspiration from human reasoning, where the same steps can be applied to solve similar problems with varying conditions, a robust reasoning model should exhibit the same ability. This raises important questions about the robustness of VLMs’ reasoning abilities: ***are the reasoning procedures in VLMs robust to problem variations that pose no challenge to humans?***

To address this question, we comprehensively study the robustness of mathematical reasoning in VLMs by introducing a new benchmark, DYNAMATH. DYNAMATH is a *dynamic* visual math benchmark designed for an in-depth assessment of VLMs’ reasoning robustness. Unlike existing benchmarks, which contain a static dataset of benchmarking questions, DYNAMATH contains 501 high-quality *seed* questions covering multiple mathematical topics: Plane Geometry, Solid Geometry, Analytic Geometry, Algebra, Puzzle Tests, Graph Theory, Statistics, Scientific Figures, and Arithmetic. Each seed question is represented as a carefully designed Python *program*; upon running, a program generates diverse *concrete* instances of one seed question with random variations in its conditions. The program is individually written for each seed question and considers multiple possible types of variations in each question, such as variations of numerical values, function types, graph structure, geometry, mathematical operations, etc. The questions also span varying difficulty levels, from elementary school to high school and undergraduate, with the latter two dominating. The process of dynamic benchmark generation and evaluation is presented in Figure 2. During generation, many concrete questions are created from a single seed question, and thus the actual number of questions evaluated can be much greater (e.g., 10 \times more) than the number of seed questions.

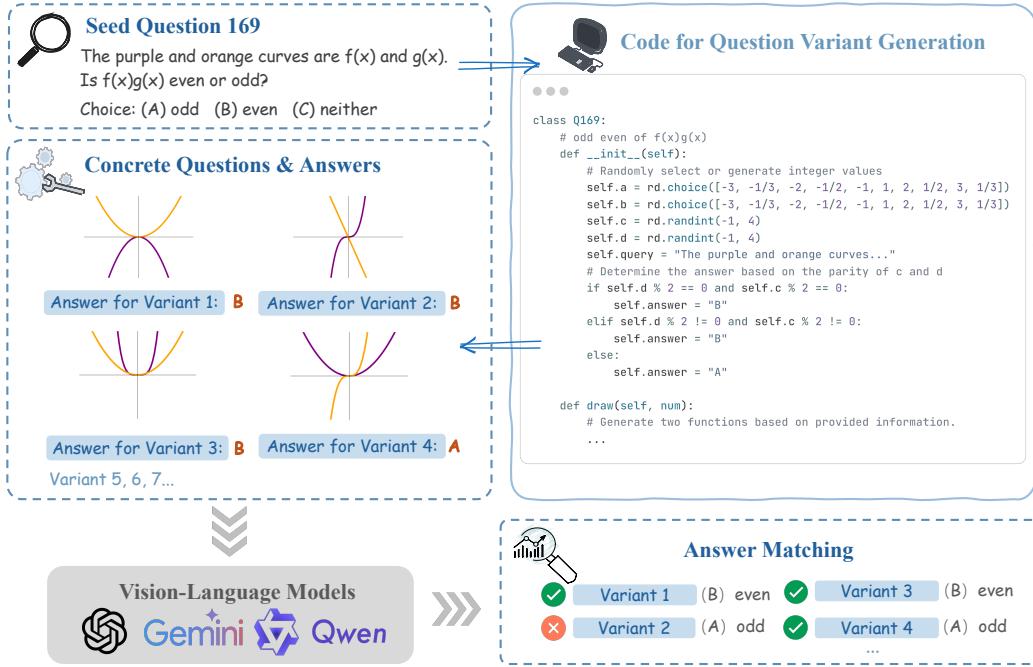


Figure 2: The dynamic benchmark generation procedure in DYNAMATH. A seed question is represented as a program that can generate many concrete questions with different variations. The plots for concrete questions are randomly generated along with the corresponding ground-truth answers. During evaluation, all concrete variants of the seed questions are considered, allowing us to evaluate the worst-case model performance and robustness.

We conducted extensive experiments on DYNAMATH to evaluate the reasoning robustness of current state-of-the-art (SOTA) closed-source models, including GPT-4o, Gemini Pro, and Claude-3.5 Sonnet, as well as open-source VLMs such as the InternVL2 series (Chen et al., 2024), LLaVA-v1.6 series (Liu et al., 2024b), Qwen2-VL (Wang et al., 2024c), DeepSeek-VL (Lu et al., 2024), and Llama 3.2 (Dubey et al., 2024). For each seed question, we randomly generated 10 variants, resulting in an evaluation dataset of 5,010 concrete problems. On these problems, we evaluate both average-case accuracy and worst-case accuracy. The *worst-case accuracy* is defined as the percentage of correctly answered seed problems in *all* 10 variants. We observe that all considered VLMs have a worst-case accuracy that is close to or less than 50% of their average-case accuracy, signifying their unreliability in handling question variations. In addition, we also evaluate the *repetition consistency* on these VLMs, which characterizes the models’ inherent randomness to ensure that a low worst-case accuracy is not caused by occasional random errors but consistent errors on certain variants of a seed problem. Our main contributions and findings can be summarized as:

- We are the first to study the mathematical reasoning robustness of VLMs and identified a new weakness in VLMs: they may consistently fail on certain variants of simple math questions that pose no challenges to humans. Such a weakness is prevalent in many state-of-the-art VLMs.
- We introduce DYNAMATH, a dynamic benchmark comprising 501 individually designed programs capable of generating a large number of question variants across different types. Our work is the first dynamically generated benchmark for evaluating the math capability of VLMs.
- Based on 5,010 concrete questions generated by DYNAMATH, we conduct an extensive evaluation of both SOTA closed-source and open-source VLMs. We find a noticeable gap between the average-case accuracy and worst-case accuracy among all models, indicating that many VLMs do not have robust reasoning capabilities even on relatively simple mathematical questions.

2 RELATED WORK

Mathematical Reasoning Benchmarks. Reasoning ability is a key indicator of intelligence, prompting researchers to develop various benchmark datasets to assess the mathematical reasoning capabilities of LLMs and VLMs. Numerous benchmarks have been proposed for evaluating this ability in the text-only domain, including (Amini et al., 2019; Hendrycks et al., 2020; 2021; Cobbe et al., 2021; Mishra et al., 2022; Frieder et al., 2024; Yu et al., 2023; Zhang et al., 2024a). Additionally, recent research has begun to shift its focus towards the evaluation of robustness and the

creation of dynamic benchmarks for language models. Several studies (Stolfo et al., 2022; Wu et al., 2023; Srivastava et al., 2024; Nezhurina et al., 2024; Qian et al., 2024; Kurtic et al., 2024; Mirzadeh et al., 2024) assess the language models’ robustness to the changing of item names or value conditions in the text-based question. However, many real-world problems, such as those involving statistical charts and geometry, rely on visual context. To assess visual mathematical reasoning, several benchmarks have been designed around geometry tasks (Lu et al., 2021; Chen et al., 2021) or multiple-choice questions (Yue et al., 2024). Recent efforts have expanded these benchmarks to cover a broader array of topics and question formats, such as MATHVISTA (Lu et al., 2023), MATHVERSE (Zhang et al., 2024e), and MATH-V (Wang et al., 2024a). Despite the diverse range of questions and visual contexts in these benchmarks, they share a common limitation: both the visual components and text remain static. This allows models to potentially achieve high scores by memorizing patterns from the training data, rather than applying true reasoning skills. In contrast, this paper introduces a dynamic visual math benchmark that provides a more rigorous assessment of VLMs’ reasoning capabilities through dynamically generating math questions with visual content.

Vision-Language Models (VLMs) With the success of LLMs, numerous closed-source VLMs, such as GPT-4o, Gemini, and Claude 3.5, have excelled across a variety of visual-based understanding and conversational tasks, highlighting their potential as multimodal AI assistants. In the open-source domain, several efforts are actively advancing the field. Approaches like LLaMA-Adapter (Zhang et al., 2024d; Gao et al., 2023) and MiniGPT-4 (Zhu et al., 2023) leverage frozen language models with a limited number of trainable parameters, demonstrating promising results. Furthermore, a range of VLMs trained on larger multimodal datasets has been open-sourced, pushing the frontier of visual comprehension and generalization ability. Notable examples include the InternVL1.5 and InternVL2 series (Chen et al., 2024), InternLM-XComposer (Zhang et al., 2023; Dong et al., 2024), LLaVA-v1.6 series (Liu et al., 2024b), LLaVA-OneVision (Li et al., 2024), Qwen-VL (Bai et al., 2023; Wang et al., 2024c), and DeepSeek-VL (Lu et al., 2024). These models contribute significantly to advancing the capabilities of VLMs in prior visual benchmarks.

3 BENCHMARK DESIGN

We present DYNAMATH, a curated evaluation dataset aimed at assessing the robustness of visual language models (VLMs) in multimodal mathematical reasoning across a wide variety of mathematical tasks with dynamic visual and textual contexts.

3.1 DATASET COLLECTION

Our benchmark collection comprises two phases: *seed question collection* and *program-based question generation*. In the initial phase, we selectively curate a set of high-quality mathematics problems that necessitate reasoning based on visual information. The subsequent phase involves transforming each seed question into code-based prototypes, allowing for the generation of diverse concrete questions under randomly sampled conditions.

Seed question Collection. The seed questions are sourced from existing visual math datasets and publicly available online resources. We identify 107 questions from MathVista (Lu et al., 2023), covering fundamental concepts in analytic geometry, planar geometry, and statistics. Additionally, we source 27 questions from MATH-V (Wang et al., 2024a), which serve as prototypes for topics related to arithmetic, puzzle tests, and solid geometry. To augment the dataset’s breadth and depth, we included 45 questions based on scientific figures and 48 undergraduate-level questions focused on graph theory, drawn from the MMMU dataset (Yue et al., 2024) and various accessible educational materials. Furthermore, we incorporated 236 questions requiring advanced reasoning on topics such as functions, geometry, and statistics, all gathered from publicly available resources on the Internet. To diversify the question types represented in our collection, we also developed 38 new problems by ourselves covering linear algebra, set theory, and algorithmic flow.

Following the collection of seed questions, we conducted a comprehensive review to eliminate any questions that included excessively complex images, as these would pose challenges for programmatic generation. Ultimately, as shown in Figure 3(b), our benchmark consists of 501 seed questions, with 227 (45.3%) sourced from established visual math datasets, while 274 (54.7%) are newly collected or developed from public resources.

Note that our goal is not to create the most challenging, competition-level benchmark as in (Wang et al., 2024a), but rather to provide relatively easy benchmarks with diverse variants to evaluate robustness. Nonetheless, we ensure that the difficulty of our questions is comparable to the levels of datasets such as MATHVERSE (Zhang et al., 2024e) and MATHVISTA (Lu et al., 2023).

Program-based Question Generation. After establishing our seed questions, we recruited a group of college STEM students to annotate each question with the common strategies they employed in solving them. These annotations served as prototypes for developing corresponding programs tailored to each question. As illustrated in Figure 2, each question is represented as a carefully crafted Python program, which encompasses a defined range of conditions for sampling and algorithmic calculations to derive the solution. Additionally, we implemented a drawing function in each program, utilizing libraries such as Matplotlib and Pyglet to generate corresponding images based on varying conditions. Specifically, 470 of the question programs incorporate a plotting function that leverages the randomly sampled conditions to create the visual context of the question, while the remaining 31 question programs utilize fixed images, randomizing only the textual elements. This programmatic approach allows the generation of a large number of concrete benchmark questions by executing the generation program multiple times, facilitating the efficient creation of new problems and enabling the evaluation of the reasoning robustness of VLMs.

In DYNAMATH, we integrate various types of variants to enrich the diversity of question generation:

1. **Numerical Value Variants:** Modifying numerical quantities to evaluate the VLM’s proficiency in handling different numerical values and performing arithmetic operations.
2. **Geometric Transformations:** Altering shapes, angles, dimensions, and relative positions to examine the spatial and geometric understanding of VLMs.
3. **Function Type Variants:** Varying different types of mathematical functions (e.g., linear, quadratic) to evaluate how well models generalize across functional representations.
4. **Color Variants:** Changing object or curve colors randomly to test the model’s recognition of visual patterns and its robustness to superficial alterations.
5. **Symbolic Substitutions:** Modifying symbolic elements such as mathematical operations to determine the model’s adaptability to various symbolic representations.
6. **Graph Structure Variants:** Modifying graph layouts, networks, or other structural representations to assess the model’s comprehension of relationships and topological features.
7. **Real-life Contexts Variants:** Adjusting the contents of real-world scenarios (e.g., calendars, time-related problems, or poker-like questions) to test the model’s contextual understanding and application to practical situations.

Each variant category targets a specific facet of mathematical reasoning, making DYNAMATH a comprehensive benchmark for evaluating the flexibility, robustness, and accuracy of VLMs in solving mathematical problems. Detailed diagrams of each variation are provided in Appendix A.

3.2 DATASET STATISTICS

Detailed statistics on the data composition of DYNAMATH are presented in Table 1. DYNAMATH encompasses nine mathematical topics: Solid Geometry (SG, 3.0%), Puzzle Tests (PT, 3.4%), Arithmetic (AR, 5.2%), Scientific Figures (SF, 9.0%), Graph Theory (GT, 9.6%), Algebra (AL, 10.2%), Plane Geometry (PG, 15.4%), Analytic Geometry (AG, 19.4%), and Statistics (ST, 25.0%). Examples for each topic are provided in Appendix C. Each topic necessitates a nuanced understanding of image context, foundational mathematical knowledge, practical reasoning abilities, and logical deduction skills. Importantly, the dataset is designed to cater to varying levels of difficulty, ranging from elementary to undergraduate education, with a notable focus on high school (55.3%) and undergraduate (32.1%) levels. In terms of question types, the dataset consists of 35.5% multiple-choice questions and 64.7% free-form questions. While VLMs might occasionally answer multiple-choice questions correctly by chance, free-form questions provide a more precise evaluation of the model’s capabilities. Consequently, our dataset emphasizes free-form questions, distinguishing it from previous visual math benchmarks such as MATHVISTA (Lu et al., 2023), MATHVERSE (Zhang et al., 2024e), and MATH-V (Wang et al., 2024a), which predominantly include more than 50% multiple-choice questions.

In Figure 3(a), we depict the distribution of variant numbers among the 501 seed questions. Notably, approximately 30.5% of the seed questions have a possible variant number ranging from 10 to 10^2 . Nearly 93% of the seed questions contain more than 10 variants, and 17.4% of seed questions have more than 10^6 potential variants, demonstrating the diversity of variations in our dataset.

Statistic	Number
Total seed questions (programs)	501
- Created from existing dataset	227 (45.3%)
- Newly designed questions	274 (54.7%)
Topics	
- Solid geometry (SG)	15 (3.0%)
- Puzzle test (PT)	17 (3.4%)
- Arithmetic (AR)	26 (5.2%)
- Scientific figure (SF)	45 (9.0%)
- Graph theory (GT)	48 (9.6%)
- Algebra (AL)	51 (10.2%)
- Plane geometry (PG)	77 (15.4%)
- Analytic geometry (AG)	97 (19.4%)
- Statistics (ST)	125 (25.0%)
Levels	
- Elementary school (EL)	63 (12.6%)
- High school (HI)	277 (55.3%)
- Undergraduate (UN)	161 (32.1%)
Question Types	
- Multiple-choice questions	177 (35.3%)
- Free-form questions	324 (64.7%)

Table 1: Statistics of DYNAMATH.

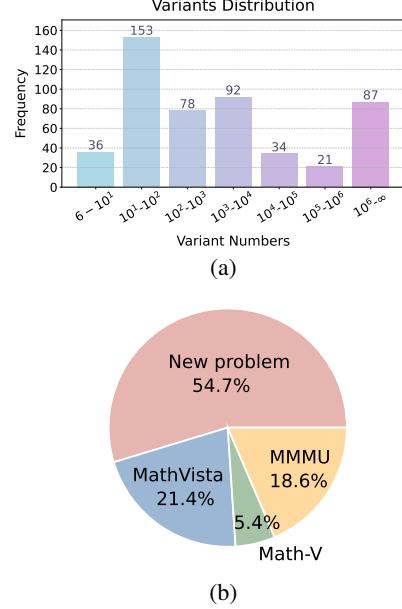


Figure 3: (a) Variant number distribution and (b) source composition of DYNAMATH.

3.3 EVALUATION PROTOCOLS

Our evaluation process consists of two stages: answer extraction and score calculation. Following the methodology of prior work (Lu et al., 2022), we utilize prompt engineering and template matching to extract answers. Prompts guide the model to generate responses in both full and short-answer formats. After generation, the short answer is extracted for comparison with the ground truth. Detailed prompts used in our experiments can be found in Appendix B.

Our dataset contains $N = 501$ seed questions in total. For each seed question in the dataset, we generate $M = 10$ variants, resulting in a total of 5,010 concrete questions. Inspired by prior research in LLMs (Srivastava et al., 2024), we evaluate two metrics: **average-case accuracy** (\mathcal{A}_{avg}) and **worst-case accuracy** (\mathcal{A}_{wst}) over these variants. The two metrics are different from prior benchmarks that evaluate only a single instance of a question. The metrics are defined as follows:

$$\begin{aligned} \mathcal{A}_{avg} &= \frac{1}{N} \sum_{i=1}^N \frac{1}{M} \sum_{j=1}^M \mathbb{I}[\text{Ans}(i, j) = \text{GT}(i, j)], \\ \mathcal{A}_{wst} &= \frac{1}{N} \sum_{i=1}^N \min_{j \in [1, M]} \mathbb{I}[\text{Ans}(i, j) = \text{GT}(i, j)], \end{aligned} \quad (1)$$

where $\text{Ans}(i, j)$ and $\text{GT}(i, j)$ represent the generated answer and the ground truth answer for variant j of question i . We also define **reasoning robustness** (RR) as the ratio between the average-case performance and the worst-case performance:

$$RR = \frac{\mathcal{A}_{wst}}{\mathcal{A}_{avg}}, \quad (2)$$

The model's response uncertainty reflects both the impact of input changes and inherent uncertainty, the latter of which can be represented by the concept of repetition consistency (RC), similar to self-consistency (Wang et al., 2022). We define repetition consistency as:

$$RC(i, j) = \frac{1}{K} \sum_{k=1}^K \mathbb{I}[\text{Ans}_k(i, j) = \text{Ans}(i, j)], \quad (3)$$

where K is number of repetitions and $\text{Ans}_k(i, j)$ is the k -th repetition for j -th variant of i -th seed question. The repetition consistency represents the model's confidence in the answer $\text{Ans}(i, j)$.

Table 2: Average-case accuracy A_{avg} on DYNAMATH with 5,010 generated questions. “ALL” represents overall accuracy. Question topics and difficulty levels (PG, EL, etc) are defined in Table 1.

Model	ALL	PG	SG	AG	AL	PT	GT	ST	SF	AR	EL	HI	UN
<i>Closed-sourced Large Multimodal Models (LMMs)</i>													
Zero-shot GPT-4o	63.7	56.8	52.0	61.0	76.9	51.8	58.1	69.3	62.4	61.5	68.6	61.8	36.8
Zero-shot Claude-3.5	64.8	49.9	49.3	55.3	81.0	44.1	69.4	78.2	62.2	61.2	66.7	62.6	33.3
Zero-shot Gemini Pro 1.5	60.5	52.7	42.7	61.6	70.8	20.6	65.2	69.8	50.2	54.2	62.9	59.2	37.1
3-shot CoT GPT-4o	64.9	58.1	59.3	57.7	84.1	51.2	61.9	71.0	60.9	57.7	66.2	62.5	34.8
3-shot CoT Claude-3.5	62.5	49.1	48.0	50.6	80.2	37.1	58.1	78.2	64.9	55.0	63.0	61.5	30.5
3-shot CoT Gemini Pro 1.5	58.7	52.6	45.3	56.7	72.9	21.8	57.9	66.0	54.9	48.1	59.0	58.3	34.2
<i>Open-sourced Vision Language Models (VLMs)</i>													
Qwen2-VL-72B	55.1	48.1	48.7	50.9	57.6	28.2	45.0	68.9	56.4	54.2	61.3	57.4	30.7
Qwen2-VL-7B	42.1	40.3	38.7	39.9	37.1	8.2	44.8	52.1	41.1	39.2	47.6	42.2	24.4
InternVL2-76B	54.0	44.5	34.7	43.8	67.6	35.3	51.0	66.7	55.1	51.5	60.3	52.9	26.4
InternVL2-40B	41.8	31.3	21.3	38.8	42.9	15.3	38.3	58.1	43.1	38.1	51.0	41.5	23.4
InternVL2-26B	41.0	35.8	26.0	37.3	38.8	13.5	46.9	51.9	39.6	40.4	52.1	38.5	22.5
InternVL2-8B	39.7	33.9	37.3	32.5	46.9	15.9	42.1	47.8	39.1	37.3	51.1	37.4	19.6
Llama-3.2-90B	44.0	47.5	37.3	36.8	46.5	12.4	44.8	56.8	39.8	30.0	45.4	43.8	22.2
Deepseek-VL-7B-chat	21.5	16.0	13.3	26.5	12.9	4.7	32.7	24.3	24.2	15.0	28.3	19.0	16.0
Llava-v1.6-34B	27.1	21.4	25.3	27.6	14.9	7.6	32.7	36.8	27.8	23.1	35.9	23.8	16.6
Llava-v1.6-vicuna-13B	19.8	14.7	10.0	23.4	8.2	10.0	21.5	28.2	19.6	10.0	27.1	16.5	14.1
Llava-v1.5-7B	16.6	10.5	7.3	19.5	6.5	8.2	32.3	17.5	20.2	10.8	18.9	13.3	11.7
<i>Human</i>													
Human performance	75.8	80.5	60.0	83.5	78.4	76.5	64.6	74.4	77.8	61.5	74.6	78.3	72.0

4 EXPERIMENT

In this section, we conduct thorough experiments to assess the performance and reasoning robustness of various closed-source and open-source models on the DYNAMATH dataset. Subsequently, we present detailed quantitative results and qualitative analyses in Sections 4.2 and 4.3, respectively.

4.1 EXPERIMENTAL SETUPS

We evaluate the performance of two sets of models on the DYNAMATH benchmark, which involves 10 variations for each seed question, resulting in a total of 5010 questions. The first group comprises SOTA closed-source VLMs, such as GPT-4o, Gemini Pro 1.5, and Claude-3.5 Sonnet, with zero-shot and 3-shots with Chain-of-Thought (CoT) configurations. The second group consists of SOTA open-source VLMs, including Qwen2-VL (7B, 72B) (Wang et al., 2024c), InternVL2 (8B, 26B, 40B, 76B) (Chen et al., 2024), Llava-v1.5 (7B) (Liu et al., 2024a), Llava-v1.6 (13B, 34B) (Liu et al., 2024b), Deepseek-VL (7B) (Lu et al., 2024), and Llama 3.2 (90B) (Dubey et al., 2024). We specifically explored open-source models with varying parameter sizes to analyze the impact of model size on reasoning robustness. The deployment of open-source models is based on the lmdeploy package (Contributors, 2023). Details regarding the prompts and hyperparameters used in this experiment are outlined in Appendix B.

To assess human performance, we generated a new variant dataset consisting of 501 concrete questions (1 variant per seed question). These questions were divided into 10 questionnaires, each containing 50 to 51 questions. We then recruited 10 undergraduates or graduates from STEM to help establish the baseline for human performance based on their average scores.

For the few-shot setup, we follow the standard approach by including three demonstration examples, each accompanied by the associated visual elements. Given the diverse range of topics covered in DYNAMATH, we provide topic-specific demonstration examples to ensure its relevance for each problem in DYNAMATH. Specifically, we curated five demonstration examples from MathVista (Lu et al., 2023) and MathVision (Wang et al., 2024a) for each topic, and then randomly selected three examples when evaluating DYNAMATH problems within the corresponding topic. In addition, we incorporate detailed reasoning steps in the demonstration examples, following a typical Chain-of-Thought (CoT) setup (Wei et al., 2022). Detailed demonstrations and prompts are listed in Appendix B.4.

4.2 EXPERIMENTAL RESULTS

In this section, we present a detailed comparison of the top-performing VLMs on DYNAMATH, as shown in Table 2 and Table 3.

Table 3: Worst-case accuracy A_{wst} on DYNAMATH with 5,010 generated questions. “ALL” represents overall accuracy. Question topics and difficulty levels (PG, EL, etc) are defined in Table 1.

Model	ALL	PG	SG	AG	AL	PT	GT	ST	SF	AR	EL	HI	UN
<i>Closed-sourced Large Multimodal Models (LMMs)</i>													
Zero-shot GPT-4o	34.7	37.7	33.3	25.8	54.9	11.8	18.8	38.4	35.6	46.2	46.0	34.3	31.1
Zero-shot Claude-3.5	35.3	22.1	26.7	18.6	62.7	23.5	27.1	53.6	24.4	42.3	49.2	33.2	33.5
Zero-shot Gemini Pro 1.5	26.9	28.6	20.0	19.6	39.2	5.9	22.9	35.2	15.6	30.8	41.3	26.7	21.7
3-shot CoT GPT-4o	32.3	31.2	40.0	21.6	54.9	17.6	20.8	36.8	26.7	46.2	47.6	30.7	29.2
3-shot CoT Claude-3.5	32.1	27.3	26.7	11.3	54.9	0.0	10.4	56.0	31.1	30.8	39.7	32.9	28.0
3-shot CoT Gemini Pro 1.5	23.6	27.3	26.7	14.4	39.2	5.9	18.8	27.2	17.8	26.9	33.3	23.1	20.5
<i>Open-sourced Vision Language Models (VLMs)</i>													
Qwen2-VL-72B	28.3	27.3	33.3	15.5	31.4	0.0	16.7	43.2	26.7	42.3	41.3	30.3	19.9
Qwen2-VL-7B	13.8	22.1	6.7	7.2	13.7	0.0	12.5	16.8	11.1	19.2	25.4	12.3	11.8
InternVL2-76B	24.6	24.7	20.0	15.5	37.3	5.9	12.5	32.8	20.0	38.5	39.7	23.1	21.1
InternVL2-40B	14.2	14.3	6.7	9.3	13.7	0.0	10.4	21.6	13.3	19.2	28.6	14.1	8.7
InternVL2-26B	14.4	19.5	0.0	6.2	9.8	0.0	18.8	20.0	11.1	26.9	34.9	12.3	9.9
InternVL2-8B	10.4	13.0	20.0	5.2	15.7	0.0	10.4	9.6	11.1	15.4	23.8	9.4	6.8
Llama-3.2-90B	13.0	22.1	20.0	7.2	7.8	0.0	12.5	16.8	13.3	3.8	15.9	14.1	9.9
Deepseek-VL-7B-chat	4.2	7.8	0.0	3.1	0.0	0.0	10.4	4.0	2.2	3.8	7.9	2.9	5.0
Llava-v1.6-34B	6.0	10.4	13.3	4.1	2.0	0.0	4.2	6.4	6.7	7.7	15.9	5.1	3.7
Llava-v1.6-vicuna-13B	2.8	7.8	0.0	4.1	0.0	0.0	2.1	2.4	0.0	0.0	6.3	2.9	1.2
Llava-v1.5-7B	1.8	3.9	0.0	2.1	0.0	0.0	4.2	0.8	0.0	3.8	3.2	1.8	1.2

Overall Results on Average Accuracy. Table 2 illustrates the average-case performance of a variety of closed-source and open-source models. We respectively highlight the highest scores in each category for closed-source and open-source models. Within the closed-source models, GPT-4o, Claude-3.5, and Gemini Pro 1.5 exhibit average accuracies higher than 60%, with Claude-3.5 achieving the highest zero-shot average accuracy at 64.8%. However, there remains an 11.0% disparity when compared to human performance, which stands at 75.8% average accuracy. This highlights the need for further development in the reasoning ability of VLMs. Regarding the 3-shot CoT performance, it is intriguing to note that there is no consistent improvement across different closed-sourced models, confirming findings from previous research (Wang et al., 2024a). For instance, while 3-shot CoT GPT-4o manages to enhance zero-shot performance from 63.7% to 64.9%, both 3-shot CoT Claude-3.5 and 3-shot CoT Gemini Pro 1.5 experience a decline in performance (64.8% → 62.5% and 60.5% → 58.7% respectively). Moving on to the open-sourced models, although they generally underperform when compared to closed-sourced models, the gap has been narrowed by recent models such as Qwen2 and InternVL2, which have more than 70B parameters. This noteworthy progress is evident when comparing them to previous benchmark results like MATHVISTA (Amini et al., 2019), MATHVERSE (Zhang et al., 2024e), and MATH-V (Wang et al., 2024a). It highlights the promising potential of open-source models in the visual math reasoning domain. Moreover, there is a clear scaling trend observed in open-source models, indicating higher performance as model sizes increase. For example, Qwen2-VL boosts its score from 42.1% to 55.1% when scaling its parameter size from 7B to 72B, while InternVL2 sees an increase from 39.7% to 54.0%.

Overall Results on Worst-case Accuracy. Table 3 presents the worst-case accuracy of different models across 10 problem variants, revealing a significant decline in scores for all models. Notably, the highest-performing model, Claude-3.5, achieves a zero-shot score of only 35.3%, indicating current VLMs are not sufficiently robust to handle variations in context and images. The situation is even more concerning for open-source models: the best-performing model, Qwen2-VL-72B, achieves a score of 28.3%, while smaller models like Llava-v1.6-vicuna-13B score only 2.8%. Our evaluation results highlight the limited reasoning robustness of both open-source and closed-source models, underscoring the necessity for the community to address these limitations in future research.

Fine-grained Results. In Table 2 and Table 3, we present detailed results categorized by different question topics and difficulty levels. From a topical perspective, we observe that the Puzzle Test (PT) topic challenges both open-source and closed-source models. The top-performing closed-source model, GPT-4o, and the leading open-source model, Qwen2-VL-72B, achieve average-case accuracies of 51.8% and 28.2%, respectively, while humans score 76.5%. Notably, all open-source models demonstrate poor performance (0.0%) on the worst-case accuracy metric, except Llama-3.2-90B (5.9%). Despite this gap, Table 2 shows that closed-source models such as Claude-3.5 can surpass human scores on specific topics like Algebra (AL), Graph Theory (GT), and Statistics (ST), which is promising. When considering difficulty levels, all models demonstrate a trend of

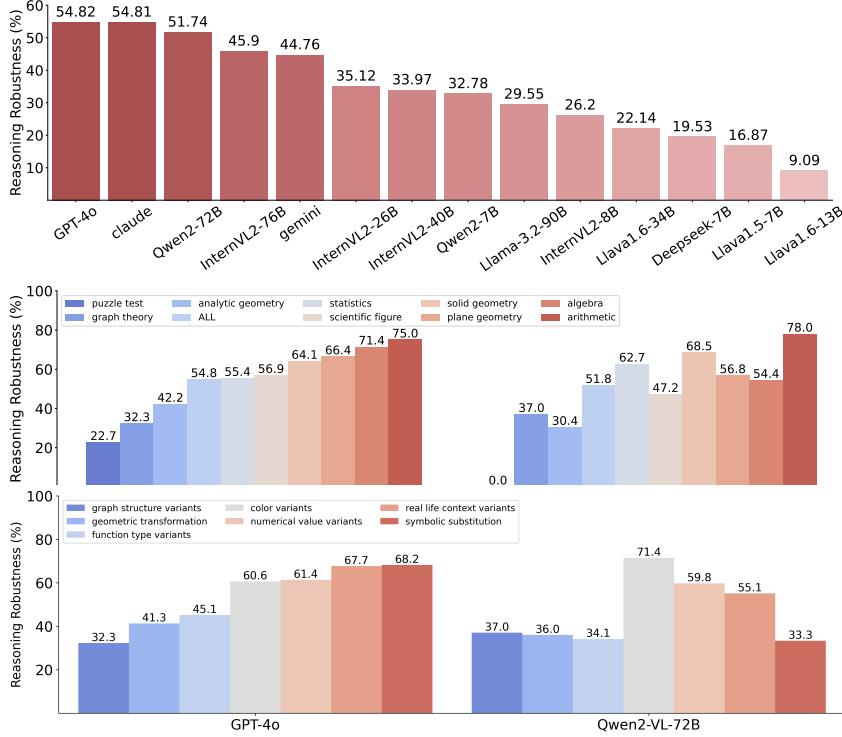


Figure 4: Comparing reasoning robustness across different models (**top**), topics (**middle**), and variant types (**bottom**).

decreasing average accuracy as the difficulty increases, as illustrated in Table 2. In contrast, human performance remains consistent across difficulty levels, indicating that current VLMs are still not adept at handling more difficult visual math problems compared with human capabilities.

Reasoning Robustness. We use the reasoning robustness (RR) metric, defined in Eq 2, to measure the robustness of VLMs by evaluating the relative performance robustness across question variants. **Figure 4 (top)** compares the RR of all VLMs in our experiments. Notably, GPT-4o and Claude-3.5 exhibit the highest robustness among all tested models. Additionally, aligning with previous findings, closed-source models typically demonstrate greater robustness than open-source ones. However, Qwen2-72B and InternVL2-76B outperform Gemini, highlighting the robustness limitations of even large models like Gemini. In **Figure 4 (middle)**, we compare the reasoning robustness across different question topics for GPT-4o and Qwen2-VL-72B. The results show that the two VLMs are particularly robust in Arithmetic and Algebra question types, indicating their strong arithmetic calculation abilities, which are less affected by changes in visual conditions. However, GPT-4o still exhibits weaknesses in the Puzzle Test. Similarly, Qwen2-VL-72B shows shortcomings in both Puzzle Test and Analytic Geometry topics, achieving nearly 0% RR and 30% RR , respectively. In terms of different variant types in DYNAMATH, as shown in **Figure 4 (bottom)**, we find that both GPT-4o and Qwen2-VL-72B are sensitive to variations in graph structure, geometric transformation, and function type. Additionally, Qwen2-VL-72B is vulnerable to symbolic substitution variants. These weaknesses suggest directions for future improvement of these models.

Model name	GPT-4o	Gemini	Qwen2-72B	InternVL2-76B
Repetition Consistency (%)	94.1	92.5	98.9	99.0

Table 4: The Repetition Consistency (RC) for different models over 5 repetitions.

Repetition Consistency. To ensure a robust analysis and account for the inherent randomness in model outputs, we calculate repetition consistency (RC) as defined in Eq 3. This metric evaluates the model’s output confidence across multiple generations for the same question. Specifically, we produce five responses for 501 questions and then compute their consistency relative to the first response. The results, detailed in Table 4, reveal the consistent outputs of four closed-source and

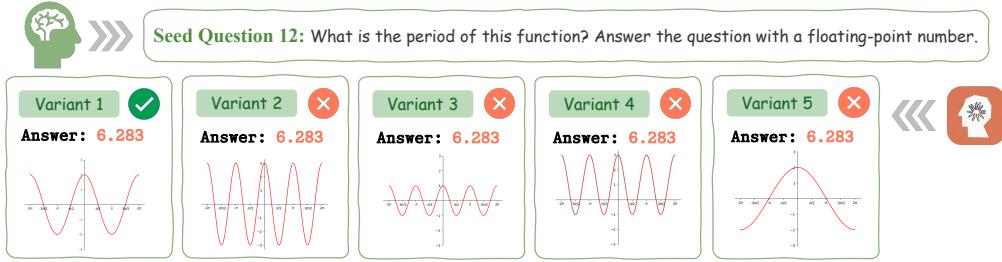


Figure 5: Example of the Memorization Phenomenon: the generated variants of seed Question 12 and the corresponding responses from Claude 3.5 Sonnet. The model’s response remains 2π with high probability, regardless of changes in the conditions depicted in the diagram.

open-source models, with RC values ranging from 92% to 99%. Compared with the low reasoning robustness scores, VLMs have much higher inherent consistency. These findings reinforce our arguments that the low reasoning robustness of VLMs primarily stems from the model’s sensitivity to question variants rather than inherent randomness.

4.3 QUALITY STUDY

Consistent Failure Cases. An interesting phenomenon we observed is that some seed questions are solvable in certain variants but result in consistent failures in others (repetition consistency $RC = 1$ for 5 or 10 repetitions). The example in Figure 1 is a representative case: the question is easily solvable when the absolute value function is at the origin, but any shifts tend to lead to consistent failures on GPT-4o. We extensively examined our dataset and counted the number of such instances. Specifically, GPT-4o, Gemini Pro 1.5, Qwen2-VL-72B, and InternVL2-76B exhibited 21.8%, 18.4%, 29.9%, and 28.3% of these types of questions, respectively, out of our 501 seed questions. These examples highlight the unreliability of VLMs on mathematical reasoning tasks.

Qualitative Examples of GPT-4o. In this section and Appendix F, we provide a few qualitative examples of leading VLMs’ answers. Our analysis reveals that current VLMs can consistently produce incorrect responses to specific question variants while generating accurate answers to others. As illustrated in Figure 1, GPT-4o demonstrates the ability to provide correct responses in variant 7, showcasing accurate perception, question understanding, and reasoning ability. However, in variant 9, where the underlying required capabilities remain the same with only a slight shift in the image, GPT-4o fails to accurately interpret the function’s position with a high degree of confidence and consistency. This discrepancy raises concerns about the reasoning robustness of current VLMs. For additional examples of GPT-4o and other models, please refer to the Appendix F.

Memorization Phenomenon. In our experiments, we observe a phenomenon where current VLMs tend to provide the same answer regardless of changing conditions, indicating memorization rather than reasoning based on generalized underlying principles. When we test variant questions that have the same structure but different parameters and images, the model frequently offers the same answer with high probability, ignoring the specific variations we introduced. Among the 171 questions incorrectly answered by Claude 3.5 Sonnet, this issue accounts for 4.1% of instances. A representative case is illustrated in Figure 5, where altering the period of a sinusoidal function (e.g., from 2π to π or 4π) does not affect the model’s response, which consistently remains 2π . The existence of this phenomenon highlights the models’ lack of comprehensive problem analysis and their limited ability to generalize across different scenarios.

Error Analysis. We conducted an error analysis on Claude 3.5 Sonnet to identify potential failure modes on DYNAMATH. Specifically, we analyzed the 169 questions where Claude 3.5 Sonnet failed, examining the reasoning paths and final answers in detail. The statistical distribution of various error types is presented in Figure 6. We considered five types of errors: figure reading errors, reasoning errors, knowledge errors, calculation errors, and hallucination errors. Figure reading errors account for 32.2% of the total errors, despite Claude 3.5 Sonnet having specially reinforced perception capabilities. This indicates that there is still a considerable way to go for VLMs to accurately read and interpret data from images. Reasoning errors account

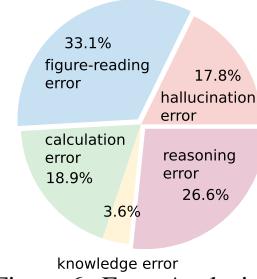


Figure 6: Error Analysis of Claude-3.5 Sonnet.

for 26.9%, making them the second-largest cause of errors. This suggests that the model’s reasoning processes are still delicate and can be easily disrupted by minor changes in conditions and image input. Calculation errors, which constitute 20.5% of the errors, likely result from the significant computational challenge imposed by our randomly generated conditions without specially designed parameters, as opposed to simpler questions in prior work that are easier to compute. In addition, Hallucination errors make up 17.0%, showing that the model tends to fabricate non-existent information. Examples are provided in Appendix D.

5 CONCLUSION

In this work, we introduce DYNAMATH, a dynamic visual math benchmark designed to systematically analyze the robustness of mathematical reasoning capabilities in current leading vision-language models (VLMs). By employing program-based problem generation, we can create diverse variants by altering visual and textual conditions in the seed problems. Our evaluation reveals that leading closed-source and open-source VLMs are sensitive to condition changes in question variants, despite their required underlying capabilities remaining the same. This raises significant concerns within the VLM community on mathematical reasoning tasks. Our detailed results and analysis not only identify the weak points of current VLMs but also shed light on the causes of their errors, thereby facilitating the evaluation and development of more robust VLMs. Moving forward, an intriguing approach to enhance VLM robustness involves leveraging adversarial training (Zhou et al., 2024; Schlarmann et al., 2024) on DYNAMATH, or utilizing reinforcement learning from human feedback (Ouyang et al., 2022; Rafailov et al., 2024; Yang et al., 2024b) with fine-grained process rewards (Uesato et al., 2022; Wang et al., 2024b; Luo et al., 2024), or more robust rewards (Yang et al., 2024a; Zhang et al., 2024c).

Limitation. Although our benchmark matches the difficulty levels of MATHVERSE and MATH-VISTA, one limitation of our work is that the difficulty level is relatively limited compared to MATH-V (Wang et al., 2024a), due to the dynamic nature of the questions. Adapting very challenging questions into our program structures requires substantial human effort, which currently prevents us from curating a large number of complex visual math reasoning questions. In the future, we hope to leverage strong foundational models to aid in designing an automatic pipeline for dynamic math question design and generation.

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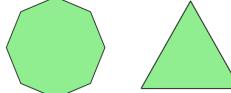
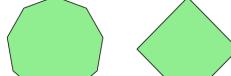
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A VARIATION TYPES OF DYNAMATH

DYNAMATH introduces several types of variations based on the seed questions. In Figure 7, we illustrate six distinct types of variations. This diversity allows our dataset to effectively evaluate the visual robustness of VLMs from different aspects.

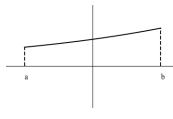
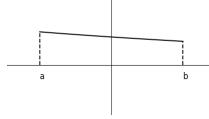
$$A = \begin{bmatrix} -4.0 & 4.6 & 9.7 \\ -1.0 & 8.3 & -3.3 \\ -0.3 & -7.4 & -6.2 \end{bmatrix} \quad A = \begin{bmatrix} -1.9 & 9.5 & -7.0 \\ -7.2 & -5.3 & 4.2 \\ -0.7 & -6.0 & -0.4 \end{bmatrix}$$

$$A = \begin{bmatrix} -0.2 & -0.2 & -6.9 \\ 8.2 & 2.9 & -5.5 \\ -0.4 & 8.7 & -8.5 \end{bmatrix} \quad A = \begin{bmatrix} -5.1 & 1.1 & -4.0 \\ -5.2 & 7.8 & 2.6 \\ 3.5 & -7.2 & 0.0 \end{bmatrix}$$



(a) Numerical Value Variants

(b) Geometric Transformations

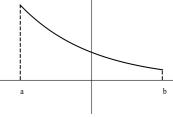
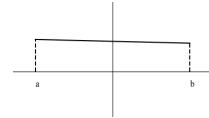


$f_1 = O(1)$	$f_2 = O(N^2)$
$f_3 = O(N)$	$f_4 = O(N^2\log N)$

$f_1 = O(\log N)$	$f_2 = O(N!)$
$f_3 = O(N^3)$	$f_4 = O(N^2\log N)$

(c) Function Type Variants

(d) Symbolic Substitution

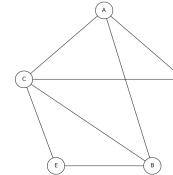
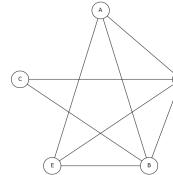
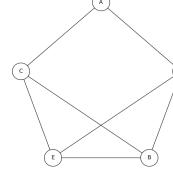
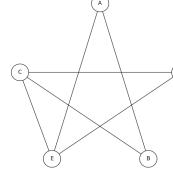


$f_1 = O(N\log N)$	$f_2 = O(2^N)$
$f_3 = O(N!)$	$f_4 = O(N)$

$f_1 = O(N\log N)$	$f_2 = O(N^2)$
$f_3 = O(N^3)$	$f_4 = O(N^2\log N)$

10:08 19:45

02:41 16:28



(e) Real-life Contexts Variants

(f) Graph Structure Variants

Figure 7: Variation types considered in our DYNAMATH benchmark

B DETAILED EXPERIMENT SETUP

In this section, we provide more details about our experiment designs.

B.1 PROMPTS FOR RESPONSE GENERATION

In our experiments, we prompt the VLMs to generate responses to different types of questions, such as multiple choice, float, and text types. The prompts used for these question types are shown in Table 5.

Answer type	prompt
multiple choice	If the problem is a multiple choice problem, just provide the corresponding choice option, such as 'A', 'B', 'C', or 'D'.
float	If the answer is a numerical value, format it as a three-digit floating-point number.
text	Please answer the question in the following form: (specific requirement in question).

Table 5: The prompt for different questions and answer types in answer generation.

B.2 PROMPTS FOR ANSWER EXTRACTION

To simplify the answer extraction process, we use the following prompts to extract the answer and reload it in JSON format, which can be easily used for template matching with ground truth answers:

Response Instruction
<p>Please provide an answer to the question outlined above. Your response should adhere to the following JSON format, which includes two keys: 'solution' and 'short answer'. The 'solution' key can contain the reasoning steps needed to solve the question. The 'short answer' key should only provide a concise response.</p> <p>Example of expected JSON response format:</p> <pre>{ "solution": "[Detailed step-by-step explanation]", "short answer": "[Concise Answer]" }</pre>

Closed-source models can consistently extract answers and regenerate them in JSON format. In contrast, some open-source models, particularly those with relatively low parameter sizes, struggle to output JSON format reliably. We have identified patterns in their inconsistent responses, which deviate from the expected code scripts. By supplementing these scripts, we efficiently check, annotate, and extract informal answers.

B.3 MODEL HYPERPARAMETERS

We set all parameters except temperature to their default values. We set temperature = 0.0 for both closed-source models and open-source models to reduce the randomness in model generation and make our evaluation of robustness more accurate. Table 6 displays the parameters used for VLM generation.

Table 6: Hyperparameters for various VLMs.

Model	Hyperparameters
GPT-4o	model = gpt-4o-0806, temperature = 0.0, max_tokens = 4096
Claude-3.5	model = claude-3-5-sonnet-20240620, temperature = 0.0, max_tokens = 8192
Gemini Pro 1.5	model = gemini-1.5-pro, temperature = 0.0, max_tokens = 8192
Qwen2-VL-72B	model = Qwen/Qwen2-VL-72B-Instruct, temperature = 0.0, max_tokens = 2048
QWen2-VL-7B	model = Qwen/Qwen2-VL-7B-Instruct, temperature = 0.0, max_tokens = 2048
InternVL2-76B	model = OpenGVLab/InternVL2-Llama3-76B, temperature = 0.0, max_tokens = 2048
InternVL2-40B	model = OpenGVLab/InternVL2-40B, temperature = 0.0, max_tokens = 2048
InternVL2-26B	model = OpenGVLab/InternVL2-26B, temperature = 0.0, max_tokens = 2048
InternVL2-8B	model = OpenGVLab/InternVL2-8B, temperature = 0.0, max_tokens = 2048
Deepseek-VL-7B-chat	model = deepseek-ai/deepseek-vl-7b-chat, temperature = 0.0, max_tokens = 2048
Llama-3.2-90B	model = meta-llama/Llama-3.2-90B-Vision-Instruct, temperature = 0.0, max_tokens = 2048
Llava-v1.6-34B	model = liuhaojian/llava-v1.6-34b, temperature = 0.0, max_tokens = 2048
Llava-v1.6-vicuna-13B	model = liuhaojian/llava-v1.6-vicuna-13b, temperature = 0.0, max_tokens = 2048
Llava-v1.5-7B	model = liuhaojian/llava-v1.5-7b, temperature = 0.0, max_tokens = 2048

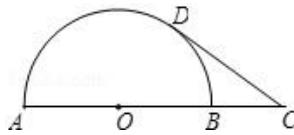
B.4 PROMPTS FOR FEW-SHOT CHAIN OF THOUGHT

Below we provide the few-shot CoT prompt for plane geometry topic. More demonstration examples for each topic can be found in Appendix E

Few-shot CoT Prompt

Please answer the question based on the last image. To clearly explain the task, we provide the following example:

For image 1: As shown in the figure, AB is the diameter of the semicircle, point O is the center of the circle, point C is a point on the extended line of AB , and CD is tangent to the semicircle at point D . If $AB = 6.0$, $CD = 4.0$, then the value of $\sin(\angle C)$ is ()



Choices: (A) $\frac{3}{4}$ (B) $\frac{3}{5}$ (C) $\frac{4}{5}$ (D) $\frac{2}{3}$

Answer: (B) Let's think this step by step:

To solve this problem, we can make use of the properties of the circle and the tangent line. Here's a step-by-step breakdown of the approach:

- 1. Recognize the Geometry:** - AB is the diameter of the semicircle, so the length of AB is 6. This makes the radius of the circle $AO = BO = 3$. - CD is tangent to the semicircle at point D . Tangents to a circle are perpendicular to the radius at the point of tangency, meaning $OD \perp CD$.
- 2. Set Up the Triangle:** - We are asked to find $\sin(\angle C)$. The triangle we should focus on is triangle ODC . - By the properties of a tangent, $\angle ODC = 90^\circ$.

- 3. Apply Pythagoras' Theorem:** - In the right triangle ODC , we have the lengths $OD = 3$ (since it's the radius of the circle), and $CD = 4$ (given). - To find OC , use the Pythagorean theorem:

$$OC^2 = OD^2 + CD^2$$

$$OC^2 = 3^2 + 4^2 = 9 + 16 = 25$$

$$OC = 5$$

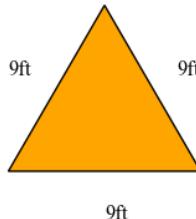
- 4. Find $\sin(\angle C)$:** - From triangle ODC , $\sin(\angle C) = \frac{OD}{OC}$.

$$\sin(\angle C) = \frac{3}{5}$$

Thus, the correct option is B.

For image 2: ...

Now please answer the following question based on the last image: Find the perimeter of the orange triangle. Please answer in a floating-point number.

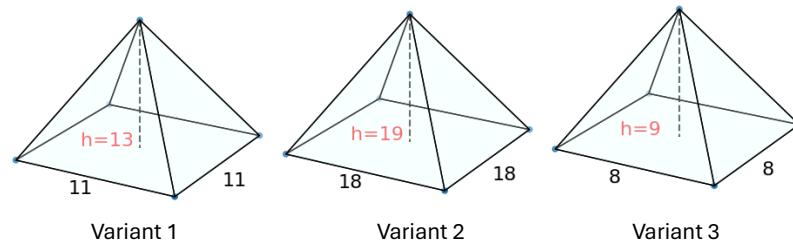


C VARIANT EXAMPLES FOR DIFFERENT TOPICS IN DYNAMATH

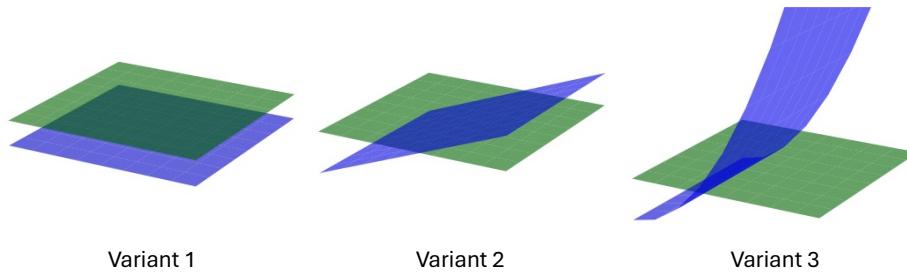
In this section, we show sample problems in DYNAMATH for different topics, including Solid Geometry (SG), Puzzle Tests (PT), Arithmetic (AR), Scientific Figures (SF), Graph Theory (GT), Algebra (AL), Plane Geometry (PG), Analytic Geometry (AG), and Statistics (ST).

Topic: Solid Geometry (SG)

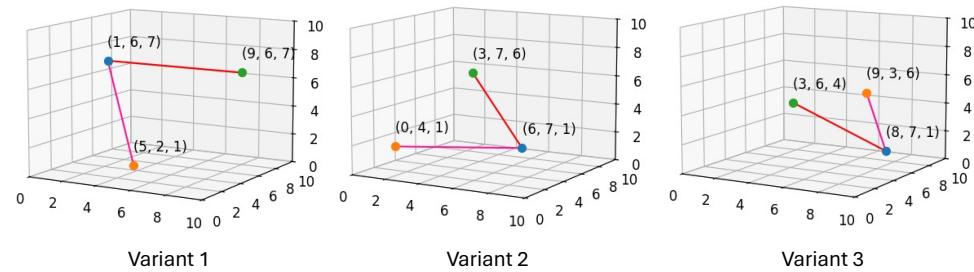
Q129 from DYNAMATH: What is the volume of this azure right square pyramid?



Q188 from DYNAMATH: Are two planes parallel? choice: (A) Yes (B) No

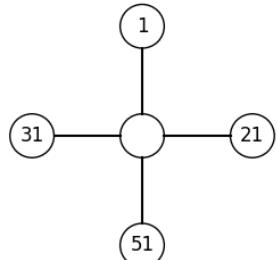


Q320 from DYNAMATH: Which line is longer, the pink or the red line? choice: (A) pink (B) red (C) Their lengths are the same.

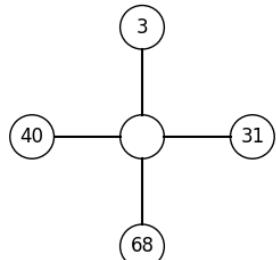


Topic: Puzzle test (PT)

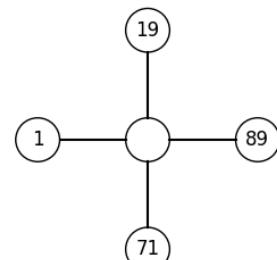
Q115 from DYNAMATH: The sum of the three numbers on each of the two lines of the cross is 76. Find the number in the center.



Variant 1



Variant 2



Variant 3

Q282 from DYNAMATH: Fill in the white spaces to make the equations work. choice: (A) 13, 25, 5, and 12 (B) 25, 5, 12, and 13 (C) 13, 4, 25, 13.

19	+		=	29
+		+	+	
	+	5	=	
=		=	=	
	+	15	=	38

Variant 1

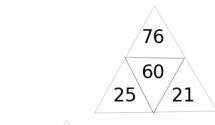
5	+		=	6
+		+	+	
	+	1	=	
=		=	=	
	+	2	=	36

Variant 2

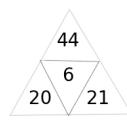
8	+		=	20
+		+	+	
	+	20	=	
=		=	=	
	+	32	=	45

Variant 3

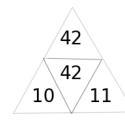
Q284 from DYNAMATH: Find the missing value.



Variant 1



Variant 2



Variant 3

Topic: Arithmetic (AR)

Q7 from DYNAMATH: In the addition sum to the right, three digits have been replaced with star. What is the value of star?

$$\begin{array}{r} 1 * 8 \\ + 1 * 0 \\ + 1 * 9 \\ \hline 467 \end{array}$$

Variant 1

$$\begin{array}{r} 1 * 7 \\ + 1 * 2 \\ + 1 * 7 \\ \hline 526 \end{array}$$

Variant 2

$$\begin{array}{r} 1 * 3 \\ + 1 * 1 \\ + 1 * 5 \\ \hline 549 \end{array}$$

Variant 3

Q25 from DYNAMATH: What is the missing computed symbol? Choices: (A) + (B) - (C) * (D) /

$$4 + 8 - 4 \underline{\quad} 4 = 12 \quad 8 + 3 - 4 \underline{\quad} 10 = -3 \quad 3 + 9 - 2 \underline{\quad} 6 = 4$$

Variant 1

Variant 2

Variant 3

Q316 from DYNAMATH: According to the boarding pass, how long is the flight time of this airplane? Answer the question using the total number of minutes.



Variant 1



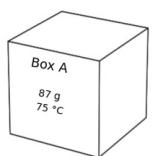
Variant 2



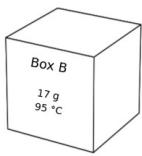
Variant 3

Topic: Scientific figure (SF)

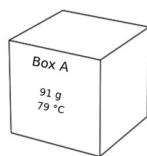
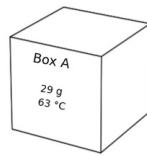
Q323 from DYNAMATH: Two containers of the same gas (ideal) have these masses and temperatures Which box has atoms with the largest average thermal energy? choice: (A) A (B) B (C) Their average thermal energy is the same.



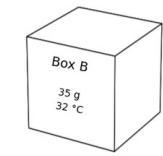
Variant 1



Variant 2

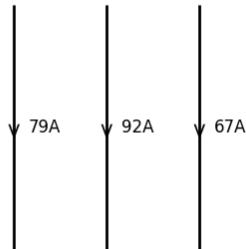


Variant 3

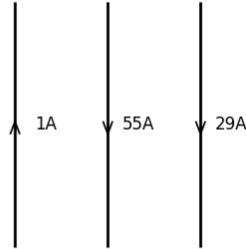


Box B
35 g
32 °C

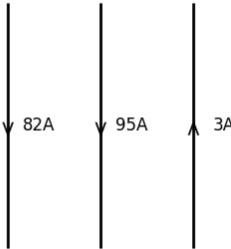
Q325 from DYNAMATH: Three equally spaced identical long straight wires carry different currents. In which direction will the middle wire try to move when the currents are switched on? choice: (A) to the left (B) to the right (C) stay the same



Variant 1

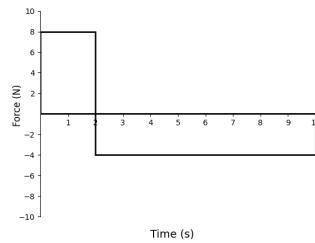


Variant 2

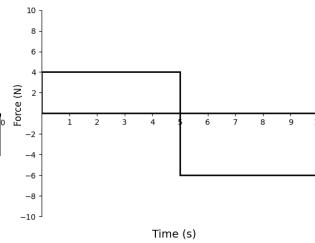


Variant 3

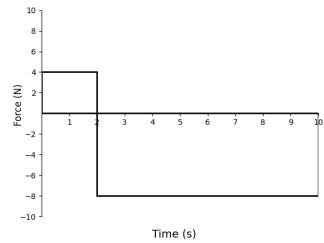
Q331 from DYNAMATH: The graph shows the force on an object of mass M as a function of time. For the time interval 0 to 10 s, what is the total change in the momentum of the object?



Variant 1



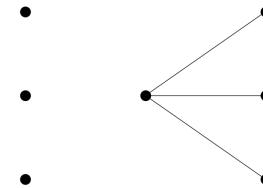
Variant 2



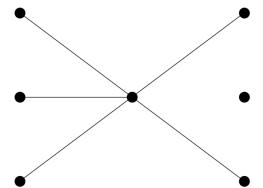
Variant 3

Topic: Graph theory (GT)

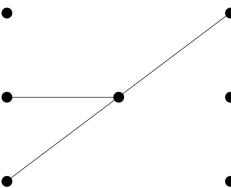
Q42 from DYNAMATH: Is the graph shown connected? choice: (A) Yes (B) No



Variant 1

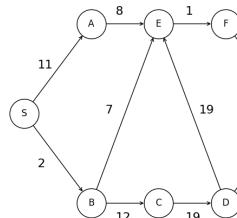


Variant 2

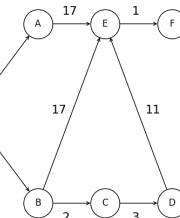


Variant 3

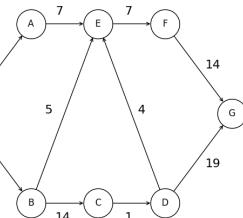
Q137 from DYNAMATH: What is the first edge added to the MST when running Kruskal's Algorithm? In the case of a tie, choose the edge which comes first in alphabetical order i.e. if you had to choose between AS and AE, then you would choose AE first.



Variant 1

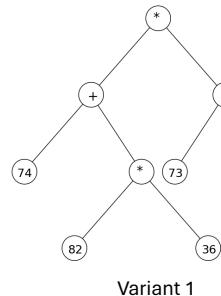


Variant 2

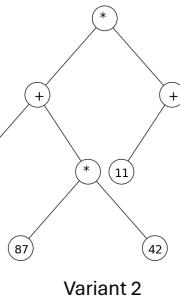


Variant 3

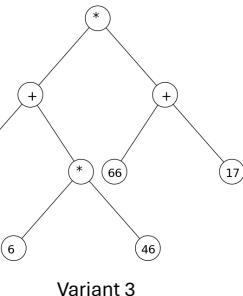
Q259 from DYNAMATH: The tree shown in image reserves an expression. Calculate this expression and output the result.



Variant 1



Variant 2



Variant 3

Topic: Algebra (AL)

Q305 from DYNAMATH: The store has 4 combinations of candies. Each candy type has the same price. Find the price of the fourth combination.

1. ★ ★ ★ ★ ★ \$15

2. ★ ■ ★ ■ ★ \$47

3. ▲ ■ ▲ ■ ▲ \$71

4. ★ ■ ■ ▲ ★ ?

Variant 1

1. ★ ★ ★ ★ ★ \$20

2. ★ ■ ★ ■ ★ \$44

3. ▲ ■ ▲ ■ ▲ \$77

4. ★ ■ ■ ▲ ★ ?

Variant 2

1. ★ ★ ★ ★ ★ \$10

2. ★ ■ ★ ■ ★ \$10

3. ▲ ■ ▲ ■ ▲ \$49

4. ★ ■ ■ ▲ ★ ?

Variant 3

Q351 from DYNAMATH: Which function has the highest order or growth? choice: (A) f1 (B) f2 (C) f3 (D) f4

$f_1 = O(N^{2\log N})$	$f_2 = O(1)$
$f_3 = O(N!)$	$f_4 = O(2^N)$

Variant 1

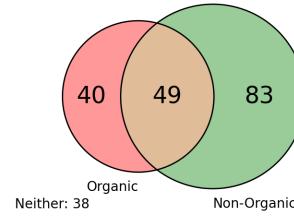
$f_1 = O(2^N)$	$f_2 = O(N^3)$
$f_3 = O(\log N)$	$f_4 = O(1)$

Variant 2

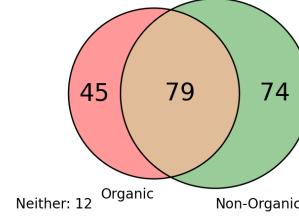
$f_1 = O(N^{2\log N})$	$f_2 = O(N)$
$f_3 = O(2^N)$	$f_4 = O(\log N)$

Variant 3

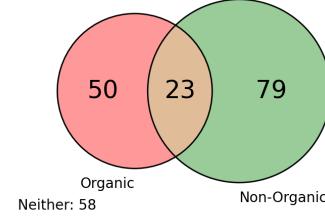
Q465 from DYNAMATH: 210 customers were surveyed about their product preferences. The results are displayed in the Venn diagram below. How many more customers prefer only Non-Organic products than only Organic ones?



Variant 1



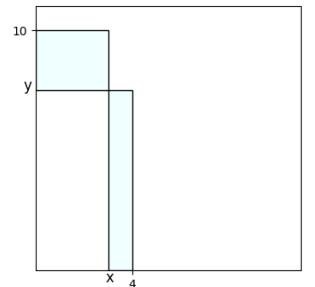
Variant 2



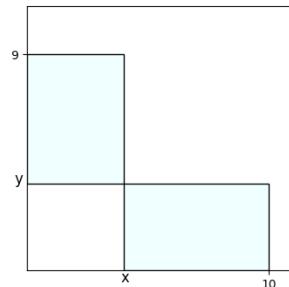
Variant 3

Topic: Plane geometry (PG)

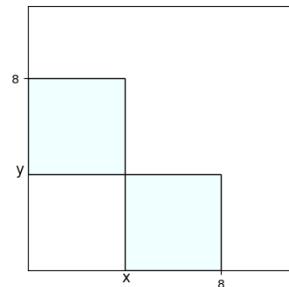
Q28 from DYNAMATH: The two rectangles shown in the picture have the same area. what is the ratio $x : y$.



Variant 1

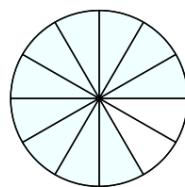


Variant 2

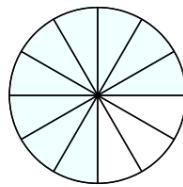


Variant 3

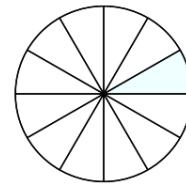
Q43 from DYNAMATH: What fraction of the shape is azure?



Variant 1

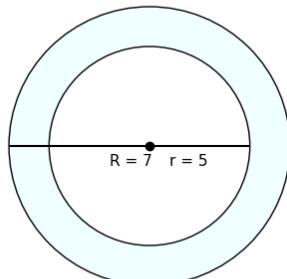


Variant 2

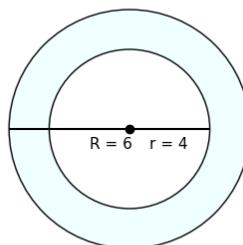


Variant 3

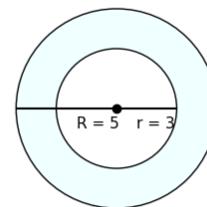
Q53 from DYNAMATH: What is the area of blue ring?



Variant 1



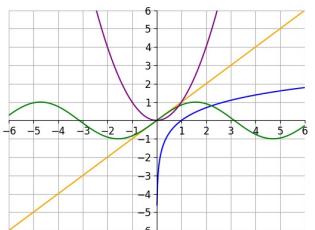
Variant 2



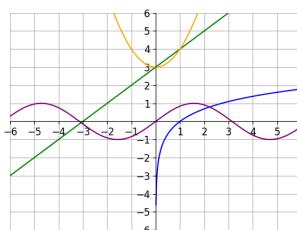
Variant 3

Topic: Analytic geometry (AG)

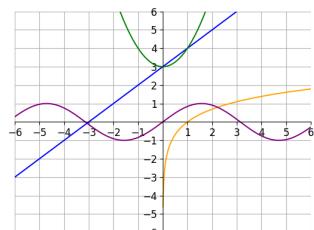
Q68 from DYNAMATH: What is the green curve? choice: (A) a parabola (B) a line (C) a logarithmic function (D) a trigonometric function.



Variant 1

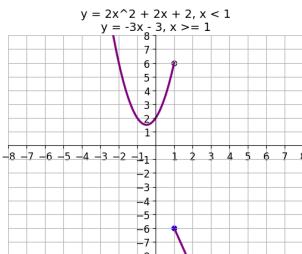


Variant 2

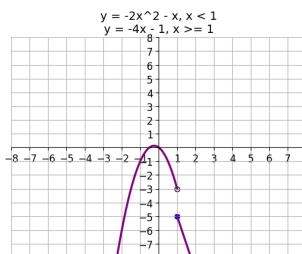


Variant 3

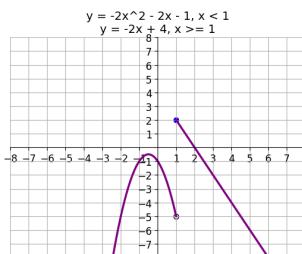
Q87 from DYNAMATH: What is the limit of the function as x approaches 1 from the left side?



Variant 1

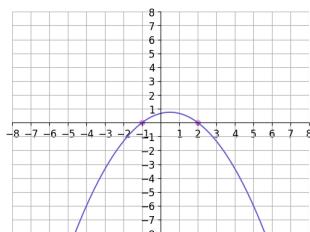


Variant 2

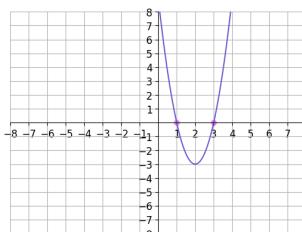


Variant 3

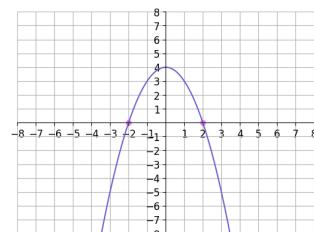
Q111 from DYNAMATH: The image shows the derivative of $f(x)$. Where is the local max of $f(x)$ at?



Variant 1



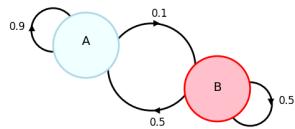
Variant 2



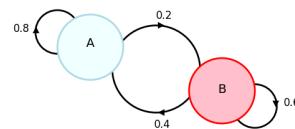
Variant 3

Topic: Statistics (ST)

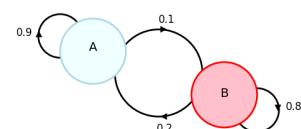
Q72 from DYNAMATH: According to the markov chain shown in the image, what is the probability of the event 'A to B'?



Variant 1

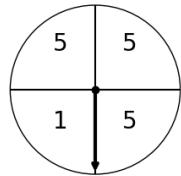


Variant 2

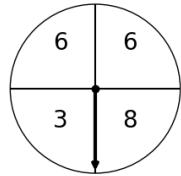


Variant 3

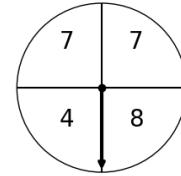
Q161 from DYNAMATH: On which number is the spinner more likely to land?



Variant 1

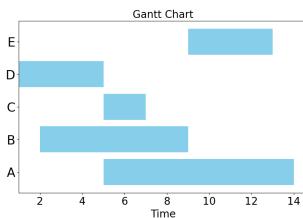


Variant 2

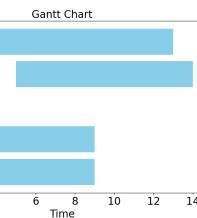


Variant 3

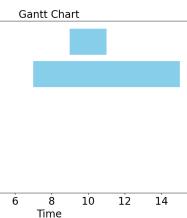
Q447 from DYNAMATH: The Gantt chart below represents different tasks. Which task starts the earliest? Choices: (A) Task A (B) Task B (C) Task C (D) Task D (E) Task E



Variant 1



Variant 2



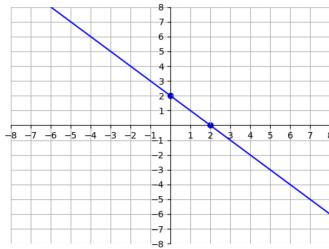
Variant 3

D ERROR TYPE EXAMPLES

In this section, we present various examples of error types encountered in Claude 3.5, including figure reading error, calculation error, reasoning error, hallucination error, and knowledge error.

Figure Reading Error

Q96 from DYNAMATH: What is the distance between the x-intercept and y-intercept of blue line?



Claude-3.5 Answer:

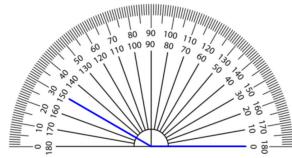
1. Identify the x -intercept and y -intercept: The x -intercept is where the line crosses the x -axis ($y = 0$). **From the graph, this appears to be at $(3, 0)$.** The y -intercept is where the line crosses the y -axis ($x = 0$). **From the graph, this appears to be at $(0, 4)$.**
2. Calculate the distance using the distance formula: $\text{distance} = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ where (x_1, y_1) is $(3, 0)$ and (x_2, y_2) is $(0, 4)$.
3. $\text{distance} = \sqrt{(0 - 3)^2 + (4 - 0)^2} = 5$. Therefore, the distance between the x -intercept and y -intercept is 5 units.

Ground Truth: Distance = $\sqrt{4} \approx 2.828$.

Error Analysis: The model misreads the coordinates of the points and gives the wrong answer.

Figure Reading Error 2

Q185 from DYNAMATH: Based on the measurement results shown in the diagram, this blue angle is ().



Claude-3.5 Answer: To determine the angle represented by the blue lines in the protractor image:

1. Observe that the protractor is a 180-degree semicircle.
 2. Note that one blue line is at the 0-degree mark.
 3. Locate where the other blue line intersects the protractor scale.
 4. This intersection occurs at **approximately 25 degrees**.
 5. Since the protractor measures angles from 0 to 180 degrees, the angle formed by the blue lines is directly read as 25 degrees.
- Therefore, the measurement of the blue angle is approximately 25 degrees.

Ground Truth: 150 degrees.

Error Analysis: The model fails to distinguish between two sets of numbers for degree reading. In addition, even for outer degree numbers, the model gives an inaccurate number reading.

Calculation Error

Q108 from DYNAMATH: The function $f(x)$ is a cubic function. What is the value of $f(x)$ when $x = 4$?

x	f(x)
0	3
1	19
2	63
3	159
4	?

Claude-3.5 Answer:

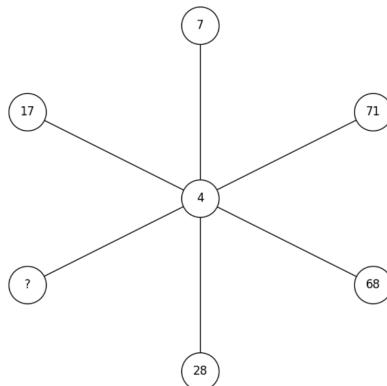
1. First, let's recognize that for a cubic function $f(x) = ax^3 + bx^2 + cx + d$, we need to find the values of a , b , c , and d .
2. We can use the given points to set up a system of equations: $f(0) = d = 3$,
 $f(1) = a + b + c + 3 = 19$,
 $f(2) = 8a + 4b + 2c + 3 = 63$,
 $f(3) = 27a + 9b + 3c + 3 = 159$.
3. From the first equation, we know $d = 3$.
4. Subtracting equations:
 $f(1) - f(0) : a + b + c = 16$
 $f(2) - f(1) : 7a + 3b + c = 44$
 $f(3) - f(2) : 19a + 5b + c = 96$
5. Solving this system, we get: $a = 4$, $b = 7$, $c = 5$, $d = 3$
6. So, our function is $f(x) = 4x^3 + 7x^2 + 5x + 3$
7. Now, we can calculate $f(4)$: $f(4) = 4(4^3) + 7(4^2) + 5(4) + 3 = 256 + 112 + 20 + 3 = 391$
Therefore, $f(4) = 391$.

Ground Truth: Let $f(x) = ax^3 + bx^2 + cx + d$, using the number given in the table, one can get: $a = 4$, $b = 2$, $c = 10$, $d = 3$. So, our function is $f(x) = 4x^3 + 2x^2 + 10x + 3$ and $f(4) = 331$.

Error Analysis: The model fails to solve the system of equations for values b and c .

Reasoning Error 1

Q146 from DYNAMATH: Find the missing number.



Claude-3.5 Answer:

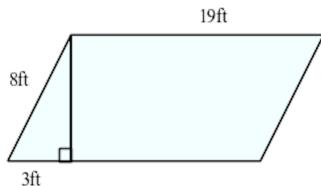
1. The diagram shows a central number 4 with six numbers radiating from it.
2. The visible numbers are 7, 17, 28, 68, and 71.
3. Let's check if there's a consistent mathematical relationship between 4 and these numbers: $4 \times 7 = 28$ (one of the given numbers) $4 \times 17 = 68$ (another given number)
4. This suggests that each number is either a factor or multiple of 4.
5. 71 doesn't fit this pattern directly, but $71 + 4 = 75$, which is 3×25 .
6. Following this pattern, the missing number should also be related to 4 by multiplication or addition.
7. A number that fits this pattern and completes the sequence is 13, because: $4 \times 13 = 52$, and $52 + 4 = 56$, which is 4×14 .
8. Therefore, the missing number is likely 13.

Ground Truth: $71 \times 4 = 284$.

Error Analysis: The first 4 steps from the model are correct, and the model can observe that each number is either a factor or multiple of 4 correctly. However, step 5-8 is not correct and the reasoning to get its final answer 13 is not correct.

Reasoning Error 2

Q34 from DYNAMATH: What is the area of this parallelogram?



Claude-3.5 Answer: To find the area of a parallelogram, we use the formula: Area = base \times height. In this case:

1. The base is given as 19 ft.
2. The height is the perpendicular distance between the base and the opposite side, which is 8 ft.

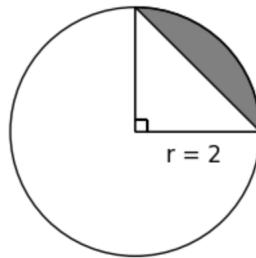
$$\text{Area} = 19 \text{ ft} \times 8 \text{ ft} = 152 \text{ sq ft.}$$

Ground Truth: To find the area of a parallelogram, we first need to compute the height $h = \sqrt{8^2 - 3^2} \approx 7.416$. Then the area of the parallelogram is $19 \times 7.416 = 140.904$ sq ft.

Error Analysis: The model fails to reason that we need to compute the height using the given numbers in the plot.

Hallucination Error 1

Q146 from DYNAMATH: Find the area of the shaded part.



Claude-3.5 Answer:

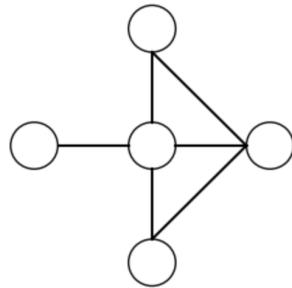
1. The circle has a radius $r = 2$.
2. The shaded area is a sector of the circle minus a right triangle.
3. The sector angle is 1/8 of the full circle (45°).
4. Area of the sector $= (1/8)\pi r^2 = 1.5708$. Area of the triangle $= (1/2)r^2 = (1/2)2^2 = 2$.
6. Shaded area $= \text{Area of sector} - \text{Area of triangle} = 1.5708 - 2 = -0.42927$.
5. Taking the absolute value: $|-0.42927| = 0.4292$.

Ground Truth: Area of the shaded part $= (1/4)\pi r^2 - (1/2)r^2 = 1.1416$.

Error Analysis: The model hallucinates the sector angle to be 45° , which should be 90° . In addition, instead of realizing that the area should be a positive number, the model takes the absolute value of a negative number and returns it as the answer.

Hallucination Error 2

Q120 from DYNAMATH: Is this graph a cyclic graph? choice: (A) Yes (B) No

**Claude-3.5 Answer:**

To determine if this graph is cyclic, we need to check if there's a path that starts and ends at the same node without repeating any edges. Looking at the graph:

1. It has 5 nodes connected in a star-like pattern.
2. The central node is connected to all other nodes.
3. There are no connections between the outer nodes.
4. To form a cycle, we would need to be able to start at one node, traverse through others, and return to the starting node without repeating edges.
5. In this graph, any path that tries to return to a starting node would have to go through the central node twice, which means repeating an edge.
6. Therefore, there is no cycle in this graph.

Since there is no cycle, this graph is not cyclic. The final answer is (B) No.

Ground Truth: Since there is a path that starts and ends at the same node without repeating any edges, this is a cyclic graph. Hence the correct solution is (A) Yes.

Error Analysis: The model hallucinates the path in the graph and concludes to the wrong answer.

Knowledge Error

Q289 from DYNAMATH: The diagram shows Exam score of students. What is the average score of this exam?

Exam Score	
Stem	Leaf
1	3 3
2	3 3
3	0 1 2
4	2
5	1 1 3
6	3 3
7	4
8	2 2 6
9	2 4 4

Claude-3.5 Answer:

- Sum up all the scores: $3 + 3 + 3 + 3 + 0 + 1 + 2 + 2 + 1 + 1 + 3 + 3 + 4 + 2 + 2 + 6 + 2 + 4 + 4 = 52$
- Count the number of students: There are 9 stem numbers, representing 9 students.
- Calculate the average: Average = Total Score / Number of Students = $52 / 9 = 5.777777\ldots$
- Round to three decimal places: 5.778.

Ground Truth: 54.6.

Error Analysis: The model fails to read stem-and-leaf plot.

E MORE DEMONSTRATION EXAMPLES FOR FEW-SHOT EXPERIMENT

Demonstration Examples for Topic Algebra

The two markers with a question mark have the same number. Which number do you have to put instead of the question mark so that the calculation is correct?

$$\textcolor{teal}{(10)} + \textcolor{blue}{(?) + (?) + (2)} = 18$$

Answer: 3

Let's think this step by step: To solve the problem: The equation is: $10 + ? + ? + 2 = 18$ Where both question marks represent the same number. Let's denote the number as x . The equation becomes: $10 + x + x + 2 = 18$ Combine like terms: $12 + 2x = 18$.

Now, solve for x : $2x = 18 - 12$, hence $2x = 6$, and therefore $x = 3$. So, each question mark should be replaced with 3 to satisfy the equation.

Demonstration Examples for Topic Arithmetic

How many plums (see the picture) weigh as much as an apple?



Answer: 3

Let's think this step by step:

Since the scale is balanced, the total weight on the left side equals the total weight on the right side. 1. Let the weight of one apple be A , and the weight of one plum be P .

2. The total weight on the left side of the scale: $3A + 2P$.

3. The total weight on the right side of the scale: $A + 8P$.

Since the scale is balanced, we can set the two expressions equal to each other: $3A + 2P = A + 8P$.

Solving for A in terms of P :

1. Subtract A from both sides: $2A + 2P = 8P$.

2. Subtract $2P$ from both sides: $2A = 6P$.

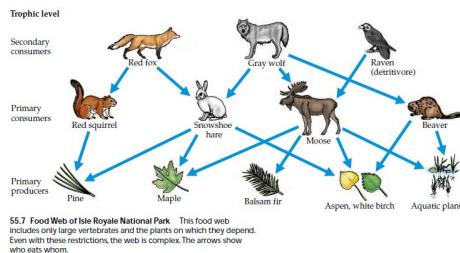
3. Divide both sides by 2: $A = 3P$.

Final Answer: One apple weighs as much as 3 plums.

Demonstration Examples for Topic Scientific Figure

If the population of the red squirrels increased, what would happen to the amount of pine available?

- (A) The amount of pine available would remain the same.
- (B) The amount of pine available would decrease.
- (C) The amount of pine available would double.
- (D) The amount of pine available would increase.



Answer: (B)

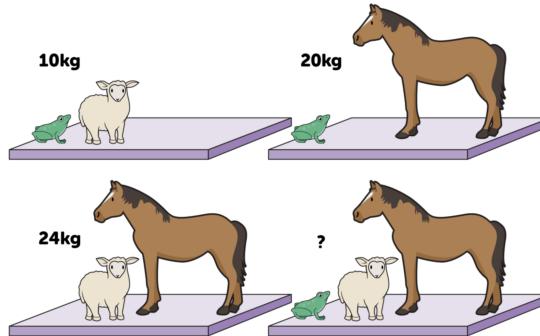
Let's think this step by step: In the food web of Isle Royale National Park, the red squirrels are primary consumers that feed on pine, which is a primary producer.

If the population of red squirrels increases, the consumption of pine would increase because more squirrels would be feeding on it. As a result, the amount of pine available would decrease.

Conclusion: If the population of red squirrels increased, the amount of pine available would decrease. Thus, the correct option is *B*.

Demonstration Examples for Topic Puzzle Test

Please determine the total weight in the fourth image.



Answer: 27

To solve the puzzle and determine the total weight in the fourth image, let's break it down based on the given weights:

1. **First image:** A frog and a sheep together weigh 10 kg.
2. **Second image:** A horse and a frog together weigh 20 kg.
3. **Third image:** A horse and a sheep together weigh 24 kg.

We can now set up three equations to represent these situations:

- Frog + Sheep = 10 kg (Equation 1)
- Horse + Frog = 20 kg (Equation 2)
- Horse + Sheep = 24 kg (Equation 3)

Solving the system of equations:

1. From Equation 2, we can express the weight of the horse:
- Horse = 20 kg - Frog (from Equation 2).
 2. Substitute Horse in Equation 3:
- (20 kg - Frog) + Sheep = 24 kg.
- 20 kg - Frog + Sheep = 24 kg.
- Sheep - Frog = 4 kg (Equation 4).
 3. Now use Equation 1 (Frog + Sheep = 10 kg) and Equation 4 (Sheep - Frog = 4 kg):
- Adding these two equations: (Frog + Sheep) + (Sheep - Frog) = 10 kg + 4 kg, gives:
 $2 \times \text{Sheep} = 14 \text{ kg}$, so Sheep = 7 kg.
 4. Substitute the value of Sheep (7 kg) into Equation 1:
- Frog + 7 kg = 10 kg, so Frog = 3 kg.
 5. Finally, substitute the value of Frog (3 kg) into Equation 2:
- Horse + 3 kg = 20 kg, so Horse = 17 kg.
- Total weight in the fourth image:
- The fourth image has the horse, the sheep, and the frog together.
- The total weight is:
 $\text{Horse (17 kg)} + \text{Sheep (7 kg)} + \text{Frog (3 kg)} = 27 \text{ kg}$.

Thus, the total weight in the fourth image is 27 kg.

F QUESTION VARIANT EXAMPLES

We present several examples of generated variants of seed questions from our dataset along with corresponding responses from GPT-4o (Figure 8), Gemini (Figure 9), and Qwen2-VL-72B (Figure 10). These examples illustrate that the leading VLMs exhibit a lack of robustness to variations in image input, demonstrating unreliable perception and reasoning abilities.

Question 169

The purple and orange curves are $f(x)$ and $g(x)$. Is $f(x)g(x)$ even or odd?
Choice: (A) odd (B) even (C) neither

Answer type: "multiple choice"
Subject: "analytic geometry"
Level: "high school"

Response from GPT-4o:**Variant 1**

To determine if the product of the functions $f(x)$ and $g(x)$ is even or odd, we need to analyze the properties of each function.

Check if $f(x)$ is even or odd: A function $f(x)$ is even if $f(-x) = f(x)$ for all x . It is odd if $f(-x) = -f(x)$ for all x .

- The purple curve seems to be symmetric about the origin, suggesting that $f(x)$ is likely odd.
- Examining the orange curve, it appears to be a line that passes through the origin with a consistent slope, indicating that $g(x)$ is likely odd.

Determine the product $f(x)g(x)$: If both $f(x)$ and $g(x)$ are odd, their product $f(x)g(x)$ is even, since (odd) * (odd) = even.

Therefore, $f(x)g(x)$ is

(B) even.

Variant 2

To determine if the function $f(x)g(x)$ is even or odd, we need to analyze the properties of the functions $f(x)$ and $g(x)$.

Even Function: A function $h(x)$ is even if $h(-x) = h(x)$ for all x . Odd Function: A function $h(x)$ is odd if $h(-x) = -h(x)$ for all x .

From the graph: The purple curve, $f(x)$, is symmetric about the y -axis, indicating that $f(x)$ is even: $f(-x) = f(x)$. The orange curve, $g(x)$, is symmetric about the origin, indicating that $g(x)$ is odd: $g(-x) = -g(x)$.

Now, let's consider the product $f(x)g(x)$: $f(-x)g(-x) = f(x)(-g(x)) = -f(x)g(x)$.

This shows that $f(x)g(x) = -f(x)g(x)$, which means the product function is odd.

Thus, $f(x)g(x)$ is

(A) odd.

Variant 3

To determine if the product of $f(x)$ and $g(x)$ is even or odd, we observe each function:

- The orange curve, $g(x)$, is a linear function passing through the origin, suggesting it is odd because $g(-x) = -g(x)$.
- The purple curve, $f(x)$, is a horizontal line, suggesting it is constant. If constant, $f(x)$ is an even function because $f(-x) = f(x)$.

The product of an even function and an odd function is always odd because $f(-x)g(-x) = f(x)(-g(x)) = -f(x)g(x)$, which satisfies the definition of an odd function.

Therefore, $f(x)g(x)$ is

(B) even.

Variant 4

To determine whether the product $f(x)g(x)$ is even or odd, we need to analyze the nature of the functions $f(x)$ and $g(x)$ individually.

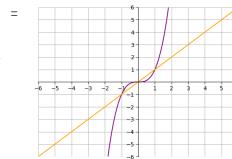
A function is even if $f(-x) = f(x)$ for all x in its domain. An even function is symmetric about the y -axis. From the graph, the purple curve $f(x)$ is symmetric around the y -axis, indicating it is an even function.

A function is odd if $f(-x) = -f(x)$ for all x in its domain. An odd function is symmetric about the origin. The orange curve $g(x)$ appears to have origin symmetry, suggesting it is an odd function.

The product of an even function and an odd function is always odd. This is because:

$$f(-x)g(-x) = f(x)(-g(x)) = -f(x)g(x).$$

Therefore, the function $f(x)g(x)$ is (A) odd.

**Variant 5**

To determine if the product $f(x)g(x)$ is even or odd, we need to check whether $f(x)$ and $g(x)$ have specific symmetry properties.

A function is even if $f(-x) = f(x)$ for all x in its domain, and it is odd if $f(-x) = -f(x)$. From the graph: The purple curve representing $f(x)$ appears symmetric about the origin, suggesting it could be an odd function. The orange curve representing $g(x)$ is constant across the y -axis, suggesting it is an even function ($g(x) = g(-x)$ since its value doesn't change).

For the product $f(x)g(x)$ to be even, $f(x)g(x) = f(-x)g(-x)$; for it to be odd, $f(x)g(x) = -f(-x)g(-x)$.

Since we have one even function ($g(x)$) and one odd function ($f(x)$), their product, $f(x)g(x)$, will be odd. Therefore, $f(x)g(x)$ is

(A) odd.

Variant 6

To determine if the product $f(x)g(x)$ is even, odd, or neither, we need to analyze the properties of the functions $f(x)$ and $g(x)$.

A function $h(x)$ is even if $h(-x) = h(x)$ and odd if $h(-x) = -h(x)$. From the graph, it appears:

- The purple curve $f(x)$ is symmetric about the origin, suggesting it might be an odd function.
- The orange curve $g(x)$ is symmetric about the y -axis, indicating it might be an even function.

The product of an even function and an odd function is always odd.

Therefore, $f(x)g(x)$ is

(A) odd.

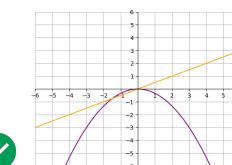


Figure 8: Example of the generated variants of Question 169 and the corresponding responses from GPT-4o.

Question 75
Are the red line and the blue line parallel?
Choice: (A) Yes (B) No

Answer type: "multiple choice"
Subject: "analytic geometry"
Level: "high school"

Response from Gemini:

Variant 1

Parallel lines have the same slope. The red line has a slope of -2 and the blue line has a slope of approximately -4. Since the slopes are different, the lines are not parallel.
Therefore, the answer is (B) No.

Variant 2

Parallel lines have the same slope. The red line passes through points (0, -2) and (1, 1). Its slope is $(1 - (-2))/(1 - 0) = 3/1 = 3$. The blue line passes through points (1, 0) and (2, 3). Its slope is $(3 - 0)/(2 - 1) = 3/1 = 3$. Since the slopes are the same, the lines are parallel
Therefore, the answer is (A) Yes.

Variant 3

Parallel lines have the same slope. The red line is decreasing, indicating a negative slope, while the blue line is horizontal, meaning it has a slope of 0. Since the lines have different slopes, they are not parallel.
Therefore, the answer is (B) No.

Variant 4

Parallel lines have the same slope. The red line has a positive slope and the blue line has a negative slope. Therefore, they are not parallel.
Therefore, the answer is (B) No.

Variant 5

Parallel lines have the same slope. The red line goes down 6 units for every 1 unit it moves to the right, so its slope is -6. The blue line also goes down 6 units for every 1 unit it moves to the right, so it also has a slope of -6. Since both lines have the same slope, they are parallel.
Therefore, the answer is (A) Yes.

Variant 6

Parallel lines have the same slope. The red line is horizontal and has a slope of 0. The blue line is not horizontal and has a nonzero slope. Therefore, the red line and blue line are not parallel.
Therefore, the answer is (B) No.

Figure 9: Example of the generated variants of Question 75 and the corresponding responses from Gemini.

Question 346

What is the global minimum of this function?

Answer type: "float"

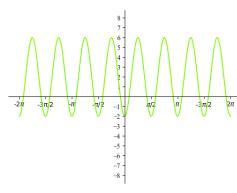
Subject: "analytic geometry"

Level: "high school"

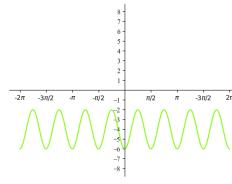
Response from Qwen2-VL-72B:

Variant 1

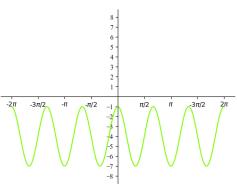
The function shown in the image is a sinusoidal wave. The global minimum of a sinusoidal wave is the lowest point on the wave. From the graph, it can be observed that the global minimum value of the function is approximately -2.

**Variant 2**

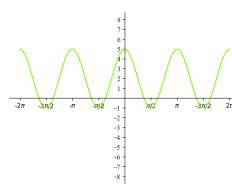
The global minimum of the function appears to be at the point where the function reaches its lowest value. By examining the graph, the lowest point seems to be at approximately $x = -\pi/2$. At this point, the function value is approximately -6.

**Variant 3**

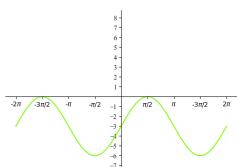
The function appears to be a periodic function with a period of 2π . Observing the graph, the function reaches its minimum value at $x = \pi/2, 3\pi/2$, and so on. The minimum value of the function is approximately -7.

**Variant 4**

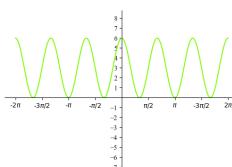
The global minimum of the function occurs at the lowest point on the graph. Observing the graph, the lowest point is at the y-coordinate of -1.

**Variant 5**

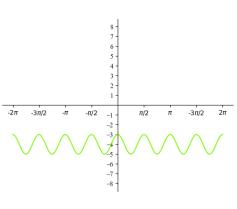
The function appears to be a cosine function. The global minimum of a cosine function is -1. However, since this graph is vertically stretched, the global minimum is -6.

**Variant 6**

The global minimum of the function is observed at the lowest point of the graph. By examining the graph, it appears that the lowest point is at the bottom of the trough, which occurs at approximately $x = 0$. The value of the function at this point is -8.

**Variant 7**

The global minimum of the function can be found by observing the graph. The function reaches its lowest value at the points where it dips the most. By looking at the graph, we can see that the function reaches its minimum value at approximately -5.00.

**Variant 8**

The global minimum of the function appears to be at approximately -6.5, observed at the lowest point of the graph.

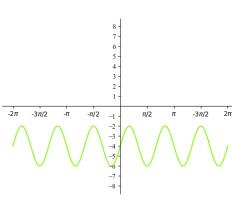


Figure 10: Examples of the generated variants of Question 346 and the corresponding responses from Qwen2-VL-72B are provided. Notably, variant 3 derives the correct answer but has an erroneous perception.