MULTI: Multimodal Understanding Leaderboard with Text and Images

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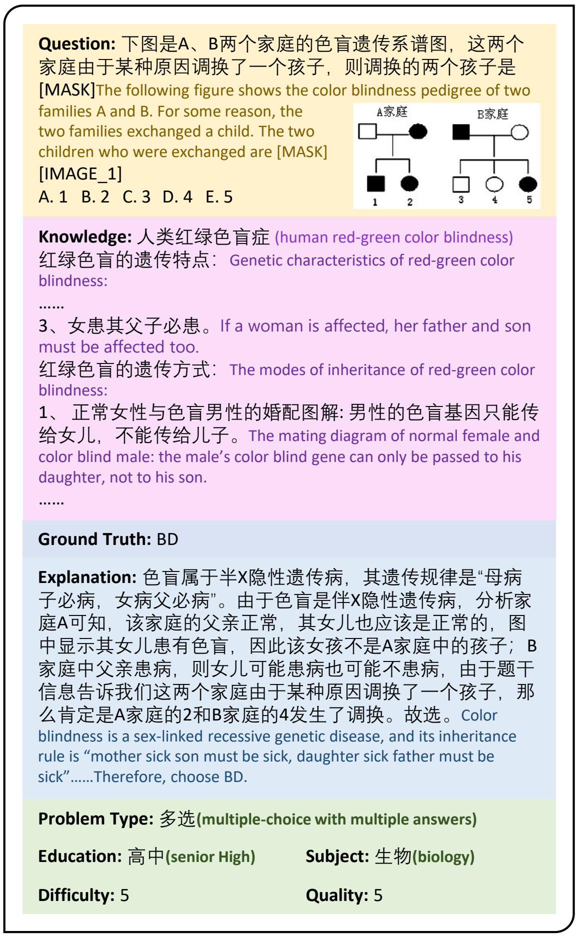
Abstract

Rapid progress in multimodal large language models (MLLMs) highlights the need to introduce challenging yet realistic benchmarks to the academic community. Existing benchmarks primarily focus on simple natural image understanding, but MULTI emerges as a cutting-edge benchmark for MLLMs, offering a comprehensive dataset for evaluating MLLMs against understanding complex figures and tables, and scientific questions. This benchmark, reflecting current realistic examination styles, provides multimodal inputs and requires responses that are either precise or open-ended, similar to real-life school tests. It challenges MLLMs with a variety of tasks, ranging from formula derivation to image detail analysis, and cross-modality reasoning. MULTI includes over 18,000 questions, with a focus on science-based QA in diverse formats. We also introduce MULTI-ELITE, a 500-question subset for testing the extremities of MLLMs, and MULTI-EXTEND, which enhances In-Context Learning research with more than 4,500 knowledge pieces. Our evaluation indicates significant potential for MLLM advancement, with GPT-4V achieving a 63.7% accuracy rate on MULTI, in contrast to other MLLMs scoring between 31.3% and 53.7%. MULTI serves not only as a robust evaluation platform but also paves the way for the development of expert-level AI. Details and access are available at: `https://OpenDFM.github.io/MULTI-Benchmark/`.



Question: 下图是A、B两个家庭的色盲遗传系谱图，这两个家庭由于某种原因调换了一个孩子，则调换的两个孩子是[MASK]The following figure shows the color blindness pedigree of two families A and B. For some reason, the two families exchanged a child. The two children who were exchanged are [MASK]
[IMAGE_1]
A. 1 B. 2 C. 3 D. 4 E. 5

A家庭
B家庭
1
2
3
4
5

Knowledge: 人类红绿色盲症 (human red-green color blindness)
红绿色盲的遗传特点：Genetic characteristics of red-green color blindness:
……
3、女患其父子必患。If a woman is affected, her father and son must be affected too.
红绿色盲的遗传方式：The modes of inheritance of red-green color blindness:
1、正常女性与色盲男性的婚配图解: 男性的色盲基因只能传给女儿，不能传给儿子。The mating diagram of normal female and color blind male: the male’s color blind gene can only be passed to his daughter, not to his son.
……

Ground Truth: BD

Explanation: 色盲属于半X隐性遗传病，其遗传规律是“母病子必病，女病父必病”。由于色盲是伴X隐性遗传病，分析家庭A可知，该家庭的父亲正常，其女儿也应该是正常的，图中显示其女儿患有色盲，因此该女孩不是A家庭中的孩子；B家庭中父亲患病，则女儿可能患病也可能不患病，由于题干信息告诉我们这两个家庭由于某种原因调换了一个孩子，那么肯定是A家庭的2和B家庭的4发生了调换。故选。Color blindness is a sex-linked recessive genetic disease, and its inheritance rule is “mother sick son must be sick, daughter sick father must be sick”……Therefore, choose BD.

Problem Type: 多选(multiple-choice with multiple answers)

Education: 高中(senior High) **Subject:** 生物(biology)

Difficulty: 5 **Quality:** 5

Figure 1: An example of MULTI. English translations of Chinese text are shown for better readability. The markdown format remains as it is.

1 Introduction

The rapid advancement in large-scale language models (LLMs) has led to significant achievements in natural language processing and related disciplines. Yet, human communication and understanding extend beyond language, encompassing images, tables, mathematical and chemical formulas, graphs, diagrams, cartoons, posters, and other visual mediums. These play a crucial role in conveying information, particularly in scientific areas. Consequently, there’s a growing interest in developing Multimodal LLMs (MLLMs) capable of processing and generating across various modalities, including visual ones, and performing tasks that require cross-modal reasoning.

Evaluating MLLMs presents unique challenges. Current benchmarks (Lu et al., 2022; Li et al., 2023c; Yue et al., 2023) either focus narrowly on natural scene images or are simplistic, failing to thoroughly assess the models’ abilities. Many scientific benchmarks (Sun et al., 2023a; Huang et al., 2023) rely on multiple-choice questions with a single answer, which might not accurately gauge a model’s comprehension and can lead to superficial learning, i.e., the model will not look into other choices if the correct choice is straightforward. A more robust, detailed, and multi-faceted dataset is necessary to effectively evaluate MLLMs under diverse conditions and scenarios. Current benchmarks mentioned above are evaluated on English context, while the rapid progression of Chinese MLLMs highlights the need for a Chinese multimodal benchmark with both Chinese contents in text and image and brings new challenges to the community.

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In this paper, we introduce MULTI, a novel benchmark named **M**ultimodal **U**nderstanding **L**eaderboard with **T**ext and **I**mages, specifically designed to evaluate multimodal LLMs on cross-modal questions. MULTI comprises 18,430 questions sourced from various educational and online materials, with most questions undergoing multiple rounds of human annotation for quality assurance. These questions span a range of scientific subjects like mathematics, physics, chemistry, biology, and computer science. They are crafted to test understanding and generation in various formats and complexity levels and are categorized into multiple-choice (select single or multiple answers), fill-in-the-blank, and open-ended questions.[1]

To further challenge multimodal LLMs, we developed two subsets within MULTI: MULTI-ELITE, consisting of 500 carefully selected tough questions, aiming to probe the limits of these models. MULTI-EXTEND, featuring 4,595 knowledge pieces, tests the models' learning capabilities and knowledge transfer. These subsets offer deeper insights into the strengths and weaknesses of multimodal LLMs, fostering new research avenues. An example of MULTI is shown in Figure 1. For more examples please refer to Appendix F.

We conducted comprehensive experiments on MULTI using leading-edge multimodal and single-modality LLMs (Bai et al., 2023a; Hu et al., 2023; Du et al., 2022; Sun et al., 2023b; OpenAI, 2022, 2023a,b). We analyzed their performance across various question types, subjects, and modalities, examining both their successes and shortcomings. Our findings reveal that multimodal LLMs still lag behind human performance in many aspects of MULTI, highlighting challenges like cross-modal alignment, logical reasoning, mathematical computations, and image comprehension. Results show that none of these models get half scores, not to mention the MULTI-ELITE set where GPT-4V only gets 14.0% of scores, while most of the other models get a score for near random. This indicates a large road for improvement.

In conclusion, We make the following contributions in this paper:

- We propose MULTI, a substantial and challenging multimodal benchmark focusing on Chinese scientific questions, designed to evaluate multimodal LLMs.
- We introduce MULTI-ELITE and MULTI-EXTEND sets to test models' bottleneck and in-context learning abilities, aiming for a more nuanced evaluation of multimodal LLMs.
- We present detailed experiments with various state-of-the-art multimodal and single-modality LLMs on MULTI, providing both qualitative and quantitative insights into their performance.
- We make the MULTI leaderboard, dataset, evaluation code, and the two subsets available to the research community, encouraging further participation and advancement in the field of multimodal LLMs.

2 Related Works

Multimodal Large Language Models. With rapid progress has been made in instruction-tuned Large language models (LLMs) like FLAN-T5 (Chung et al., 2022), OPT-IML (Iyer et al., 2022), and Vicuna (Zheng et al., 2023), some studies work on introducing multimodal instruction tuning to enhance the open-source Multimodal Large Language Models (MLLMs), such as LLaVA (Liu et al., 2023c) and MiniGPT-4 (Zhu et al., 2023). Like LLMs, the primary trajectory to enhance the instruction-following capabilities of MLLMs is to improve the diversity, quality, and quantity of visual instruction data. Some works, such as SVIT (Zhao et al., 2023) and Instruction-BLIP (Dai et al., 2023), employ GPT-creation or collect traditional vision-language tasks to increase instruction diversity and quantity. Additionally, LRV (Liu et al., 2023b) includes both positive and negative instructions to mitigate multimodal hallucination. Another aspect of enriching visual instruction data is to introduce multilingual data. Visual instruction datasets like M^3IT (Li et al., 2023e) and MIMIC-IT (Li et al., 2023a) consist of multilingual instructions and tasks, which assist MLLMs in comprehending unseen instructions in different languages. VisualGLM (Du et al., 2022), VisCPM (Hu et al., 2023), QWen-VL (Bai et al., 2023a) and InternLM-XComposer-VL (Zhang et al., 2023a) train on both English and Chinese instructions, exemplifying these explorations in depth. GPT-4V(ision) (OpenAI, 2023b) and Gemini (Team, 2023), trained on a broad range of multilingual texts and images, demonstrate remarkable performance.

Benchmarks for Multimodal Large Language Models. In assessing MLLMs, traditional methods primarily rely on established vision-language (VL) benchmark datasets. Renowned benchmarks such as VQA (Goyal et al., 2017), OK-VQA (Antol et al., 2015), GQA (Hudson and Manning, 2019), and MSCOCO (Lin et al., 2014) are tailored to specific VL tasks like image captioning, open-domain visual question answering, and visual reasoning. While the evaluation based on standard benchmark datasets yields significant insights into MLLMs' capabilities, these approaches may not entirely capture their comprehensive intelligence in real-world scenarios. Therefore, a diverse array of benchmarks has been developed to examine the varied real-world aspects of MLLMs. Benchmarks like LLaVA-Bench (Liu et al., 2023c), MMBench (Liu et al., 2023d), MM-VET (Yu et al., 2023), TouchStone (Bai et al., 2023b), MLLM-bench (Ge et al., 2023), and SEED-Bench(Li et al., 2023c,b), for instance, leverage GPT to evaluate the relevance and helpfulness of human-like long responses in the reality. POPE (Li et al., 2023f) and HallusionBench (Liu et al., 2023a) introduce various analytical criteria for the holistic evaluation of MLLMs' hallucinations. Furthermore, M3Exam (Zhang et al., 2023b), SciGraphQA (Li and Tajbakhsh, 2023), MathVista (Lu et al., 2023), AGIEval (Zhong et al., 2023), and MMMU (Yue et al., 2023) consider MLLMs as experts to extend the evaluation scope by incorporating advanced perception and reasoning within domain-specific knowledge, for instance, scientific questions and driving tests. The works most related to us are M3Exam, ScienceQA, SciEval (Sun et al., 2023a) and C-Eval (Huang et al., 2023). Our approach distinguishes itself by offering a broader spectrum of question types compared to the first two and supports a multimodal evaluation in contrast to the last two.

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[1] For the sake of simplifying writing, in the following paragraphs we may use the abbreviates multiple choices questions with a single answer as **SA** and those with multiple answers as **MA**. We also use **FB** for fill-in-the-blank questions, and **OP** for open-ended writing questions.

3 The MULTI Benchmark

3.1 Overview

We propose MULTI, a Multimodal Understanding Leaderboard with Text and Images, which can serve as a challenging and diverse benchmark for the MLLM community. The detailed statistics are provided in Appendix B.

3.2 Data Construction Process

To build MULTI, we follow several principles: 1) We use markdown and LaTeX formula format to annotate each question with high quality and precision. 2) We revise and refine each question multiple times to prevent data leakage and increase difficulty. 3) We rate every question based on its difficulty and content richness.

Data Source We collected more than 2.7M raw data from the Internet, ranging from exams and quizzes from Chinese junior and senior schools and several society exams. We design an algorithm to pick out a proportion of the questions as the fundamental data of our benchmark. The selection is based on the questions' text length, number of images, corresponding subjects, and knowledge pieces, to reach a higher diversity of questions and coverage of knowledge. The details are presented in Appendix D. We also collected questions from internal exams and practises of several top universities. After the selection, we obtain over 18k questions as the raw data.

Data Pre-process The raw data range from HTML, photocopy, hand script, and plain text, and we preprocess some of them to reduce the load of further annotation. We remove most HTML tags indicating irrelevant content of the question such as alignment, color, etc. We reserve tags for underlining (<u> </u>), and we transfer several tagged styles including bold, italic, and tabular data into markdown format. For some complex tables that cannot be well converted, we save them as a screenshot picture after rendering with HTML. For photocopy and hand script, we adopt OCR tools to convert text content, crop images, and figures, and integrate them into markdown. We further transcript most of the math functions and chemistry structures into LaTeX format, with a small portion remaining as images.

Data Annotation An online platform has been developed for the annotation of data, employing skilled human annotators. These annotators, primarily undergraduate students from top universities in China familiar with exam quizzes and markdown rules, undertake this comprehensive task covering various aspects from formatting to semantic analysis:

- **Format Level**. Tasks at this level involve the removal of residual HTML tags and the conversion of content into markdown format (refer to examples (1) and (3) in Figure 5 of Appendix F). This includes transforming complex mathematical and chemical equations, usually in HTML, into LaTeX. For this purpose, Mathpix [2] is utilized for efficiency. The annotators also correct any character-level errors in text and formulas, often resulting from OCR inaccuracies.
- **Content Level**. Annotators split the raw content into distinct sub-questions, segregating parts like the question, answer, and analysis (if presented in raw data). We divide the question content into general and specific parts. The general part includes the problem introduction, background information, or instructions applicable across all sub-questions, while the specific part contains details unique to each sub-question. Annotators also standardize typesetting and image placement, ensuring a consistent format across questions of the same type (e.g., for multiple-choice questions with a single image, the format follows `problem content(general) + question content(specific) + [MASK] + [IMAGE_1] + choices`).
- **Label Level**. Annotators evaluate each question's difficulty and quality. A question is considered of higher quality if it includes comprehensive content, multiple images, or detailed explanations. Difficulty assessment is subjective. These evaluations aid in curating our MULTI-ELITE dataset. Annotators also verify information like question type, educational level, and related knowledge pieces.
- **Semantic Level**. At this stage, annotators are advised to identify and correct both superficial errors (e.g., empty/duplicate choices, incomplete mathematical functions such as between `$32$`, `$3^2$`, `$\sqrt[3]{2}$`, `$3\sqrt{2}$`, `$\frac{3}{2}$`) and more profound errors relating to factual accuracy and logical reasoning, such as content that is lacking or leads to inconclusive results. Those questions with profound errors will be dropped.

Data Post-process To collect more challenging data for our benchmark, we adopt several data post-process strategies:

- **Formation**. During the data preprocessing stage and annotation stage, we formatted the questions in a render-friendly manner, meanwhile, reducing the content similarity that the MLLMs are trained on. During this stage, we assess if there are any omissions or missing elements.

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[2] https://mathpix.com/snipping-tool

- **Disambiguration**. For blank-filling questions containing multiple `[MASK]`s, we manually modify those with parallel relations into two sub-questions (refer to example (5) in Figure 6 of Appendix F), this will simply give out a unique fixed answer.
- **Distillation**. This is completed during our annotation process. We reduce assistance information so that the answer must depend on more detailed analysis (refer to example (4) in Figure 6 of Appendix F). In this way, we greatly enhance question difficulty.
- **Transformation**. We randomly modify the questions such as from single-choice to blank-filling (refer to example (2) in Figure 6 of Appendix F), or convert certain kinds of single-choice questions into multiple-choice ones (refer to example (1) and (5) in Figure 6 of Appendix F). Lots of single-choice questions have a list of options and the choices are presented as the combination of those options where only one is correct. We transform those questions into multiple-choice questions where the options become new choices and the correct answer corresponds to the combinations. In this way we successfully increase the scale of multiple-choice questions, improving the diversity of the questions.

The details of our data annotation platform are outlined in Appendix E, which fully meets our requirements for data annotation. Initially, we extracted a total of 2.7 million questions from the internet. Through an algorithmic selection in the preprocessing stage, we narrowed this down to 18,000 questions with wide coverage. During the construction, we conducted two rounds of data annotation and three rounds of automatic checking to ensure the granularity and credibility of every question in our set. In the first round of annotation, we filtered out and modified questions based on predefined criteria. The second round of data annotation focused more on semantic analysis and data enhancement. This post-processing stage significantly increased the number of MA questions by 3.22 times, and the total point proportion of non-SA questions rose from 26.0% to 40.1%. We also removed over 800 similar questions. We provide detailed examples of the data annotation and post-process in Appendix F.

Data Distribution Our benchmark showcases a remarkable diversity in the choice architecture of multiple-choice questions, encompassing options that range from 2 to as many as 13. Furthermore, it includes questions that vary in the number of correct answers, from questions with a singular correct option to those with multiple correct choices. We provide the distribution of choices in multiple-choice questions as shown in Table 10.

In addition to multiple-choice questions, our benchmark also includes a substantial number of fill-in-the-blank and open-ended questions, creating a diverse and comprehensive range of testing scenarios. Moreover, we have incorporated unique open-response questions that require creative answers, such as drawings. It is important to note that these open-response questions are not included in our formal evaluation and scoring procedures; they are primarily proposed for qualitative research and development in the field of MLLMs. Our benchmark is carefully designed to thoroughly assess and enhance the ability of MLLMs to process and respond to various question types, resembling real-world learning scenarios.

3.3 The MULTI-ELITE Set

We have selected an additional set of 500 questions to create the advanced dataset. This set is comprised of objective questions, i.e. multiple-choice and fill-in-the-blank questions. The questions are averagely distributed in all of the subjects and education levels, evaluated as with high difficulty and quality by annotators, and with rich text and image content. The evaluation results presented in § 4 have also been considered in this selection process.

3.4 The MULTI-EXTEND Background Knowledge Dataset

External knowledge is crucial to provide critical information that can assist in solving questions using the In-Context Learning (ICL) abilities. Some of the raw questions retrieved from the Internet have corresponding knowledge pieces attached. We also collect more knowledge pieces for uncovered questions with the assistance of LLMs and search engines (e.g. New Bing[3], Wikipedia[4]). We conduct annotations on these knowledge pieces to confirm the correctness of the content and present them in the MULTI-EXTEND dataset. This dataset consists of about 4.6K knowledge pieces, it is designed to test the in-context learning abilities and knowledge transfer skills of models. This dataset provides comprehensive insights into the capabilities and limitations of multimodal LLMs, opening new pathways for research exploration.

3.5 Comparison with Existing Benchmarks

MULTI demonstrates a comprehensive blend of features that surpasses existing benchmarks in several dimensions. Notably, MULTI covers a wide array of subjects and a substantial number of questions (18K), as well as over 10K analysis and 4.6K extensive knowledge content, which is considerably larger than most benchmarks, ensuring a broad and diverse testing environment. MULTI possesses 7.7K images, which is essential for benchmarking MLLMs that require visual understanding alongside textual information. The inclusion of both single and multiple image questions, as well as a variety of answer types, makes MULTI a versatile and challenging benchmark. Meanwhile, the various sources, complex annotation, and processing stages provide sufficient augmentation to alleviate data leakage. MULTI not only encompasses variations of classic questions but also includes newly updated ones, resulting in significantly enhanced diversity.

We list the features of existing benchmarks and make a comparison with MULTI in Table 1. We believe that MULTI assembles the most advantages of the existing benchmarks and is sure to provide a good option for the community to test the capabilities of their Vision LLMs.

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[3] `https://bing.com/new`

[4] `https://wikipedia.org`

Benchmark	Language	Size					Image		Answer Type				Source
		Sub	Q	Ana	Img	Kn	SI	MI	SA	MA	FB	OP	
VQA (Antol et al., 2015)	en	36	764K	-	265K	-	✓	✗	✗	✗	✓	✗	Repurposed
ScienceQA (Lu et al., 2022)	en	21	21K	19K	10K	0.3K	✓	✗	✓	✗	✗	✗	Textbooks
SciBench (Wang et al., 2023)	en	6	0.8K	-	0.1K	-	✗	✗	✗	✗	✓	✓	Textbooks
M3Exam (Zhang et al., 2023b)	9 lans	4	12K	-	3.1K	-	✓	✗	✓	✗	✗	✗	Exams
AGIEval (Zhong et al., 2023)	zh, en	20	8K	a few	-	-	✓	✗	✓	✓	✓	✗	Exams
MMBench (Liu et al., 2023d)	en	20	3K	-	3K	-	✓	✗	✓	✗	✗	✗	Internet, Repurposed
SEED-Bench (Li et al., 2023c)	en	12	19K	-	19K+	-	✓	✓	✓	✗	✗	✗	Annotated
SEED-Bench-2 (Li et al., 2023b)	en	27	24K	-	22K+	-	✓	✓	✓	✗	✗	✗	Annotated
MLLM-Bench (Ge et al., 2023)	en	42	0.4K	-	0.4K	-	✓	✗	✗	✗	✗	✓	Annotated
Touchstone (Bai et al., 2023b)	en	27	0.9K	-	0.9K	-	✓	✓	✗	✗	✗	✓	Annotated
C-Eval (Huang et al., 2023)	zh	52	14K	a few	-	-	✗	✗	✓	✗	✗	✗	Exams, Internet
SciEval (Sun et al., 2023a)	en	3	18K	-	-	-	✗	✗	✓	✗	✗	✗	Internet, Repurposed
MMMU (Yue et al., 2023)	en	30	12K	2K	11K+	-	✓	✓	✓	✗	✗	✗	Annotated, Internet, Textbooks
Multi(ours)	zh	23	18K	10K+	7.7K	4.6K	✓	✓	✓	✓	✓	✓	Annotated, Exams, Internet

Table 1: The comparison between Multi and other existing benchmarks. Sub: Subject or Field, Q: Question, Ana: Analysis or Explanations, Img: Images, Kn: Knowledge or Lecture. SI: the question with a single image, MI: the question with multiple images. SA: multiple-choice question with single correct answer, MA: multiple-choice question with multiple correct answers, FB: fill-in-the-blank question(no more than 10 words), OP: open-ended writing question(more than 10 words).

Creator	Model	# Paras	Form	Modality	Language	Version
Alibaba	Qwen-VL (Bai et al., 2023a)	7B	Weight	Multiple-image	zh, en	`Qwen-VL-Chat`
ModelBest	VisCPM (Hu et al., 2023)	10B	Weight	Single-image[5]	zh, en[6]	`VisCPM-Chat`
THU	VisualGLM (Du et al., 2022)	6B	Weight	Single-image	zh, en	`visualglm-6b`
FDU	MOSS (Sun et al., 2023b)	16B	Weight	Pure-text	zh, en	`moss-moon-003-sft`
SJTU&AISpeech	DFM-2.0 (Chen et al., 2022)	70B	Weight	Pure-text	zh, en	`dfm-2.0-70b-preview`
OpenAI	GPT-4V (OpenAI, 2023b)	-	API	Multiple-image	Multi-lingual	`gpt-4-vision-preview`
OpenAI	GPT-4 (OpenAI, 2023a)	-	API	Pure-text	Multi-lingual	`gpt-4-1106-preview`
OpenAI	ChatGPT(0613) (OpenAI, 2022)	-	API	Pure-text	Multi-lingual	`gpt-3.5-turbo-0613`
OpenAI	ChatGPT(1106) (OpenAI, 2022)	-	API	Pure-text	Multi-lingual	`gpt-3.5-turbo-1106`
Google	Gemini Vision (Team, 2023)	-	API	Multiple-image	Multi-lingual	`gemini-pro-vision`
Google	Gemini (Team, 2023)	-	API	Pure-text	Multi-lingual	`gemini-pro`

Table 2: The list of models evaluated on Multi. We report Modality as how many images can the model take in one turn. Note that those MLLMs commonly support multiple-image input with chatting in several turns.

4 Experiments

4.1 Models

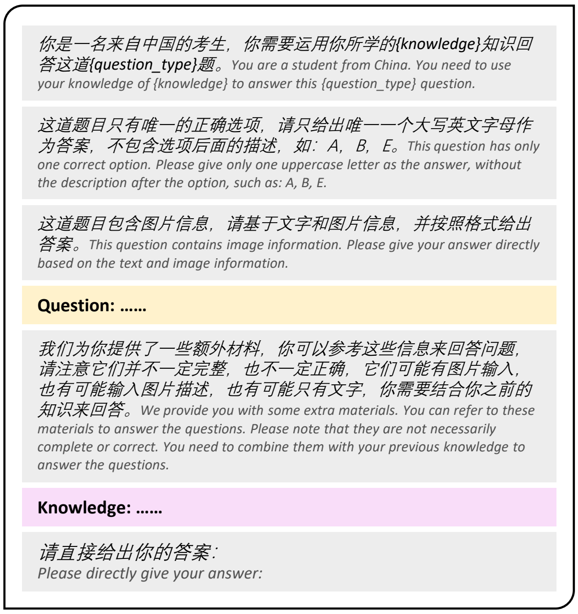
We evaluate a wide range of MLLMs that support Chinese, including Qwen-VL (Bai et al., 2023a), VisCPM (Hu et al., 2023), VisualGLM (Du et al., 2022), Gemini Vision (Team, 2023), and GPT-4V (OpenAI, 2023b). We evaluate these models with both multimodal input and text-only input to verify the information gain of input images. We also select several most capable LLMs for comparison with text-only input, including DFM-2 (Chen et al., 2022), MOSS (Sun et al., 2023b), ChatGPT (OpenAI, 2022), GPT-4 (OpenAI, 2023a), and Gemini (Team, 2023). Model specifications are Listed in Table 2. Due to the API request rate limit of Gemini and GPTs, ablation studies are mostly performed on weight-accessible models. We choose the checkpoints with largest model size and latest version, we use FP16 to accelerate interference if provided in official guidelines. We also follow the official guidelines to prompt each model so that the outputs go in the desired way.

4.2 Settings

Prompt We use specialized prompts for each question, an example is shown in Figure 2. The prompts are designed carefully according to the features of each type of question and the answer patterns expected. We also modified input format to fit into official inference guidelines. The complete collection of prompts are presented in Appendix C.

Image Multi include questions with either none, single, or multiple images. Most MLLMs accept text accompanied by one image as input or a pure-text input. For questions with a single image, the image and text are fed in one turn. We simply drop image information when evaluating LLMs.

For pure-text questions, we use empty question info as input, except for VisCPM which compulsorily demands an image in each turn. In this case, we give the model a blank image, a 24*24 placeholder with color set to (0,0,0), along with the plain text in evaluation. When evaluating pure-text questions on GPT-4V and



你是一名来自中国的考生，你需要运用你所学的{knowledge}知识回答这道{question_type}题。You are a student from China. You need to use your knowledge of {knowledge} to answer this {question_type} question.

这道题目只有唯一的正确选项，请只给出唯一一个大写英文字母作为答案，不包含选项后面的描述，如：A，B，E。This question has only one correct option. Please give only one uppercase letter as the answer, without the description after the option, such as: A, B, E.

这道题目包含图片信息，请基于文字和图片信息，并按照格式给出答案。This question contains image information. Please give your answer directly based on the text and image information.

Question: ……

我们为你提供了一些额外材料，你可以参考这些信息来回答问题，请注意它们并不一定完整，也不一定正确，它们可能有图片输入，也有可能输入图片描述，也有可能只有文字，你需要结合你之前的知识来回答。We provide you with some extra materials. You can refer to these materials to answer the questions. Please note that they are not necessarily complete or correct. You need to combine them with your previous knowledge to answer the questions.

Knowledge: ……

请直接给出你的答案：
Please directly give your answer:

Figure 2: An example of the prompts used when evaluating a multiple-choice question with image context, knowledge piece and single correct answer.

Gemini Vision, we use evaluation results of those on the pure-text model versions, i.e., GPT-4 and Gemini for efficiency.

For questions with multiple images, as the positions of images quite matters in the evaluation result, e.g., a multiple-choice question where each choice consist an image, we use special pattern `[IMAGE_{index}]` to indicate the position and order of images. Qwen-VL, GPT-4V, and Gemini Vision naturally support multiple images as input in one turn, while other models mostly support only one image as input in one turn. We adopt the strategy of splitting the questions into multiple segments after each image and feeding them into the MLLM sequentially as rounds of conversation, where the MLLM receives each segment with a corresponding image respectively. We tune our prompts so that the MLLM may receive all the information but should only give a finalized answer after we show a signal that the question ends. The prompt we use in multi-turn input is shown in Figure 3.

4.3 Metrics

We focus on subjective questions with a certain answer, including multiple-choice and blank-filling questions. We also give a score to each objective open-ended question based on this similarity to the reference answer. The metrics we use are the following:

Multiple-choice with Single Answer (SA) Each question worth one point. We calculate the accuracy of the given answer.

Multiple-choice with Multiple Answers (MA) We define the total points of an MA question as the number of correct choices. Each correct choice selected will be rewarded one point. If the given answer contain any wrong choice, the score will be counted to zero. We report the score ratio (# points / # total points) as the metric. We also report accuracy as a more rigorous metric.

Fill in the Blank (FB) We define the total points of a blank-filling question as the number of the blanks marked as `[MASK]`. It is required in prompts that each line of given answer correspond to a blank in order. We follow the most strict standard of *exact match*. Therefore, only answers exactly matching the standard answers will be granted points. We report the score ratio as the final metric.

Open-ended Question (OP) The points and counting method is similar to FB, however, we use loose standard and report normalized ROUGE-L (Lin, 2004) score for each point. Please be noted that the reference answer may be concise or in detail, and there could be other possible answers.

4.4 Main Experiment Results

We report the overall and field-specific performance of tested models on the whole benchmark in Table 3, 4, and5. The leaderboard will be continually updated in the future.

Model	Overall	NI	SI	MI
Puretext (LLM)				
MOSS	32.6	36.1	27.3	17.1
DFM-2.0	49.7	63.0	28.7	11.3
Gemini	**52.2**	62.5	**36.2**	**18.3**
ChatGPT(0613)	40.1	50.1	24.4	12.4
ChatGPT(1106)	35.9	54.0	6.8	5.1
GPT-4	50.2	**74.5**	11.3	8.8
Text+Image (MLLM)				
VisualGLM	31.1	35.1	25.2	9.7
VisCPM	33.4	36.8	28.4	16.6
Qwen-VL	39.0	43.2	32.7	20.7
Gemini Vision	53.7	62.5	40.0	24.5
GPT-4V	**63.7**	**74.5**	**46.9**	**28.1**

Table 3: The main performance of models evaluated on MULTI. NI: the question with no image, SI: the question with a single image, MI: the question with multiple images.

We report the overall performance in Table 3. Qwen-VL outperform other locally implemented models less than 20 billion parameters, while remaining a noticeable gap between it and the larger-scale models, namingly a 70b DFM-2.0, GPT and Gemini series. However, even the most powerful competitor, GPT-4V, achieves a mere 63.7% score, underscoring the benchmark's complexity and challenge.

We report the performance by the image number in Table 3. It is clear that more image involved in question leads to more difficulty. For MLLMs, a higher score on NI set indicates a higher score on multimodal questions, i.e., SI set and MI set. For LLMs, there is an inverse relationship between the scores on the NI set and those on

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[5] VisCPM only supports a single image as input in one turn and must have one, therefore for some pure text questions, we simply input a blank image of size 256*256 as input.

[6] The model backbone of VisCPM was trained on both Chinese and English corpus, while the visual multimodal module was trained on English text-image pairs.

the SI and MI sets, as we require the model in prompt to tell if visual information is needed to solve the question. A stronger model are more likely to refuse to answer in that case, while a weaker model will simply guess one. A newer version of ChatGPT is also more likely to refuse as its capability has increased through longer time of RLHF (Reinforcement Learning from Human Feedback).

Model	SA	MA	MA Acc.	FB	OP
			Puretext (LLM)		
MOSS	38.5	33.1	6.8	2.7	8.7
DFM-2.0	55.8	53.9	29.7	13.3	10.3
Gemini	**58.2**	52.7	22.8	29.1	7.9
ChatGPT(0613)	47.4	38.3	10.2	8.9	**11.0**
ChatGPT(1106)	40.0	39.4	17.9	10.5	7.7
GPT-4	51.3	**60.0**	**53.1**	**32.9**	6.8
			Text+Image (MLLM)		
VisualGLM	37.9	30.2	1.9	0.7	3.6
VisCPM	41.7	27.7	0.0	3.8	**14.1**
Qwen-VL	49.8	29.4	2.8	5.8	13.7
Gemini Vision	59.4	54.4	24.3	30.5	12.5
GPT-4V	**67.1**	**70.6**	**58.2**	**42.4**	11.7

Table 4: Performance of models on each type of questions of Multi. SA: multiple-choice question with single correct answer, MA: multiple-choice question with multiple correct answers, FB: fill-in-the-blank question, OP: open-ended writing question. MA Acc.: Accuracy of MA questions, i.e., the model selects all of the correct choices and none of the wrong choices.

We report the performance by the question type in Table 4. Most of the models exhibit their best performance on the common SA set, with a marginally lower score observed on MA set. Notably, for GPT-4/V, the performance on the MA set surpasses that of the SA set. The accuracy of GPT-4/V on the MA set significantly outperforms that of the Gemini models and others, suggesting a stronger propensity of GPT-4/V to select all correct choices rather than settling for a single answer.

On BF set, the score becomes extremely low with exact matching. This is partly attributed to the failure of one model to adhere to the given instructions, resulting in correct answers delivered in an incorrect format. Additionally, we observe a smaller variance in scores on OP set compared to FB set. This indicates that our dataset is less prone to leakage concerns and presents significant challenges in multimodal content generation.

We report the performance by the education levels and subjects in Table 5. A common pattern across models in terms of performance for each subject at the school level is not observed. Given that a large proportion of the questions in the driving test are judgmental questions (mostly SA with two choices), higher scores in this subject compared to others are expected. Additionally, the Administrative Aptitude Test (AAT) questions, which invariably include at least one image and often require the ability of pattern recognition, can be seen in Figure 7. We observe that the accuracy of locally deployed models is close to or below 25%, which is equivalent to the level of random choice. Those strong LMs perform exceptionally poorly, namingly DFM-2.0 and the text-only versions of GPT, as they reject the majority of AAT questions. Similarly, the multimodal versions of GPT and Gemini also exhibit low performance, highlighting the great challenging nature of Multi.

Model	JuH	SeH	Uni	Driv	AAT
		Puretext (LLM)			
MOSS	21.2	26.7	23.8	44.1	**25.5**
DFM-2.0	42.3	**42.5**	35.7	66.3	3.9
Gemini	47.7	42.3	41.4	66.9	22.5
ChatGPT(0613)	34.7	32.3	36.1	54.1	2.9
ChatGPT(1106)	31.6	23.7	34.9	52.1	1.3
GPT-4	**49.2**	33.7	**55.1**	**69.9**	0.9
		Text+Image (MLLM)			
VisualGLM	22.2	25.6	23.6	40.9	24.9
VisCPM	25.2	28.1	23.0	43.4	23.7
Qwen-VL	32.6	32.9	27.2	49.3	26.4
Gemini Vision	48.2	45.2	41.7	67.4	**27.0**
GPT-4V	**58.5**	**52.9**	**59.0**	**80.1**	26.2

Table 5: Performance of models on each subject of Multi. JuH: level of Junior High school, SeH: level of Senior High school, Uni: level of University, Driv: Chinese driving test, AAT: Administrative Aptitude Test.

4.5 Ablation Study on Image Information Gain

To verify that the images are essential in our dataset, we conduct an evaluation under the setting where a question with images is fed into the MLLM without the images. We adopt BLIP2 (Li et al., 2023d) to extract the image caption for each image, and we also use the Optical Character Recognition (OCR) tool EasyOCR[7] to extract characters in each image. We test the performance of substituting the images with either caption text or OCR content. The results are shown in Table 6.

For questions with exactly one image (as presented in the SI column), this image can provide essential information to answer the question. The gain is extremely large for GPT-4V and Gemini Vision, since they are likely to refuse to answer if images are not provided. For questions containing more than one image (as presented in the MI column), we observe a drop in the final scores when the images are present for several models. This is probably due to the fact that the MLLM fails to utilize the conversation history and remember all the images it has already seen.

The trend is the same across the models when the images are missing but the image information (captions or OCR content) is provided. While most of the models get an improvement with image information, a few are slightly worse when this information is provided. When comparing two types of image information, a model benefits more from a general caption than from several disordered OCR fragments.

The caption mainly focuses on the general figure and generates English content, introducing bilinguals to the models and omitting details. The OCR content provides detailed information but no spatial information, and it is not universal since some images do not have characters. Both types of image information help reduce

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[7] `https://pypi.org/project/easyocr/`

Model	NI	SI				MI			
		w/o. image	w. caption	w. ocr	w. image	w/o. image	w. caption	w. ocr	w. image
Puretext (LLM)									
MOSS	36.1	27.3	27.3 (+0.0)	27.6 (+0.3)	-	**17.1**	**20.7** (+3.6)	**19.0** (+1.9)	-
ChatGPT(1106)	54.0	6.8	9.9 (+3.1)	6.6 (-0.2)	-	5.1	10.7 (+5.6)	5.5 (+0.4)	-
DFM-2.0	**63.0**	**28.7**	**30.2** (+1.5)	**33.4** (+4.7)	-	11.3	15.6 (+4.3)	14.9 (+3.6)	-
Text+Image (MLLM)									
VisualGLM	35.1	20.8	21.4 (+0.6)	20.4 (-0.4)	25.2 (+4.4)	15.3	15.1 (-0.2)	14.5 (-0.8)	9.7 (-5.6)
VisCPM	36.8	27.1	27.6 (+0.5)	27.2 (+0.1)	28.4 (+1.3)	24.8	21.6 (-3.2)	20.9 (-3.9)	16.6 (-8.2)
Qwen-VL	43.2	30.7	30.3 (-0.4)	31.0 (+0.3)	32.7 (+2.0)	**25.5**	**25.0** (-0.5)	**26.2** (+0.7)	20.7 (-4.8)
Gemini/Vision	62.5	**36.2**	**36.9** (+0.7)	**38.4** (+2.2)	40.0 (+3.8)	18.3	23.2 (+4.9)	18.6 (+0.3)	24.5 (+6.2)
GPT-4/V	**74.5**	11.3	9.7 (-1.6)	1.9 (-9.4)	**46.9** (+35.6)	8.8	9.4 (+0.6)	3.1 (-5.7)	**28.1** (+19.3)

Table 6: Performance of models evaluated on the image set of Multi.

the refuse ratio to answer but may increase the difficulty of reasoning.

4.6 Evaluation on Multi-Elite

Model	Overall	SA	MA	MA Acc.	FB	NI	SI	MI
Puretext (LLM)								
MOSS	13.1	14.8	17.0	5.8	0.8	9.4	**14.7**	16.9
DFM-2.0	**18.0**	**19.8**	**21.2**	**9.6**	6.4	**26.9**	12.7	18.6
Gemini	10.5	6.3	16.6	3.9	**8.8**	6.8	9.0	**35.6**
ChatGPT(0613)	6.0	4.7	8.9	1.0	3.2	6.8	4.6	11.9
ChatGPT(1106)	4.7	5.3	4.2	1.9	4.0	8.5	2.2	6.8
GPT-4	5.8	3.8	7.3	5.8	8.0	7.3	2.7	22.0
Text+Image (MLLM)								
VisualGLM	12.8	**14.5**	16.6	0.0	0.8	**16.2**	11.7	6.8
VisCPM	13.0	10.4	22.0	0.0	0.8	10.3	14.2	15.3
Qwen-VL	10.5	7.2	19.3	1.9	0.8	8.5	10.8	16.9
Gemini Vision	12.4	5.3	21.2	5.8	**12.0**	6.8	12.0	**37.3**
GPT-4V	**14.0**	5.3	**25.5**	**15.4**	**12.0**	7.3	**14.9**	33.9

Table 7: Performance of models on Multi-Elite.

We report the evaluation results on Multi-Elite in Table 7, which consists of 500 questions. These questions were selected based on pre-annotated quality and difficulty scores, and the selection process aimed to maintain a distribution similar to that of Multi, while also considering the evaluation results on Multi in § 4.4. The highest two recorded scores on Multi-Elite were modest 18.0% achieved by DFM-2.0 and 14.0% achieved by GPT-4V. This result underscores the great challenge of the Multi-Elite and highlights a significant room for improvement on the extremely hard questions demanding detailed image comprehension and complex cross-modality reasoning.

4.7 Evaluation with Multi-Extend

Model	window size	w/o. kn	w. kn
DFM-2.0	4,096 tokens	49.7	49.2(-0.5)
Qwen-VL	8,192 tokens	39.0	34.7(-4.3)
ChatGPT(1106)	16,385 tokens	35.9	38.0(+2.1)
Gemini	30,720 tokens	52.2	52.1(-0.1)

Table 8: Performance of models with Multi-Extend.

We further evaluate the In-Context Learning (ICL) capabilities using the Multi-Extend knowledge set, which incorporates relevant concepts of the problem along with some commonly used solutions. The prompt used for adding these knowledge pieces is shown in Figure 3, and the corresponding results are outlined in Table 8. A significant increase in scores is observed for all models upon the inclusion of knowledge background information. It is noteworthy that the average token count per question increase from 65 to 250, and eventually to 850, subsequent to the addition of prompts and the employment of Multi-Extend. This increment poses a challenge for models, as the brief question may get submerged within an extensive context.

5 Conclusion

In this paper, we introduced Multi, a comprehensive and challenging benchmark designed to rigorously evaluate the performance of multimodal large language models (MLLMs) in detailed cross-modality understanding and scientific reasoning. Our experiments with state-of-the-art models like Qwen-VL, VisCPM, Gemini, and GPT-4 demonstrate that while these models exhibit promising capabilities, there remains a significant gap compared to human performance, particularly in tasks involving cross-modal alignment, logical reasoning, and complex comprehension. This underscores the need for continued research and development in this domain.

The creation of the Multi-Elite and Multi-Extend subsets further contributes to the field by providing insights into the strengths and limitations of current MLLMs. These subsets challenge the models' learning and reasoning abilities and encourage the development of more sophisticated and robust multimodal understanding systems.

Looking ahead, the Multi benchmark opens new avenues for research, particularly in enhancing the MLLMs' ability to integrate and reason over diverse data types, including images, text, and structured data. Future work could focus on expanding the benchmark to include more diverse modalities and question types, further pushing the boundaries of what MLLMs can achieve. By making Multi publicly available, we hope to foster a collaborative environment where researchers can continually test and improve the capabilities of MLLMs, driving the field toward the development of truly intelligent and versatile AI systems.

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A Limitations and Future Work

Multilingual Capabilities MULTI predominantly features simplified Chinese and mainly focuses on subjects taught in Chinese schools, with limited English multimodal content that's relatively straightforward for LLMs. We plan to include translations in future versions. Nonetheless, the presence of Chinese characters in figures poses a significant challenge for MLLMs trained on different linguistic datasets.

Use of Explanations While we annotated explanations in detail, their utilization in subsequent studies was limited. These explanations could potentially serve as valuable training data for model fine-tuning and few-shot learing using methods like CoT(Chain-of-Thoughts), aiding in evaluating reasoning skills.

Metrics for evaluating blank-filling and open-ended writing Our evaluation primarily uses exact match, which might be overly stringent for assessing MLLMs' true capabilities. Assessing open-ended writing tasks that require complex knowledge and reasoning is still a challenge. While only few studies (Wang et al., 2023) involve human evaluation, developing automatic and reliable methods remains an open research area.

Adaptation to various MLLMs Although we have tested several MLLMs, numerous others exist, and new ones are continuously emerging. We encourage the community to evaluate their MLLMs using our benchmark to gauge their cognitive reasoning abilities. We will test more models as soon as the multilingual version is released.

Expansion to more modalities and subjects Our benchmark currently focuses on static images, but incorporating other modalities like audio and video, and subjects like art, music theory, medicine, and sports could present new challenges. Thus, expanding our question set to cover these areas is a promising direction for future research.

B Statistics

We provide a detailed statistic in Table 9. One question may contain more than one scoring points as mentioned in § 4.3.

Data Distribution We provide the distribution of choices in multiple-choice questions as shown in Table 10. Each row corresponds to a different total number of options available in the questions. The columns represent the frequency of each specific choice option. The table showcases a well-balanced distribution of choices. Notably, the distribution reveals a higher frequency of questions with four choices and a single correct answer, indicating a common format in multiple-choice questions.

C Prompts

The complete collection of prompts designed for evaluation on MULTI is shown in Figure 3. One of the prompt pieces in each row are selected according to the evaluation setting and data format. Please note that some prompt will not take effect, for instance, if the knowledge is not given.

Statistics	Number	Points
Total Problems	17251	-
Total Questions	18430	-
Total Points	23320	-
Total Images	7658	-
Total Knowledge	4595	-
Multiple Choices[8]	16100(87.36%)	19904(85.35%)
- Single Answer	13963(75.76%)	13963(59.88%)
- Multiple Answers	2137(11.60%)	5941(25.48%)
Fill in the Blank	1432(7.77%)	2211(9.48%)
Open Ended Writing	798(4.33%)	1205(5.17%)
Others	100(0.54%)	-
Question with Images	7489(40.63%)	9042(38.77%)
- Single Image	7265(39.42%)	8767(37.59%)
- Choices within Image	1179(6.40%)	1181(5.06%)
- Multiple Images	224(1.22%)	275(1.18%)
Question with Explanations	10565(57.33%)	13186(56.54%)
Question with Knowledge	7987(43.34%)	11858(50.85%)

Table 9: The statistic overview of MULTI.

Type	# choices	# A	# B	# C	# D	# E,F,G...
SA	2	1819	1376	0	0	0
	3	272	287	262	0	0
	4	2193	2638	2708	2379	0
	5	0	2	7	9	0
MA	3-13	1467	1568	1510	1303	91
Total	2-13	5751	5871	4487	3691	91

Table 10: The choice distribution for multiple-choice questions.

D Data Selection Algorithm

We mostly pick questions based on its content length L_q, calculated with function

$$L_q = \left(a \times \begin{bmatrix} \mathcal{H}(L_{q,\#\text{characters in question}}) \\ \mathcal{H}(L_{q,\#\text{characters in answer}}) \\ \mathcal{H}(L_{q,\#\text{characters in analysis}}) \end{bmatrix} + \right.$$

$$\left. b \times \begin{bmatrix} \mathcal{H}(L_{q,\#\text{images in question}}) \\ \mathcal{H}(L_{q,\#\text{images in answer}}) \\ \mathcal{H}(L_{q,\#\text{images in analysis}}) \end{bmatrix} \right)^{\top} \begin{bmatrix} 1.0 \\ 0.1 \\ 0.5 \end{bmatrix}$$

where $q = 1, b = 1$ are customized weights.

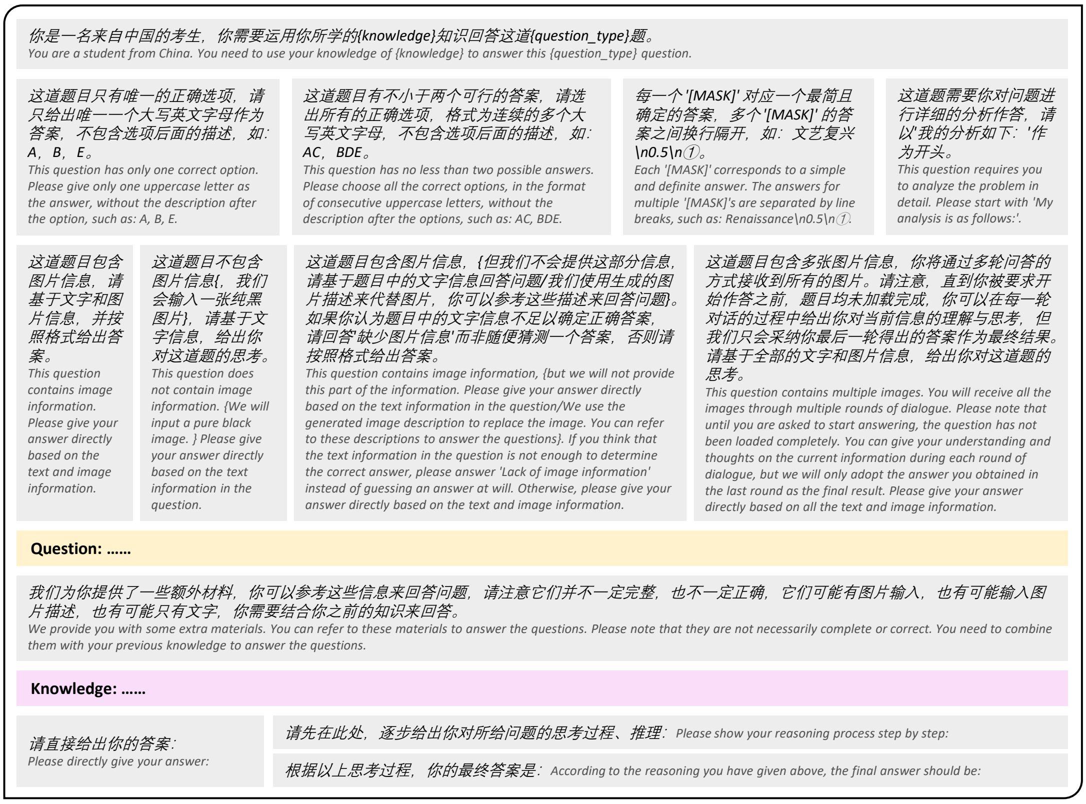
In the formula above, we use a harmonic mean function $\mathcal{H}$ to normalize content length $L_{q,i}$ of each target value i within each knowledge piece k.[9]

$$\mathcal{H}(L_{q,i}) = \frac{1}{\frac{1}{L_{q,i}} + \frac{1}{\overline{L_{q,i}}}} = \frac{2L_{q,i}\overline{L_{q,i}}}{L_{q,i}^2 + \overline{L_{q,i}}^2}$$

where $\overline{L_{q,i}}$ is the arithmetic average of $L_{q,i}$ for all questions with k.

---

[9] Note that for those questions without knowledge information, we simply use a “null" string as a keyword.



你是一名来自中国的考生，你需要运用你所学的{knowledge}知识回答这道{question_type}题。
You are a student from China. You need to use your knowledge of {knowledge} to answer this {question_type} question.

这道题目只有唯一的正确选项，请只给出唯一一个大写英文字母作为答案，不包含选项后面的描述，如：A，B，E。
This question has only one correct option. Please give only one uppercase letter as the answer, without the description after the option, such as: A, B, E.

这道题目有不小于两个可行的答案，请选出所有的正确选项，格式为连续的多个大写英文字母，不包含选项后面的描述，如：AC，BDE。
This question has no less than two possible answers. Please choose all the correct options, in the format of consecutive uppercase letters, without the description after the options, such as: AC, BDE.

每一个'[MASK]'对应一个最简且确定的答案，多个'[MASK]'的答案之间换行隔开，如：文艺复兴\n0.5\n①。
Each '[MASK]' corresponds to a simple and definite answer. The answers for multiple '[MASK]'s are separated by line breaks, such as: Renaissance\n0.5\n①.

这道题需要你对问题进行详细的分析作答，请以'我的分析如下：'作为开头。
This question requires you to analyze the problem in detail. Please start with 'My analysis is as follows:'.

这道题目包含图片信息，请基于文字和图片信息，并按照格式给出答案。
This question contains image information. Please give your answer directly based on the text and image information.

这道题目不包含图片信息{，我们会输入一张纯黑图片}，请基于文字信息，给出你对这道题的思考。
This question does not contain image information. {We will input a pure black image. } Please give your answer directly based on the text information in the question.

这道题目包含图片信息，{但我们不会提供这部分信息，请基于题目中的文字信息回答问题/我们使用生成的图片描述来代替图片，你可以参考这些描述来回答问题}。如果你认为题目中的文字信息不足以确定正确答案，请回答'缺少图片信息'而非随便猜测一个答案，否则请按照格式给出答案。
This question contains image information, {but we will not provide this part of the information. Please give your answer directly based on the text information in the question/We use the generated image description to replace the image. You can refer to these descriptions to answer the questions}. If you think that the text information in the question is not enough to determine the correct answer, please answer 'Lack of image information' instead of guessing an answer at will. Otherwise, please give your answer directly based on the text and image information.

这道题目包含多张图片信息，你将通过多轮问答的方式接收到所有的图片。请注意，直到你被要求开始作答之前，题目均未加载完成，你可以在每一轮对话的过程中给出你对当前信息的理解与思考，但我们只会采纳你最后一轮得出的答案作为最终结果。请基于全部的文字和图片信息，给出你对这道题的思考。
This question contains multiple images. You will receive all the images through multiple rounds of dialogue. Please note that until you are asked to start answering, the question has not been loaded completely. You can give your understanding and thoughts on the current information during each round of dialogue, but we will only adopt the answer you obtained in the last round as the final result. Please give your answer directly based on all the text and image information.

Question: ……

我们为你提供了一些额外材料，你可以参考这些信息来回答问题，请注意它们并不一定完整，也不一定正确，它们可能有图片输入，也有可能输入图片描述，也有可能只有文字，你需要结合你之前的知识来回答。
We provide you with some extra materials. You can refer to these materials to answer the questions. Please note that they are not necessarily complete or correct. You need to combine them with your previous knowledge to answer the questions.

Knowledge: ……

请直接给出你的答案：
Please directly give your answer:

请先在此处，逐步给出你对所给问题的思考过程、推理：Please show your reasoning process step by step:

根据以上思考过程，你的最终答案是：According to the reasoning you have given above, the final answer should be:

Figure 3: The prompts for evaluation on MULTI.

Then we pick N_k questions within each knowledge piece k.

$$N_k = \lceil \alpha \times \lg(\#\text{questions of } k) \rceil$$

where $\alpha = 3$ is a customized parameter.

Now we sort $L_{q,k} = L_q : q \in k$ in descendent order.

Then we assign a pick-up probability to select these questions

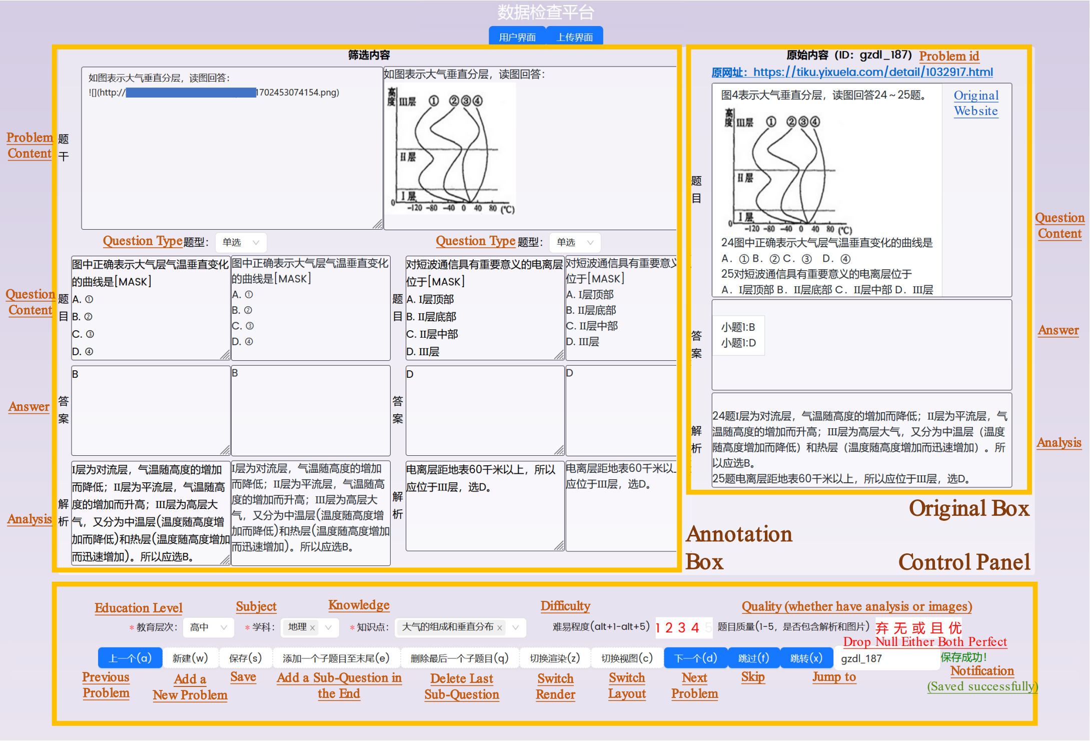
$$Pr[\text{pick up } q] = \begin{cases} 1 \text{ , for } q \text{ s.t. } L_{q,k}[0] \\ p \text{ , if } q = 1 \text{ , for } q \text{ of } L_{q,k}[1:m] \\ \qquad\qquad\qquad\quad \text{or } L_{q,k}[-m:] \\ p\frac{N_k - 2m}{\#\text{questions of } k} \text{ , otherwise} \end{cases}$$

E Annotation Platform

Here we show our online platform for annotation. The platform consists of text boxes for editing contents and regions for rendering the text to see the final appearance of the data. Details can be found in Figure 4.

F More Examples

In Figure 5 and Figure 6, we show several examples of complex formation and modification during data annotation and post-process stage. In Figure 7, we show more examples for annotated questions. English translations of Chinese text are shown for better readability, except Figure 5 for better format clarity. The markdown, LaTeXand html format codes are remained as it is.


数据检查平台
用户界面
上传界面
筛选内容
Problem Content
题干
Question Type
题型：
单选
Question Content
题目
Answer
答案
Analysis
解析
原始内容（ID：gzdl_187）
Problem id
Original Website
Question Content
Answer
Analysis
Original Box
Annotation Box
Control Panel
Education Level
Subject
Knowledge
Difficulty
Quality (whether have analysis or images)
弃 无 或 且 优
Drop Null Either Both Perfect
上一个(a)
Previous Problem
新建(w)
Add a New Problem
保存(s)
Save
添加一个子题目至末尾(e)
Add a Sub-Question in the End
删除最后一个子题目(q)
Delete Last Sub-Question
切换渲染(z)
Switch Render
切换视图(c)
Switch Layout
下一个(d)
Next Problem
跳过(f)
Skip
跳转(x)
Jump to
Notification
(Saved successfully)

如图表示大气垂直分层，读图回答：
![](http://[redacted]1702453074154.png)

如图表示大气垂直分层，读图回答：

图中正确表示大气层气温垂直变化的曲线是[MASK]
A. ①
B. ②
C. ③
D. ④

对短波通信具有重要意义的电离层位于[MASK]
A. I层顶部
B. II层底部
C. II层中部
D. III层

B

D

I层为对流层，气温随高度的增加而降低；II层为平流层，气温随高度的增加而升高；III层为高层大气，又分为中温层(温度随高度增加而降低)和热层(温度随高度增加而迅速增加)。所以应选B。

电离层距地表60千米以上，所以应位于III层，选D。

原网址：https://tiku.yixuela.com/detail/1032917.html

图4表示大气垂直分层，读图回答24～25题。

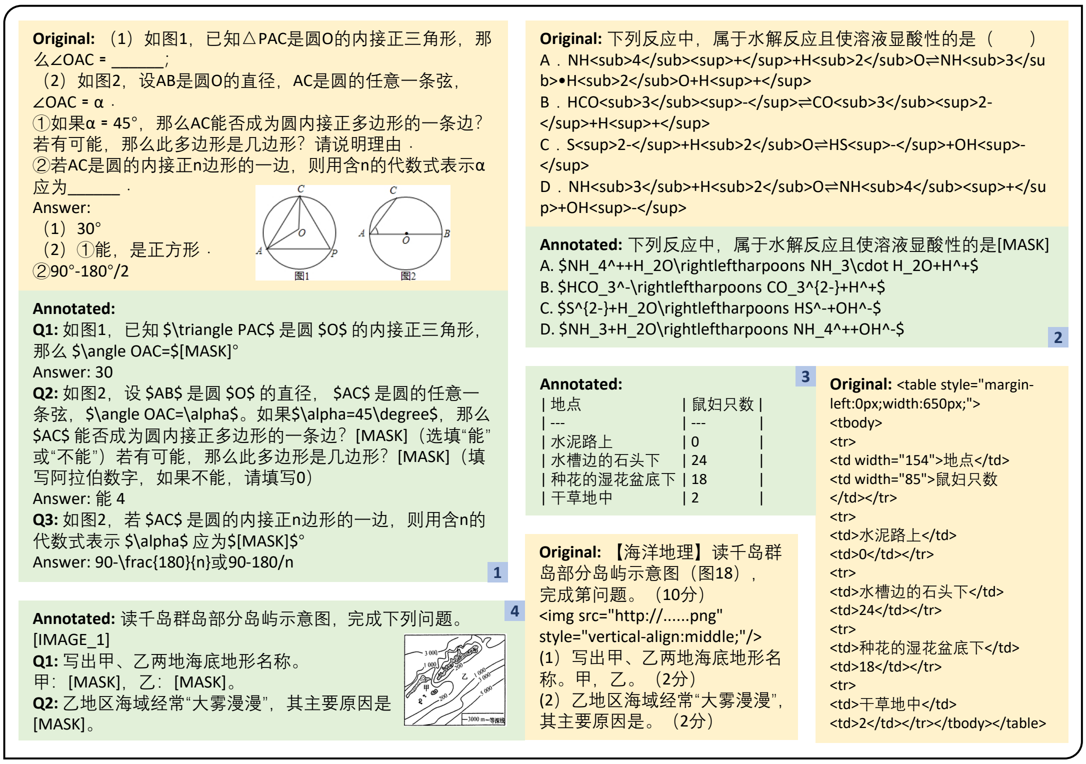
24图中正确表示大气层气温垂直变化的曲线是
A．① B．② C．③ D．④
25对短波通信具有重要意义的电离层位于
A．I层顶部 B．II层底部 C．II层中部 D．III层

小题1:B
小题1:D

24题I层为对流层，气温随高度的增加而降低；II层为平流层，气温随高度的增加而升高；III层为高层大气，又分为中温层（温度随高度增加而降低）和热层（温度随高度增加而迅速增加）。所以应选B。
25题电离层距地表60千米以上，所以应位于III层，选D。

教育层次：高中
学科：地理
知识点：大气的组成和垂直分布
难易程度(alt+1-alt+5) 1 2 3 4 5
题目质量(1-5，是否包含解析和图片)
gzdl_187
保存成功！

Figure 4: A screenshot for the main page of the data annotation platform.



Original: （1）如图1，已知△PAC是圆O的内接正三角形，那么∠OAC = ______；
（2）如图2，设AB是圆O的直径，AC是圆的任意一条弦，∠OAC = α．
①如果α = 45°，那么AC能否成为圆内接正多边形的一条边？若有可能，那么此多边形是几边形？请说明理由．
②若AC是圆的内接正n边形的一边，则用含n的代数式表示α应为______．
Answer:
（1）30°
（2）①能，是正方形．
②90°-180°/2

C
O
A
P
图1
C
A
O
B
图2

Annotated:

Q1: 如图1，已知 $\triangle PAC$ 是圆 $O$ 的内接正三角形，那么 $\angle OAC=$[MASK]°
Answer: 30
Q2: 如图2，设 $AB$ 是圆 $O$ 的直径，$AC$ 是圆的任意一条弦，$\angle OAC=\alpha$。如果$\alpha=45\degree$，那么 $AC$ 能否成为圆内接正多边形的一条边？[MASK]（选填“能”或“不能”）若有可能，那么此多边形是几边形？[MASK]（填写阿拉伯数字，如果不能，请填写0）
Answer: 能 4
Q3: 如图2，若 $AC$ 是圆的内接正n边形的一边，则用含n的代数式表示 $\alpha$ 应为$[MASK]$°
Answer: 90-\frac{180}{n}或90-180/n

1

Original: 下列反应中，属于水解反应且使溶液显酸性的是（　　）

```
A．NH<sub>4</sub><sup>+</sup>+H<sub>2</sub>O⇌NH<sub>3</sub>•H<sub>2</sub>O+H<sup>+</sup>
B．HCO<sub>3</sub><sup>-</sup>⇌CO<sub>3</sub><sup>2-</sup>+H<sup>+</sup>
C．S<sup>2-</sup>+H<sub>2</sub>O⇌HS<sup>-</sup>+OH<sup>-</sup>
D．NH<sub>3</sub>+H<sub>2</sub>O⇌NH<sub>4</sub><sup>+</sup>+OH<sup>-</sup>
```

Annotated: 下列反应中，属于水解反应且使溶液显酸性的是[MASK]

```
A. $NH_4^++H_2O\rightleftharpoons NH_3\cdot H_2O+H^+$
B. $HCO_3^-\rightleftharpoons CO_3^{2-}+H^+$
C. $S^{2-}+H_2O\rightleftharpoons HS^-+OH^-$
D. $NH_3+H_2O\rightleftharpoons NH_4^++OH^-$
```

2

3

Annotated:

```
| 地点             | 鼠妇只数 |
| ---              | ---      |
| 水泥路上         | 0        |
| 水槽边的石头下   | 24       |
| 种花的湿花盆底下 | 18       |
| 干草地中         | 2        |
```

Original:

```
<table style="margin-left:0px;width:650px;">
<tbody>
<tr>
<td width="154">地点</td>
<td width="85">鼠妇只数
</td></tr>
<tr>
<td>水泥路上</td>
<td>0</td></tr>
<tr>
<td>水槽边的石头下</td>
<td>24</td></tr>
<tr>
<td>种花的湿花盆底下</td>
<td>18</td></tr>
<tr>
<td>干草地中</td>
<td>2</td></tr></tbody></table>
```

4

Annotated: 读千岛群岛部分岛屿示意图，完成下列问题。
[IMAGE_1]
Q1: 写出甲、乙两地海底地形名称。
甲：[MASK]，乙：[MASK]。
Q2: 乙地区海域经常“大雾漫漫”，其主要原因是[MASK]。

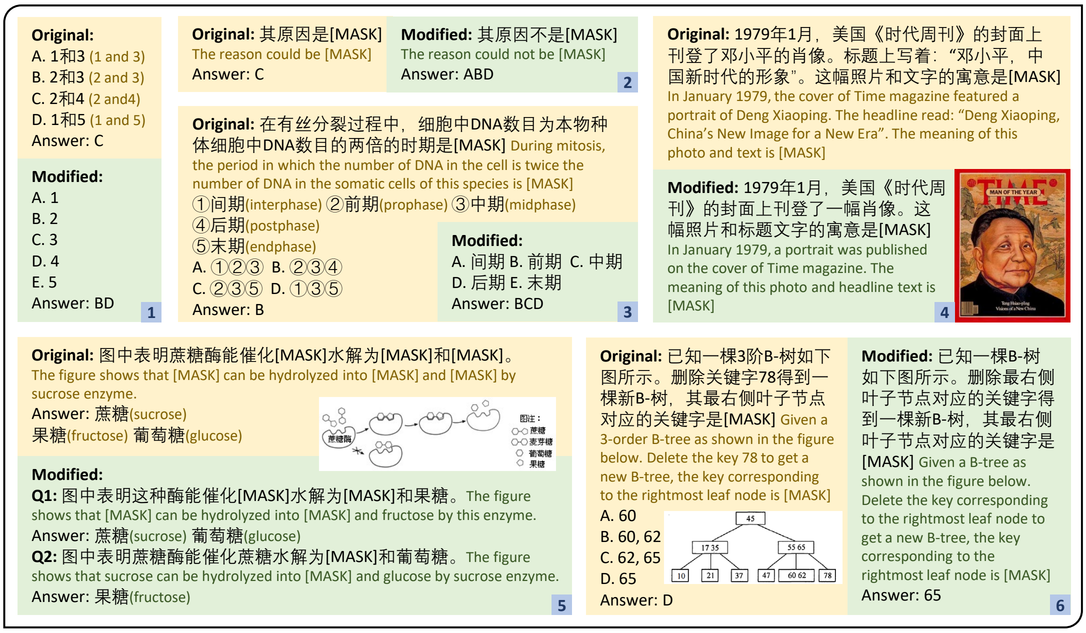
3 000
1 000
200
乙
1 000
3 000
5 000
甲
200
3000 m 一等深线

Original: 【海洋地理】读千岛群岛部分岛屿示意图（图18），完成第问题。（10分）

```
<img src="http://......png" style="vertical-align:middle;"/>
```

（1）写出甲、乙两地海底地形名称。甲，乙。（2分）
（2）乙地区海域经常“大雾漫漫”，其主要原因是。（2分）

Figure 5: Several data annotation examples when constructing MULTI.



Original:
A. 1和3 (1 and 3)
B. 2和3 (2 and 3)
C. 2和4 (2 and4)
D. 1和5 (1 and 5)
Answer: C

Modified:
A. 1
B. 2
C. 3
D. 4
E. 5
Answer: BD

1

Original: 其原因是[MASK]
The reason could be [MASK]
Answer: C

Modified: 其原因不是[MASK]
The reason could not be [MASK]
Answer: ABD

2

Original: 在有丝分裂过程中，细胞中DNA数目为本物种体细胞中DNA数目的两倍的时期是[MASK] During mitosis, the period in which the number of DNA in the cell is twice the number of DNA in the somatic cells of this species is [MASK]
①间期(interphase) ②前期(prophase) ③中期(midphase)
④后期(postphase)
⑤末期(endphase)
A. ①②③ B. ②③④
C. ②③⑤ D. ①③⑤
Answer: B

Modified:
A. 间期 B. 前期 C. 中期
D. 后期 E. 末期
Answer: BCD

3

Original: 1979年1月，美国《时代周刊》的封面上刊登了邓小平的肖像。标题上写着：“邓小平，中国新时代的形象”。这幅照片和文字的寓意是[MASK]
In January 1979, the cover of Time magazine featured a portrait of Deng Xiaoping. The headline read: “Deng Xiaoping, China’s New Image for a New Era”. The meaning of this photo and text is [MASK]

Modified: 1979年1月，美国《时代周刊》的封面上刊登了一幅肖像。这幅照片和标题文字的寓意是[MASK]
In January 1979, a portrait was published on the cover of Time magazine. The meaning of this photo and headline text is [MASK]

4

Original: 图中表明蔗糖酶能催化[MASK]水解为[MASK]和[MASK]。
The figure shows that [MASK] can be hydrolyzed into [MASK] and [MASK] by sucrose enzyme.
Answer: 蔗糖(sucrose)
果糖(fructose) 葡萄糖(glucose)

Modified:
Q1: 图中表明这种酶能催化[MASK]水解为[MASK]和果糖。The figure shows that [MASK] can be hydrolyzed into [MASK] and fructose by this enzyme.
Answer: 蔗糖(sucrose) 葡萄糖(glucose)
Q2: 图中表明蔗糖酶能催化蔗糖水解为[MASK]和葡萄糖。The figure shows that sucrose can be hydrolyzed into [MASK] and glucose by sucrose enzyme.
Answer: 果糖(fructose)

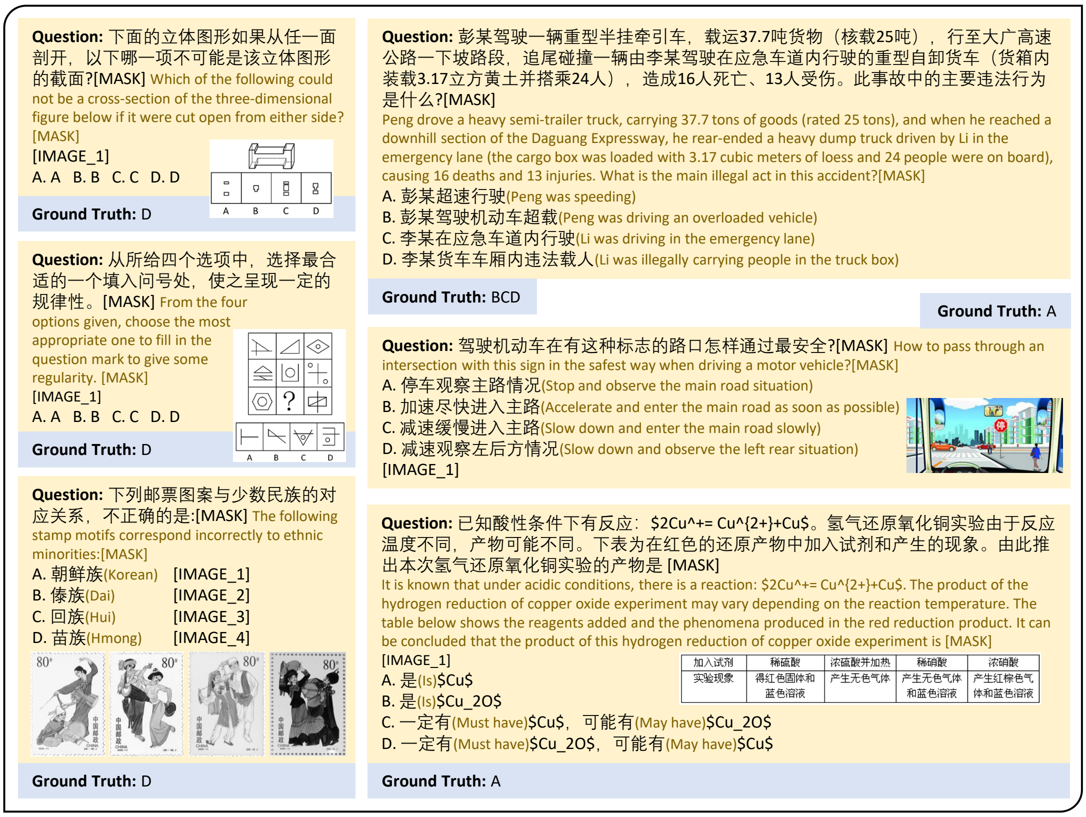
5

Original: 已知一棵3阶B-树如下图所示。删除关键字78得到一棵新B-树，其最右侧叶子节点对应的关键字是[MASK] Given a 3-order B-tree as shown in the figure below. Delete the key 78 to get a new B-tree, the key corresponding to the rightmost leaf node is [MASK]
A. 60
B. 60, 62
C. 62, 65
D. 65
Answer: D

Modified: 已知一棵B-树如下图所示。删除最右侧叶子节点对应的关键字得到一棵新B-树，其最右侧叶子节点对应的关键字是[MASK] Given a B-tree as shown in the figure below. Delete the key corresponding to the rightmost leaf node to get a new B-tree, the key corresponding to the rightmost leaf node is [MASK]
Answer: 65

6

Figure 6: Several data augmentation examples when constructing MULTI.



Question: 下面的立体图形如果从任一面剖开，以下哪一项不可能是该立体图形的截面?[MASK] Which of the following could not be a cross-section of the three-dimensional figure below if it were cut open from either side?[MASK]
[IMAGE_1]
A. A B. B C. C D. D

Ground Truth: D

Question: 从所给四个选项中，选择最合适的一个填入问号处，使之呈现一定的规律性。[MASK] From the four options given, choose the most appropriate one to fill in the question mark to give some regularity. [MASK]
[IMAGE_1]
A. A B. B C. C D. D

Ground Truth: D

Question: 下列邮票图案与少数民族的对应关系，不正确的是:[MASK] The following stamp motifs correspond incorrectly to ethnic minorities:[MASK]
A. 朝鲜族(Korean) [IMAGE_1]
B. 傣族(Dai) [IMAGE_2]
C. 回族(Hui) [IMAGE_3]
D. 苗族(Hmong) [IMAGE_4]

Ground Truth: D

Question: 彭某驾驶一辆重型半挂牵引车，载运37.7吨货物（核载25吨），行至大广高速公路一下坡路段，追尾碰撞一辆由李某驾驶在应急车道内行驶的重型自卸货车（货箱内装载3.17立方黄土并搭乘24人），造成16人死亡、13人受伤。此事故中的主要违法行为是什么?[MASK]
Peng drove a heavy semi-trailer truck, carrying 37.7 tons of goods (rated 25 tons), and when he reached a downhill section of the Daguang Expressway, he rear-ended a heavy dump truck driven by Li in the emergency lane (the cargo box was loaded with 3.17 cubic meters of loess and 24 people were on board), causing 16 deaths and 13 injuries. What is the main illegal act in this accident?[MASK]
A. 彭某超速行驶(Peng was speeding)
B. 彭某驾驶机动车超载(Peng was driving an overloaded vehicle)
C. 李某在应急车道内行驶(Li was driving in the emergency lane)
D. 李某货车车厢内违法载人(Li was illegally carrying people in the truck box)

Ground Truth: BCD

Ground Truth: A

Question: 驾驶机动车在有这种标志的路口怎样通过最安全?[MASK] How to pass through an intersection with this sign in the safest way when driving a motor vehicle?[MASK]
A. 停车观察主路情况(Stop and observe the main road situation)
B. 加速尽快进入主路(Accelerate and enter the main road as soon as possible)
C. 减速缓慢进入主路(Slow down and enter the main road slowly)
D. 减速观察左后方情况(Slow down and observe the left rear situation)
[IMAGE_1]

Question: 已知酸性条件下有反应：$2Cu^+= Cu^{2+}+Cu$。氢气还原氧化铜实验由于反应温度不同，产物可能不同。下表为在红色的还原产物中加入试剂和产生的现象。由此推出本次氢气还原氧化铜实验的产物是 [MASK]
It is known that under acidic conditions, there is a reaction: $2Cu^+= Cu^{2+}+Cu$. The product of the hydrogen reduction of copper oxide experiment may vary depending on the reaction temperature. The table below shows the reagents added and the phenomena produced in the red reduction product. It can be concluded that the product of this hydrogen reduction of copper oxide experiment is [MASK]
[IMAGE_1]

加入试剂	稀硫酸	浓硫酸并加热	稀硝酸	浓硝酸
实验现象	得红色固体和蓝色溶液	产生无色气体	产生无色气体和蓝色溶液	产生红棕色气体和蓝色溶液

A. 是(Is)Cu
B. 是(Is)Cu_2O
C. 一定有(Must have)Cu，可能有(May have)Cu_2O
D. 一定有(Must have)Cu_2O，可能有(May have)Cu

Ground Truth: A

Figure 7: More example of MULTI.