Distilling Instruction-following Abilities of Large Language Models with Task-aware Curriculum Planning

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Abstract

Instruction tuning aims to align large language models (LLMs) with open-domain instructions and human-preferred responses. While several studies have explored autonomous approaches to distilling and annotating instructions from powerful proprietary LLMs, such as ChatGPT, they often neglect the impact of the distributions and characteristics of tasks, together with the varying difficulty of instructions in training sets. This oversight can lead to imbalanced knowledge capabilities and poor generalization powers of student LLMs. To address these challenges, we introduce **T**ask-**A**ware Curriculum **P**lanning for **I**nstruction **R**efinement (**TAPIR**), a multi-round distillation framework that utilizes an oracle LLM to select instructions that are difficult for a student LLM to follow. To balance the student's capabilities, task distributions in training sets are adjusted with responses automatically refined according to their corresponding tasks. In addition, by incorporating curriculum planning, our approach systematically escalates the difficulty levels of tasks, progressively enhancing the student LLM's capabilities. We rigorously evaluate TAPIR using several widely recognized benchmarks (such as AlpacaEval 2.0, MT-Bench, etc.) and multiple student LLMs. Empirical results demonstrate that student LLMs, trained with our method and less training data, outperform larger instruction-tuned models and strong distillation baselines. [1]

1 Introduction

Large language models (LLMs) have demonstrated impressive abilities in generalizing to previously unseen tasks (Mishra et al., 2022; Wei et al., 2022; Chung et al., 2022; Zhao et al., 2023; Cai et al., 2024). Instruction tuning has emerged as a key technique for aligning pre-trained LLMs with user preferences, achieved by supervised fine-tuning (SFT) on datasets annotated with instructional prompts (Wei et al., 2022; Chung et al., 2022; Wang et al., 2023c). Distinct from conventional task-specific fine-tuning, it leverages the broad knowledge that LLMs accumulate during pre-training, often involving a wide range of tasks.

With the availability of APIs for powerful proprietary LLMs, such as ChatGPT, various approaches have been proposed to distill these black-box LLMs into smaller counterparts. These methods involve automatic generation of instructional prompts and their corresponding outputs (Wang et al., 2023c; Xu et al., 2024a; Jiang et al., 2023; Li et al., 2023a). Empirical studies have illustrated that enhancing the diversity and complexity of instruction tuning datasets can improve the model performance (Xu et al., 2024a; Liu et al., 2024). Quality outweighs quantity; thus fine-tuning over a carefully calibrated, smaller dataset may outperform instruct-tuned models trained on larger datasets (Zhou et al., 2023; Li et al., 2023b; Lu et al., 2023).

Despite the advances, the optimal complexity of instructional data for models with varying capacities and parameters remains an open question. Prior efforts have sought to maximize data diversity through the utilization of sentence embeddings (Liu et al., 2024; Feng et al., 2023). Yet, this approach has not fully resolved the issue of imbalanced model capabilities, as the maximum diversity of sentence embeddings does not necessarily lead to the optimal task ratio. We observe that models fine-tuned with these methods sometimes struggle with more complex and challenging tasks, such as logical reasoning. Song et al. (2023) also point out that each ability of LLMs has its own growth pace.

To address the above challenges, we propose **T**ask-**A**ware Curriculum **P**lanning for **I**nstruction

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[1]Source codes of TAPIR are open-sourced in the EasyNLP framework (Wang et al., 2022a): `https://github.com/alibaba/EasyNLP/tree/master/examples/tapir/`.

Findings of the Association for Computational Linguistics: EMNLP 2024, pages 6030–6054
November 12-16, 2024

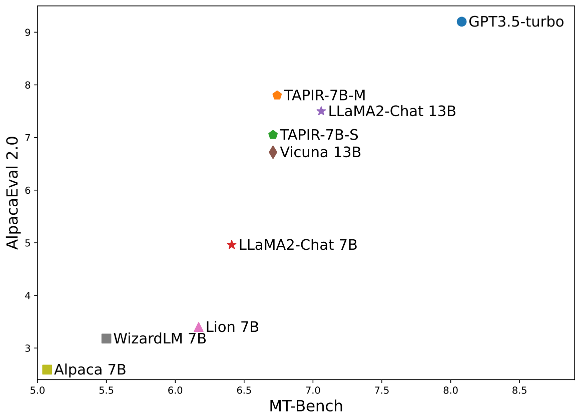

Figure 1: Comparison between different instruction-tuned LLaMA2-based models on the AlapcaEval 2.0 and MT-Bench benchmarks. Our resulting 7B models (TAPIR-7B-S/M) significantly outperform baselines, whose performance even exceeds that of 13B models.

Refinement (**TAPIR**),[2] a novel LLM distillation framework that fosters balanced task capacities and incorporates dynamic adjustment of task difficulty through curriculum learning principles. TAPIR harnesses the strengths of an oracle LLM (typically a proprietary model) to identify and expand instructions that pose challenges to a student LLM, assessed by a judge LLM. The essence of TAPIR lies in its strategic approach to instruction filtering, task re-balancing and response refinement, ensuring that the range of tasks and their corresponding instructional data is comprehensive and representative. By systematically adjusting task difficulty, TAPIR further enables a progressive and structured learning path in multiple rounds, akin to a curriculum, that encourages student LLMs to gradually achieve easy-to-hard generalizations. It addresses the critical issue of instructional imbalance that has plagued previous attempts at autonomous distillation (Taori et al., 2023; Touvron et al., 2023; Xu et al., 2024a; Li et al., 2023a).

In the experiments, we obtain multiple student LLMs of varied sizes distilled with the TAPIR framework. The results show that trained LLMs surpass larger instruction-tuned models and strong distillation baselines on widely used benchmarks such as AlpacaEval 2.0 (Dubois et al., 2024) and MT-Bench (Zheng et al., 2023), as shown in Figure 1. We need to further emphasize that TAPIR is a versatile training pipeline that may continue to benefit from stronger teacher LLMs and more task-specific synthesis techniques in future research. In summary, we make the following contributions:

- We propose a novel framework named TAPIR for distilling instruction-following abilities LLMs into smaller ones based on task-aware curriculum planning.
- TAPIR incorporates mechanisms for selecting instructions for a student LLM to learn while ensuring the learning of balanced task capacities. It creates a curriculum that incrementally challenges the student LLM and promotes continuous learning and improvement in multiple rounds.
- Experimental results show that the trained student LLMs with less training data outperform larger instruction-tuned models and strong distillation baselines.

2 Related Work

In this section, we summarize the related work in the three aspects: instruction tuning, knowledge distillation using LLMs and LLM as a judge.

2.1 Instruction Tuning

Instruction tuning is a widely-employed method for enhancing the instruction-following capability of LLMs (Mishra et al., 2022; Wei et al., 2022; Chung et al., 2022; Touvron et al., 2023). Data quality significantly outweighs quantity when it comes to instructional tuning. Several studies (Li et al., 2023b; Chen et al., 2024; Li et al., 2024b) demonstrate that fine-tuning models with only a small subset of data from the original dataset, i.e., the Alpaca dataset (Taori et al., 2023), can yield results that greatly surpass those obtained from fine-tuning models using the entire dataset. Other researchers (Xu et al., 2024a; Jiang et al., 2023; Li et al., 2023a; Liu et al., 2024) have explored the evolution of training data towards increased complexity and diversity when preparing datasets for instruction tuning. Instead of perceiving instruction tuning merely as a process of distilling the entire dataset at once from a teacher model, Feng et al. (2023) refine instruction with each iteration through a teacher model.

2.2 Knowledge Distillation Using LLMs

Knowledge distillation from an advanced, proprietary LLM into a weaker, accessible open-source

[2]Note that "tapir" is also the name of large herbivorous mammals that inhabit jungle and forest in Southeast Asia, Central and South Americas.

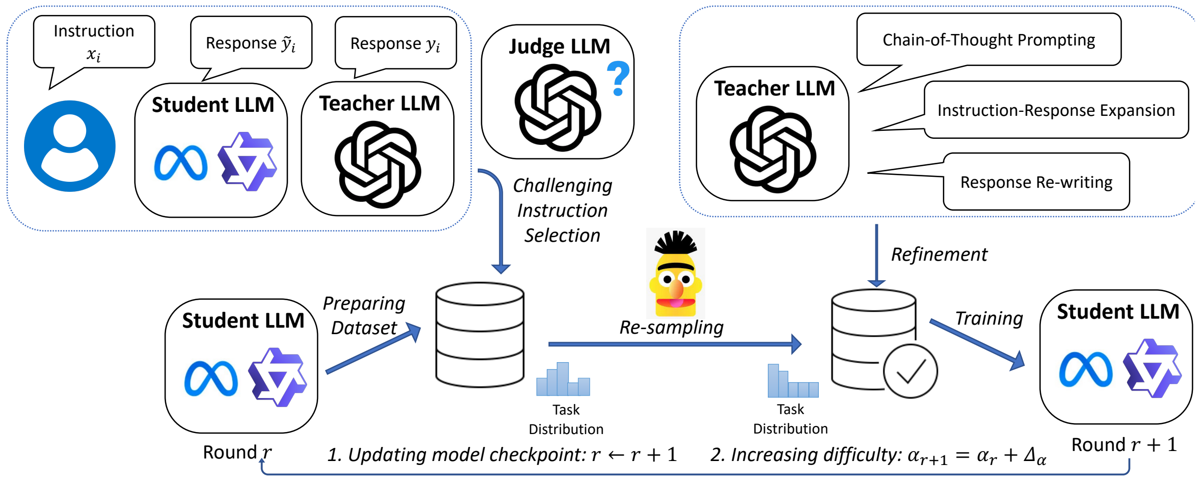

Figure 2: An overview of the TAPIR framework.

LLM has gathered notable attention (Hsieh et al., 2023; Wang et al., 2023b; Gu et al., 2024). As a way of distilling from stronger LLMs, some researchers utillize a teacher LLM for data augmentation and annotation to fine-tune student LLMs (Gilardi et al., 2023; Ding et al., 2023; Dai et al., 2023). Researchers propose different techniques to synthesize data from LLMs across various tasks and domains. Zhang et al. (2024) introduce a self-reflective critic-and-revise framework to generate scientific questions-answer pairs using an LLM to address the data scarcity challenge in the science domain. Yu et al. (2024) synthesize a mathematical dataset from LLMs by bootstrapping questions from existing datasets and then rewriting the questions from multiple perspectives. Wang et al. (2024a) and Wang et al. (2024b) employ LLMs to generate and annotate datasets for training a sentence encoder and an LLM judge.

2.3 LLM as a Judge

Despite Zhang et al. (2023) point out that there is a systematic bias in the automatic evaluation using an LLM, e.g., GPT4 (OpenAI, 2023), the LLM-as-a-judge paradigm has become widely adopted. Techniques such as pairwise comparison and reference-guided grading are employed to reduce assessment bias. The LLM-as-a-judge paradigm, known for being cost-effective and exhibiting high correlation with human annotators, has been utilized across multiple benchmarks (Wang et al., 2023a; Zheng et al., 2023; Li et al., 2023c). Several studies (Jiang et al., 2023; Chen et al., 2024) also prompt an LLM to score the responses generated by models, with the aim of improving instruction tuning.

3 Methodology

3.1 Overview

The overview is in Figure 2. We first view TAPIR from a *single-round* perspective which means we do not leverage multi-round curriculum and directly distill the knowledge in single training procedure. Firstly, the *Seed Dataset Generation* module is designed to select challenging instructions for a student LLM to learn, which enhances the model's capabilities. Next, based on the seed dataset, we propose *Task-aware Instruction Distillation* that ensures a balanced representation of tasks and improved response quality, thereby preventing skew in model performance. To enhance the effectiveness, we extend TAPIR to the *multi-round* scenario, incorporating the principles of curriculum planning. We systematically increase the complexity and difficulty of tasks, thereby enabling the student LLM to progressively evolve its capabilities.

3.2 Seed Dataset Generation

The student S is initialized with a pre-trained LLM, such as LLaMA2 (Touvron et al., 2023), Qwen 1.5 (Bai et al., 2023) or any other LLMs. Concurrently, we set up the teacher LLM T and the judge LLM J from more powerful and often proprietary LLMs (such as ChatGPT or GPT-4). In our implementation, T and J are instantiated by the same LLM with different prompts. We employ a public dataset, for example, the Alpaca dataset (Taori et al., 2023), as our raw training corpus. It comprises a collection of instruction-response pairs, $D = \{(x_i, y_i)\}$, where each x_i represents the i-th instruction. The corresponding response y_i is generated by the teacher LLM T.

To curate a high-quality seed dataset, we propose the *Model Fitting Difficulty* (MFD) metric, which allows us to select instructions that are difficult for an LLM to fit. Our process begins by fine-tuning the student LLM S on the dataset D, resulting in an initial model S_0 with basic instruction-following abilities. Next, we employ S_0 to generate the response for each x_i in D, i.e., $\tilde{y}_i = S_0(x_i)$. This exercise assesses the student LLM's ability to fit $\{(x_i, y_i)\}$. Consequently, the MFD score for each instruction x_i is determined as follows:

$$MFD(x_i) = f_J(x_i, \tilde{y}_i) - f_J(x_i, y_i). \quad (1)$$

Here, the judge LLM J assesses the quality divergence between the teacher-generated response y_i and the student-generated response $\tilde{y}_i$ for x_i. The prompt template to facilitate this assessment is shown in Appendix B. The judge J is tasked with evaluating the helpfulness, relevance, accuracy and level of detail of the student model's response $\tilde{y}_i$ (i.e., $f_J(x_i, \tilde{y}_i)$) and the teacher's response y_i (i.e., $f_J(x_i, y_i)$) with scores as output, in the range from 1 to 10. To compile our seed dataset, we establish a threshold δ; only those pairs with the MFD score exceeding δ are included:

$$D_S = \{(x_i, y_i) \in D | MFD(x_i) > \delta\}. \quad (2)$$

The selection of the threshold δ requires observing the MFD score distribution to ensure the difficulty and diversity of selected instructions (see Figure 6 in Appendix). Employing the MFD metric strategically compels the student LLM to engage with more challenging instructions, averting the model's potential bias towards mastering less complex "shortcuts" (Jiang et al., 2023) (i.e., easy tasks). This practice accelerates the model's convergence in fitting complex instructions.

3.3 Task-aware Instruction Distillation

Task distributions significantly influence the performance of SFT more than the sheer volume of data. Let $\mathcal{T}$ represent the set of all task types. Empirical evidence suggests that certain tasks (specifically mathematical problem solving, logical reasoning, coding) play a pivotal role in enhancing the intrinsic abilities of student LLMs (Song et al., 2023), despite their potential under-representation in public datasets. Consequently, we elevate the sampling probability for these critical tasks. We define $\Pr(\mathcal{T})$ as the probability distribution over the task types in $\mathcal{T}$, and we denote the task type of a given pair (x_i, y_i) as $\mathcal{T}(x_i, y_i)$. As the size of the seed dataset D_S is limited, we leverage the teacher T to expand D_S by writing more instruction-response pairs with similar difficulty levels (also see the prompt template in Appendix B). Denote the expanded dataset as D_P. During training, each pair (x_i, y_i) is sampled from D_P, applying the task probability $\Pr(\mathcal{T}(x_i, y_i))$ as the sampling weight. For ease of implementation, we fine-tune a BERT-style encoder model (Deberta v3 (He et al., 2023) in our work) over the Alpaca dataset to classify instructions to the 33 task categories. [3] See more details on task distributions in Appendix A.

Remarks. Dataset expansion and curation are approaches to distilling black-box language models. We leverage a teacher LLM to enable high-quality and scalable data generation from raw seed data (Xu et al., 2024b).

As far as the task types are considered, we further observe that, learning from direct responses from the teacher LLM for small student models is not enough. For instance, a straightforward solution or a simple explanation to a mathematical problem may not offer adequate instructive cues for the student to internalize the underlying reasoning process. Drawing inspiration from prior research (Hsieh et al., 2023), we have refined our distillation approach to incorporate task-specific prompts for re-writing better responses (See Appendix C). We train a small language model specialize in re-writing instructions to obtain more refined responses from the teacher model. Our dataset is constructed using the original instructions and the enhanced replies.

To summary, our instruction distillation process is both *strategic* and *task-aware*. Let $(x_i, \hat{y}_i)$ be the response re-writing version of (x_i, y_i). The token sequences are further denoted as $x_i = [x_{i,1}, x_{i,2}, \cdots]$ and $\hat{y}_i = [\hat{y}_{i,1}, \hat{y}_{i,2}, \cdots, \hat{y}_{i,L_i}]$ with L_i being the sequence length of $\hat{y}_i$. Therefore, the re-sampled auto-regressive causal language modeling loss $\mathcal{L}(\Phi)$ for single-round LLM distillation is defined as follows:

$$\mathcal{L}(\Phi) = - \sum_{(x_i, y_i) \in D_P} \mathbf{1}_{(x_i, y_i)} \cdot \log \Pr(\hat{y}_i | x_i; \Phi) \quad (3)$$

[3] We leverage a small encoder model here due to the rapid inference speed, and the high classification accuracy for solving the text understanding task, instead of text generation.

Instruction
Five people were eating apples. A finished before B, but behind C. D finished before E, but behind B. What was the finishing order?
Direct Response
The finishing order was: C, A, B, D, E.
Re-written Instruction
Given the following scenario: 1. Five people were eating apples. 2. A finished before B, but behind C. 3. D finished before E, but behind B. Determine the finishing order of the five people. Please think through the steps and explain your reasoning clearly.
Enhanced Response
Step 1: First, we know that A finished before B, but behind C. This means the finishing order for these three people is C > A > B. Step 2: Next, we have D finished before E, but behind B. So, the finishing order for these three people is B > D > E. Step 3: Combining the information from steps 1 and 2, we can now determine the overall finishing order: C > A > B > D > E. Therefore, the finishing order is C, A, B, D, E.

Table 1: An example of the re-written response for solving a logical reasoning problem.

where the student LLM S is parameterized by Φ, $\hat{y}_{i,1\cdots l} = [\hat{y}_{i,1}, \hat{y}_{i,2}, \cdots, \hat{y}_{i,l}]$, and $\mathbf{1}_{(\cdot)}$ is the indicator function of whether the current sample (x_i, y_i) is selected via the task-related probability $\Pr(\mathcal{T}|(x_i, y_i))$.

3.4 Multi-round Curriculum Planning

The aforementioned techniques are designed to cultivate a proficient student LLM S within a single training cycle. However, the sole reliance on a single round may not ensure S's optimal performance. Moreover, it is essential for student LLMs to engage with simpler instructions to avert the catastrophic forgetting of basic tasks. Curriculum learning strategies (Wang et al., 2022b; Soviany et al., 2022) typically start with simpler task aspects or tasks and incrementally progress to more complex challenges. To this end, we augment our approach with the *Multi-round Curriculum Planning* (MCP) technique, which aims to enhance the student S's capabilities across successive rounds.

In each training round r, the proportion of challenging instructions is incrementally augmented by a factor of α_r. It is important to note that the

Algorithm 1 Distillation algorithm with MCP

```
Initialize student S_0 by fine-tuning S on D;
Initialize dataset D_S = ∅;
for each (x_i, y_i) ∈ D do
    Compute the MFD score MFD(x_i);
    if MFD(x_i) > δ then
        Update D_S = D_S ∪ {(x_i, y_i)};
Initialize dataset D_P^(0) = D_S;
for each round r = 1, 2, ···, N do
    Expand D_P^(r−1) by teacher T to obtain D_P^(r);
    Fine-tune S_{r−1} on D_P^(r) to obtain new student S_r;
    Update α_{r+1} = α_r + Δ_α;
return Student LLM S_r.
```

initial seed dataset D_S comprises a curated set of tasks characterized by their higher difficulty. When α_r is set to 1, the entire training corpus consists exclusively of these "hard" samples (which is the same as the single-round version of our approach). By progressively increasing α_r through subsequent rounds, we systematically raise the complexity of the learning tasks. To ensure instruction diversity, we also leverage T to expand D_S in each round, and denote the expanded dataset as $D_P^{(r)}$. The loss function for the r-th round is defined as follows:

$$\begin{aligned} &\mathcal{L}(\Phi, r) = \\ &-\alpha_r \sum_{(x_i,y_i)\in D_P^{(r)}} \mathbf{1}_{(x_i,y_i)} \cdot \log \Pr(\hat{y}_i|x_i;\Phi) \\ &-(1-\alpha_r) \sum_{(x_i,y_i)\in D\backslash D_S} \mathbf{1}_{(x_i,y_i)} \cdot \log \Pr(\hat{y}_i|x_i;\Phi). \end{aligned} \tag{4}$$

After each round, we have the update rule:

$$\alpha_{r+1} = \alpha_r + \Delta_\alpha \tag{5}$$

with Δ_α being a pre-defined constant that gradually increases the difficulty level of learning tasks. Finally, we present our MCP training algorithm in Algorithm 1.

4 Experiments

4.1 Experimental Settings

Baselines and Teacher/Student LLMs. We first train our distilled model based on LLaMA2 (Touvron et al., 2023), where the teacher model is ChatGPT. We benchmark our model against the following superior LLMs that are similarly fine-tuned on the same base model: Alpaca (Taori et al., 2023), LLaMA2-Chat (Touvron et al., 2023), Vicuna (Vicuna, 2023), Recycled WizardLM (Li et al., 2023a)

Model	# Params.	Strategic Tuning	Seed Dataset	Total Data Size	Win Rate (%)
GPT4	\	\	\	\	23.58
ChatGPT	\	\	\	\	9.20
TAPIR-7B-M	7B	Task-aware Curriculum	Alpaca	70k	**7.80**
LLaMA2-Chat 13B	13B	\	Private Dataset	>100k	7.70
sRecycled WizardLM 7B	7B	Selective Reflection Tuning	WizardLM	46k	7.34
TAPIR-7B-S	7B	Task-aware Distillation	Alpaca	70k	7.05
Recycled WizardLM 7B	7B	Reflection Tuning	WizardLM	70k	6.63
Vicuna 13B (v1.5)	13B	\	ShareGPT	125k	6.72
LLaMA2-Chat 7B	7B	\	Private Dataset	>100k	4.96
Vicuna 7B (v1.5)	7B	\	ShareGPT	125k	4.80
Lion 7B	7B	Adversarial Distillation	Alpaca	70k	3.40
WizardLM 7B	7B	Evol Instruct	Alpaca	70k	3.18
Alpaca 7B	7B	Self-Instruct	Human-written Tasks	52k	2.59

Table 2: Performance comparison on AlpacaEval 2.0. Best scores of among 7B LLaMA2-based models are printed in bold. Note that most of datasets mentioned above are generated by ChatGPT to ensure a fair comparison. The results of ChatGPT/GPT-4 are for reference only and not comparable to us.

Model	Writing	Roleplay	Reason.	Math	Coding	Extract.	STEM	Human.	Overall
GPT-4	9.9	8.4	9.0	6.3	9.0	9.3	9.9	9.9	8.96
ChatGPT	9.4	8.2	6.5	7.3	6.6	8.3	8.8	9.5	8.08
LLaMA2-Chat 13B	9.8	7.4	5.2	3.8	3.4	7.6	9.6	9.8	7.06
TAPIR-7B-M	9.6	**8.2**	**5.6**	3.0	**3.8**	5.4	8.7	**9.6**	**6.74**
TAPIR-7B-S	<u>9.7</u>	<u>8.1</u>	5.0	**3.5**	3.4	6.0	8.8	9.2	<u>6.71</u>
Vicuna 13B (v1.5)	8.7	7.85	4.5	3.9	3.3	6.6	9.4	9.4	6.71
Vicuna 7B (v1.5)	9.7	6.9	<u>5.5</u>	<u>3.1</u>	<u>3.6</u>	<u>6.8</u>	8.6	9.2	6.68
sRecycled WizardLM 7B	**10.0**	7.5	4.5	3.0	<u>3.6</u>	<u>6.8</u>	8.6	<u>9.4</u>	6.50
LLaMA2-Chat 7B	9.5	7.6	3.2	2.4	3.3	**7.2**	**9.1**	9.0	6.41
Lion 7B	9.1	7.2	4.1	2.2	1.9	6.75	8.75	9.45	6.17
Recycled WizardLM 7B	8.7	6.9	3.7	2.2	2.4	5.8	<u>8.95</u>	<u>9.4</u>	6.01
Alpaca 7B	8.3	5.8	4.0	1.5	2.2	4.6	7.4	6.75	5.07

Table 3: Experimental results on MT-Bench. Best scores of among 7B-scale LLaMA2 models are printed in bold. The second best is underlined. The results of ChatGPT/GPT-4 are for reference only and not comparable to us.

and sRecycled WizardLM(Li et al., 2024a). Notably, both LLaMA2-Chat and Vicuna have undergone training on datasets that are substantially larger than the one used for our student LLM. Recycled WizardLM and sRecycled WizardLM are strong baselines for strategic instruction tuning. To the best of our knowledge, Lion (Jiang et al., 2023) is the most recent work for distilling proprietary LLMs based on adversarial learning. We also take this work as our baseline. To further validate the effectiveness of our framework at different model scales, we conduct distillation experiments based on the Qwen1.5-Chat series (Bai et al., 2023), using GPT4-turbo as the teacher model, with the student LLM sizes ranging from 1.8B to 14B. [4]

Datasets For LLaMA2-based experiments, We filter our seed dataset from the Alpaca dataset (Taori et al., 2023), which consists of 52K instruction-following samples. This dataset was developed using the self-instruct approach and generated by text-davinci-003. We only use its instructions and utilize the teacher model to annotate the responses. For Qwen1.5-Chat series, we initialize our dataset from a random 70K subset of OpenHermes-2.5 (Teknium, 2023).

Training Details. For optimization, we utilize the Adam optimizer (Kingma and Ba, 2017), setting the learning rate at 2×10^{-5}, the warm up rate at 0.03 and a batch size of 32. The training process spans three epochs with a maximum sequence length of 2048 with the bfloat16 precision. We implement two models based on LLaMA2, namely **TAPIR-7B-S** and **TAPIR-7B-M**. TAPIR-7B-S is trained without the incorporation of curriculum learning which means we only expand the seed dataset once. In default, we set the threshold $\delta = 2$ for seed dataset creation (See Appendix D.2 for more details). TAPIR-7B-M, on the other hand, represents the fully-realized, multi-round version of our approach, where all the proposed methods have been applied. We design a dynamically increasing α to achieve easy-to-hard generalization. α is set to 0.3 in default. In each round, the sampling weight for challenging instructions is increased by 0.2 in the three rounds. For the Qwen1.5 series, we also produce the distilled versions with almost the same settings, except that the learning rate has been reduced to 5×10^{-6} and the epochs are increased

[4] Note that we leverage Qwen1.5 models instead of others, because they contain models in a wide range of sizes.

to 4. All the experiments are run on a server with NVIDIA A100 (80GB) GPUs. The 3-round iterations may require a total of 200 GPU hours to complete.

Inference Details. In our work, the inference of TAPIR models is configured to favor creativity while maintaining the coherence of generated contents. Specifically, the temperature was set to 0.5. We set the maximum generation length at 2048. All other settings are left at their default values, based on the default settings of LLaMA2 (Touvron et al., 2023) and Qwen1.5 (Bai et al., 2023).

4.2 Benchmarks

For automatic evaluation, we utilize AlpacaEval 2.0 (Dubois et al., 2024) and MT-Bench (Zheng et al., 2023) as main evaluation benchmarks. AlpacaEval 2.0's leaderboard effectively evaluates LLM performance by comparing the model's outputs against reference responses from GPT4-turbo (OpenAI, 2023). The evaluation culminates in the calculation of win rates. Studies indicate that the results from AlpacaEval correlate closely with those of human expert annotations. MT-Bench is another comprehensive and widely-used benchmark designed to test the proficiency of LLMs in following instructions. Within MT-Bench, the evaluation mechanism also relies on GPT4-turbo to serve as an internal judge that rates model responses.[5]

As our framework focuses on the instruction-following abilities, to demonstrate that our framework does not harm other capabilities of student models, we test the models using the Open LLM Leaderboard[6]. These benchmarks evaluate models' knowledge using multiple-choice questions, including ARC (Clark et al., 2018), HellaSwag (Zellers et al., 2019), MMLU (Hendrycks et al., 2021), and TruthfulQA (Lin et al., 2022). Due to space limitation, we elaborate the results in the appendix.

4.3 Main Experimental Results on LLaMA2

AlpacaEval Results. Table 2 demonstrates the outcomes on AlpacaEval Leaderboard 2.0. Our model attains a score of 7.80, exceeding Vicuna 13B's score of 6.72 (Vicuna, 2023), with merely about half the volume of training data and approximately half the number of parameters. Our model's score also surpasses that of LLaMA2-Chat 13B (Touvron et al., 2023), which uses a substantially larger dataset than ours and undergoes the RLHF (Ouyang et al., 2022) stage. In addition, our model outperforms Recycled WizardLM (Li et al., 2023a), a strong instruction tuning baseline, employing carefully curated 70K samples. We further compare our distillation method against Lion (Jiang et al., 2023), showing the effectiveness of our approach.

MT-Bench Results. Table 3 showcases the performance comparison on MT-Bench (Zheng et al., 2023) with baselines. We adopt the metrics from single-turn dialogue as the indicators of instruction-following performance. For models without publicly available leaderboard scores, we download open-sourced models and test their performance using the default settings provided in the MT-Bench repository[7]. Our models achieve better average performances across these baseline models with the same base model, i.e., LLaMA2 7B. Our models especially demonstrate outstanding performance in sub-tasks including roleplay, reasoning, math, coding, and humanities.

4.4 Main Experimental Results on Qwen1.5

To verify whether our framework can consistently enhance the model performance of different scales, we test the effectiveness of our distillation framework based on the Qwen1.5-Chat series models. As shown in Table 4, our distillation framework can consistently improve the model's instruction-following capability over both AlpacaEval 2.0 and MT-Bench benchmarks. This proves the effectiveness of our framework upon various backbones.

4.5 Model Analyses

Based on our results on LLaMA2, we further provide detailed analysis on the proposed approach.

4.5.1 Ablation Study

In Table 5, we report the ablation results of our method. In the table, "Single Round" refers to our trained model without MCP, which slightly underperforms our full implemented model (i.e., "Full Implement."). It shows that the MCP technique can boost the performance of the student LLM by curriculum planning through multiple rounds. "Direct Expantion" means that we direct expand our full

[5]Note that we do not use the early version of AlpacaEval benchmark because AlpacaEval 2.0 uses the logprobs to compute a continuous preference instead of using a binary preference, which has the surprising effect of decreasing the annotators' length bias.(Dubois et al., 2024)

[6]https://huggingface.co/open-llm-leaderboard

[7]https://github.com/lm-sys/FastChat/tree/main/fastchat/llm_judge

Model	Distillation?	AlpacaEval	MT-Bench
1.8B	No	3.70	4.97
	Yes	**7.06**	**5.92**
4B	No	4.48	6.09
	Yes	**12.48**	**7.09**
7B	No	11.8	7.67
	Yes	**14.28**	**7.77**
14B	No	18.38	7.85
	Yes	**21.21**	**8.18**

Table 4: Overall experimental results on AlpacaEval 2.0 and MT-Bench, using various scales of Qwen1.5-Chat models as the student LLMs. “No” refers to the original chat models; “yes” refers to the models further distilled using our framework.

Model Setting	# Train	AlpacaEval	MT-Bench
Full Implement.	70K	**7.80**	**6.74**
Single Round	70K	7.05	6.71
Direct Expantion	70K	5.83	6.43
Seed Alpaca (RW)	11K	5.17	6.28
Seed Alpaca	11K	4.76	6.23
Full Alpaca	52K	2.28	5.07

Table 5: Ablation results of our approach.

dataset from selected Alpaca dataset without task-aware curriculum and response re-writing. “Full Alpaca” is the model fine-tuned on the original Alpaca dataset, and “Seed Alpaca” is the setting where our model is trained on the selected Alpaca dataset, which is filtered by the MFD metric. The results show that models trained on a subset of the Alpaca dataset, refined using our method, outperform those trained on the complete dataset. Additionally, we have compared the efficacy of our rewriting technique before and after the improvement (denoted as “Seed Alpaca (RW)”), demonstrating that our approach enhances the answer qualities.

In addition, Figure 3 provides an in-depth examination of TAPIR’s training progression by charting its performance on AlpacaEval 2.0 and MT-Bench across successive training rounds. The scores reveal that our novel framework steadily boosts the student model’s capabilities with each round.

4.5.2 Performance across Various Tasks

To better visualize the performance across various tasks, we compare the response quality scores of TAPIR, LLaMA2-Chat, and Lion against those of ChatGPT based on Vicuna-Instructions (Vicuna, 2023). We employ the prompt from Table 8 and conduct a pairwise comparison using GPT-4 to evaluate the relative quality of the generated responses. We present the relative response quality scores from the three models across various sub-tasks compared to ChatGPT in Figure 4. The results show that our trained model consistently outperforms baselines across most tasks.

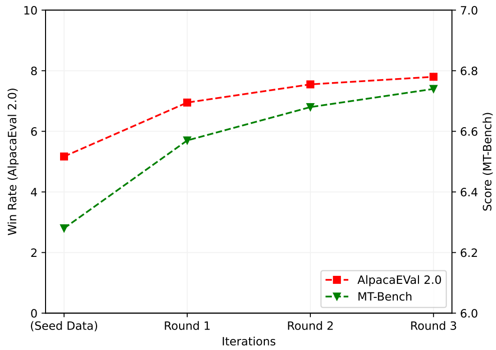

Figure 3: Performance of TAPIR-7B on AlpacaEval 2.0 and MT-Bench through training rounds.

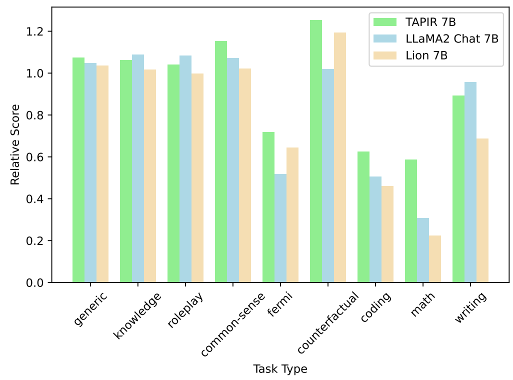

Figure 4: Relative response quality against ChatGPT on diverse task categories of Vicuna-Instructions.

4.5.3 Task Distributions

As the original Alpaca dataset does not have task type labels, we utilize ChatGPT to assign task labels and fine-tune a Deberta v3 model for task type classification. The classification precision across 33 task categories is 92%. Refer to more details in Appendix A In Figure 5, we present the visualization of the task distribution of the Alpaca dataset alongside the distribution re-sampled by our method. Our categorization of task types is derived from the evaluation tasks of WizardLM (Xu et al., 2024a). Our dataset features a more uniform distribution of tasks, which over-samples tasks of only a small percentage, such as code debugging and law. Among all the tasks, logical reasoning and mathematical problem have the largest proportions, which follows the practice (Song et al., 2023) to improve task solving abilities of student LLMs.

4.6 Case Study

To clearly compare the quality of responses generated by our model with those from other models, we present several case studies drawn from the Vicuna-instruction dataset (Vicuna, 2023) in Appendix F. We utilize the scoring methodology depicted in Figure 5, employing ChatGPT's responses as references to enable GPT-4 to evaluate these cases of model response. Table 14 shows that when the model is asked to play as a sports commentator, TAPIR vividly describes the final winning play of a championship game, capturing the excitement with dynamic language. Lion provides an analysis on how to commentate such moments, not fully complying with the task. LLaMA2-Chat misinterprets the instruction. Table 16 demonstrates an instruction to estimate a huge number using commonsense. Although TAPIR erroneously assumes a constant blink rate without taking sleeps into account, TAPIR's calculation appears to be more precise. Lion, on the other hand, makes an error by stating the number of blinks per hour as the number of blinks per day. LLaMA2-Chat provides no actual calculation and instead focuses on factors that could affect blinking. In Table 18, TAPIR writes a Python program that correctly implements the dynamic programming approach to calculate the n-th Fibonacci number. Lion, on the other hand, provides an incorrect and irrelevant explanation and code. LLaMA2-Chat also presents an incorrect response by suggesting that it is not possible to find the n-th Fibonacci number using dynamic programming.

5 Conclusion

The TAPIR framework introduces a strategic approach to distill large powerful LLMs with instruction tuning by addressing task distribution and instruction hardness. The framework's effective curriculum planning technique has been shown to enhance the performance of student LLMs, enabling them to outperform larger models with fewer training data, especially in complex tasks. The empirical validation provided by benchmarks such as AlpacaEval 2.0 suggests that incorporating balanced task distributions and calibrated difficulty is crucial for advancing the capabilities of LLMs.

Limitations

Our paper introduces the Task-Aware Curriculum Planning for Instruction Refinement (TAPIR) framework, showcasing advancements in the instruction-tuning process for large language models (LLMs). However, the work is subject to several limitations. 1) TAPIR's efficacy is contingent upon the use of a proprietary oracle LLM to curate the training curriculum. This necessitates access to potentially cost-prohibitive models with advanced capabilities. Moreover, the performance and biases inherent in the oracle LLM and seed dataset can directly affect the quality of the generated dataset and, consequently, the student LLM's learning outcomes. 2) Our research was limited by the computational resources. This limitation affected the size of the LLM we were able to experiment with. This constraint may have restricted our ability to fully explore the potential parameter settings within the TAPIR framework.

Ethical Considerations

The development and implementation of the TAPIR framework for LLMs have been carried out with a focus on enhancing the performance of existing LLMs models. Hence, it can be claimed that our method has no direct negative social impacts. Yet, it is important to acknowledge that any generative AI technology, including LLMs refined by TAPIR, must be deployed with careful consideration of its broader implications. For example, the refinement of LLMs through TAPIR may raise the potential for misuse, such as generating malicious content or facilitating the spread of misinformation. To address this, careful thought should be given to the implementation of safeguards against such misuse and the development of guidelines for responsible deployment.

Acknowledgements

This work was supported by Alibaba Research Intern Program.

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A Task Distribution

In our study, we fine-tune Deberta v3 (He et al., 2023) to specialize in task categorization. We use ChatGPT to annotate the Alpaca dataset. By expanding and sampling, we ensure that each task type is associated with 2,000 entries, thereby constructing a task classification dataset.

The distributions of task types within the Alpaca dataset and our dataset are in Figure 5. The proportions of math, reasoning, code generation, and code debug are 0.167:0.167:0.083:0.083, with the remaining tasks evenly dividing 50% of the quota, as visualized in Figure 5b. Reasoning and coding tasks require a greater volume of data. This is an observation from many previous studies in the community. Song et al. (2023) found that the performance of LLMs in coding and reasoning tasks continues to improve with the increase of training data. On the other hand, performance in tasks such as roleplay tends to increase much more slowly after the initial few hundred data instances. From MT-Bench (Zheng et al., 2023), we can also see that the biggest gap between open-source models and top proprietary models lies in coding, reasoning, and math tasks. To assess the accuracy of task classification, we manually evaluate a sample set of 100 entries (not in the training set), resulting in a classification precision of 92%.

B Prompt Templates

The prompt templates are provided below: Table 6 for task classification (which provides task labels for fine-tuning the Deberta v3 model), Table 7 for dataset expansion and Table 8 for judging the "goodness" of student-generated responses (i.e., treating LLMs as a judge).

C Instruction Refinement

We manually write a few examples of prompt refinement and use the in-context learning to have GPT4-turbo annotate a prompt refinement dataset. Then, we trained a model specializing in prompt refinement based on Qwen1.5-1.8B. We present some examples in Table 11.

D Additional Training Details

D.1 Details on Dataset Construction

We leverage the Alpaca-cleaned dataset (Taori et al., 2023) as our initial training corpus for LLaMA2, which contains 52K entries. From this,

System prompt	You are a helpful assistant.
User prompt	Please explain the reason first and classify the task type or domain of #Given Instruction. The task type or domain should be in the list: ['Math', 'Code Generation', 'Writing', 'Computer Science', 'Reasoning', 'Complex Format', 'Code Debug', 'Common-Sense', 'Counterfactual', 'Multilingual', 'Roleplay', 'Biology', 'Technology', 'Ethics', 'Sport', 'Law', 'Medicine', 'Literature', 'Entertainment', 'Art', 'Music', 'Toxicity', 'Economy', 'Physics', 'History', 'Chemistry', 'Philosophy','Health','Ecology','Grammar','Paraphrase', 'Others'] #Given Instruction#: {instruction} #Task Classification#:

Table 6: Prompt template of ChatGPT for task classification.

System prompt	You are a helpful assistant.
User prompt	I want you to act as an Instruction Creator. Your goal is to draw inspiration from the #Given Instruction# to create a brand new instruction. This new instruction should belong to the task type of [task_type] as the #Given Instruction#. The LENGTH and difficulty level of the #Created Instruction # should be similar to that of the #Given Instruction#. The content of the #Created Instruction# should be different from that of the #Given Instruction#. The #Created Instruction# must be reasonable and must be understood and responded to by humans. '#Given Instruction#', '#Created Instruction#', 'given instruction' and 'created instruction' are not allowed to appear in #Created Instruction#. #Given Instruction#: {instruction} #Created Instruction#:

Table 7: Prompt template of ChatGPT for dataset expantion.

System prompt	You are a helpful and precise assistant for checking the quality of the answer.
User prompt	[Instruction] {instruction} [The Start of Assistant 1's Answer] {answer_1} [The End of Assistant 1's Answer] [The Start of Assistant 2's Answer] {answer_2} [The End of Assistant 2's Answer] [System] We would like to request your feedback on the performance of two AI assistants in response to the user instruction and input displayed above. Please rate the helpfulness, relevance, accuracy, and level of detail of their responses. Each assistant receives an overall score on a scale of 1 to 10, where a higher score indicates better overall performance. Please first provide a comprehensive explanation of your evaluation, avoiding any potential bias and ensuring that the order in which the responses were presented does not affect your judgment. Then, output two lines indicating the scores for Assistant 1 and 2, respectively. Output with the following format: Evaluation evidence: <your evaluation explanation here> Score of the Assistant 1: <score> Score of the Assistant 2: <score>

Table 8: Prompt template of ChatGPT for judging the “goodness” of responses.

we filter down to 11K entries to serve as our seed data based on the MFD score. In the first round, of the 30K entries, 11K come from the filtered Alpaca selections, and 19k are newly generated. Subsequently, in each round, another 20k entries are generated. In total, our dataset includes 11K

Model	ARC	HellaSwag	MMLU	TruthfulQA
LLaMA2-Chat 7B (Touvron et al., 2023)	61.27	75.51	46.42	45.31
Vicuna 7B v1.5 (Vicuna, 2023)	62.85	73.79	48.63	50.37
Recycled WizardLM 7B (Li et al., 2023a)	64.15	75.21	42.44	45.52
TAPIR-7B-M	61.78	76.08	43.15	46.51

Table 9: The comparison of LLaMA2-based model performance on Huggingface Open LLM Leaderboard.

Model	ARC	HellaSwag	MMLU	TruthfulQA
Qwen1.5-1.8B-Chat	52.09	59.89	46.38	40.64
TAPIR distillation	51.01	63.25	45.93	39.21
Qwen1.5-4B-Chat	47.97	69.42	54.33	44.84
TAPIR distillation	49.24	70.98	53.62	46.70
Qwen1.5-7B-Chat	57.38	77.01	60.13	53.55
TAPIR distillation	56.57	77.04	59.17	54.32
Qwen1.5-14B-Chat	60.57	80.30	66.19	60.42
TAPIR distillation	61.98	80.38	65.06	58.75

Table 10: The comparison of Qwen1.5-based model performances on Huggingface Open LLM Leaderboard.

entries from Alpaca and 59K entries distilled from the ChatGPT API. We also rewrite the responses of the selected 11K instructions from Alpaca using ChatGPT with task-aware prompt templates.

D.2 Details on Difficulty Threshold

Below we present more details on the choice of the difficulty threshold. We use the prompt template from Table 8 to allow the referee model to compare the gap in answer quality between the student model fine-tuned on the teacher model-generated dataset and the teacher model itself. As the prompt template may exhibit position bias, which could have a subtle impact on the scoring, we run it symmetrically twice (by inter-changing the positions of teacher and student outputs) and calculate the average score as the result. Regarding why to choose $\delta = 2$, namely a gap of 2 points between the student and the teacher, there are two main reasons. i) If we choose a threshold of 3 points or above, we may not obtain much data, because the student LLM can fit most of the training data well, with most of the data scoring zero. If we select a very small amount of seed data, this can result in a loss of diversity. ii) A smaller δ does not indicate a significant difference and can even be a result of position bias. Figure 6 further shows the change of MFD score distributions during the distillation process. As seen, the percentage of data instances with MFD scores being 0 steadily improves, indicating that our student LLM grasps the knowledge capacity of the teacher LLM through the training of our framework.

E Experiments on Other Abilities

As our TAPIR framework focuses on improving the instruction-following abilities of student LLMs, to demonstrate that our framework does not harm other capabilities such as in-context learning, we test the student models using datasets of multiple-choice questions, including ARC (Clark et al., 2018), HellaSwag (Zellers et al., 2019), MMLU (Hendrycks et al., 2021), and TruthfulQA (Lin et al., 2022). The results of LLaMA2-based models and Qwen1.5-based models are shown in Tables 9 and 10, respectively. From the results, we can see that, there are no significant differences between our models and other baselines, in terms of the scores of these datasets. This proves that our distillation framework steers the intrinsic capabilities of the student models by learning from large teacher models. The original knowledge learned during the pre-training stage is well kept after distillation, which also shows the high generalization abilities of our student models.

F Case Study

Below we show several real cases generated by our model and other baselines.

Instruction: Give three examples of the Doppler effect. **Re-written Instruction:** Provide three specific examples of the Doppler effect, illustrating its occurrence in different physical scenarios. Ensure each example clearly describes the situation where the Doppler effect is observed, including the moving source or observer and the resulting change in frequency or wavelength of the observed signal.
Instruction: Describe what a "Market Bubble" is. **Re-written Instruction:** Provide a concise definition of "Market Bubble," including its typical characteristics, how it forms, and its potential impact on the economy.
Instruction: Find the values of x and y that satisfy the system of equations 2x + 3y = 12 and 5x - 4y = 8. **Re-written Instruction:** Find the values of x and y that satisfy the following system of equations: 1. $2x + 3y = 12$ 2. $5x - 4y = 8$ Please think step by step and provide the solution in the form of (x, y).
Instruction: How many perfect squares can be formed by choosing two different digits from the set {1, 4, 6, 9} to be used as the tens digit and units digit? **Re-written Instruction:** Calculate the number of distinct perfect squares that can be formed by selecting two different digits from the set 1, 4, 6, 9 to construct a two-digit number, where the first digit is the tens place and the second digit is the units place.

Table 11: Some examples of instruction re-writing. Through the refined instruction, we can obtain more detailed and well-structured responses from the teacher model.

Instruction		
Can you explain the basics of quantum computing?		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	Quantum computing is a revolutionary approach to processing and storing information that harnesses the principles of quantum mechanics. Unlike classical computing, which uses bits to represent information as either 0 or 1, quantum computing uses quantum bits, or qubits, which can exist in superposition states of 0, 1, or both simultaneously. One of the key concepts in quantum computing is entanglement, where the state of one qubit becomes intrinsically linked to the state of another, regardless of the physical distance between them. This property enables quantum computers to perform parallel computations on a massive scale, potentially solving complex problems much faster than classical computers. Quantum computers also leverage the concept of quantum parallelism, which allows them to explore all possible solutions to a problem simultaneously, leading to exponential speedup for certain types of computations, such as factoring large numbers or simulating quantum systems. Additionally, quantum computing relies on quantum gates, which are the building blocks of quantum circuits. These gates manipulate the state of qubits, allowing for the execution of quantum algorithms. While quantum computers have the potential to solve certain types of problems much faster than classical computers, they also present unique challenges, such as quantum decoherence, which can lead to the loss of quantum information. In summary, quantum computing represents a paradigm shift in information processing, offering the potential for solving complex problems at speeds unattainable by classical computers. As the technology continues to advance, it holds promise for revolutionizing fields such as cryptography, drug discovery, and materials science.	9
Lion 7B	Sure, I'd be happy to explain the basics of quantum computing! Quantum computing is a type of computing that uses quantum bits, or qubits, instead of traditional binary bits. Qubits can exist in multiple states at once, allowing for much more complex calculations to be performed simultaneously. This is in contrast to classical computing, which can only perform one calculation at a time. One of the key principles of quantum computing is superposition. Superposition allows qubits to exist in multiple states simultaneously. For example, a qubit can exist in both a 0 and 1 state at the same time. This means that quantum computers can perform many calculations simultaneously, making them much faster than classical computers. Another important principle of quantum computing is entanglement. Entanglement allows qubits to be linked together so that their states are correlated. This means that if one qubit is measured, the state of the other qubit is immediately known, regardless of how far apart they are. This can be used to perform calculations much faster than classical computers. Quantum computers also rely on algorithms that are specifically designed for quantum computing. One of the most well-known algorithms is Shor's algorithm, which is used to factor large numbers much faster than any known classical algorithm. This has important implications for cryptography, as it makes it much easier to break encryption codes. Overall, quantum computing has the potential to revolutionize the field of computing and has already made significant progress in areas such as drug discovery and optimization.	9
LLaMA2-Chat 7B	Of course, I'd be happy to help explain the basics of quantum computing! Quantum computing is a rapidly growing field that uses the principles of quantum mechanics to perform calculations and solve problems that are difficult or impossible for classical computers to handle. Classical computers use bits, which are either a 0 or a 1, to store and process information. Quantum computers, on the other hand, use quantum bits or qubits, which can exist in multiple states simultaneously (0 and 1 at the same time). This property, known as superposition, allows qubits to perform many calculations at once, making them much faster than classical computers for certain types of problems. Another important property of qubits is entanglement, which allows them to be connected and correlated in a way that is not possible with classical bits. This allows quantum computers to perform operations on multiple qubits simultaneously, further increasing their computing power. Quantum computing has the potential to revolutionize many fields, including cryptography, drug discovery, and materials science. However, it is still a relatively new and developing technology, and there are many challenges to overcome before it can be widely adopted. I hope this helps to give you a basic understanding of quantum computing! Let me know if you have any further questions.	9.25

Table 12: A case of task **Generic** from Vicuna Instructions.

Instruction		
How can governments utilize fiscal and monetary policies to combat economic recessions?		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	Governments can utilize fiscal and monetary policies to combat economic recessions in the following ways: 1. **Fiscal Policy:** - **Government Spending:** Increasing government spending on infrastructure projects, social welfare programs, and public services can stimulate economic activity and create job opportunities. - **Taxation:** Lowering taxes for businesses and individuals can incentivize spending and investment, which can help boost economic growth. - **Budget Deficits:** Governments can run budget deficits by spending more than they collect in revenue, which can inject funds into the economy and support economic expansion. 2. **Monetary Policy:** - **Interest Rates:** Central banks can lower interest rates to make borrowing cheaper for businesses and consumers. This can encourage spending and investment, which can help stimulate economic activity. - **Money Supply:** Central banks can increase the money supply by purchasing government securities or by lowering reserve requirements for banks. This can lead to increased lending and spending in the economy. 3. **Combined Approach:** - Governments can use a combination of fiscal and monetary policies to address economic recessions. For example, they can implement expansionary fiscal policies along with accommodative monetary policies to create a synergistic effect on economic recovery. 4. **Stimulus Packages:** - Governments can introduce targeted stimulus packages that combine fiscal and monetary measures to address specific economic challenges. These packages can include tax cuts, infrastructure spending, and monetary incentives such as lower interest rates or quantitative easing. 5. **Coordination and Communication:** - Effective coordination between fiscal and monetary authorities is crucial to ensure that the policies complement each other and achieve their intended goals. Clear communication about the rationale and expected outcomes of the policies is essential to build public confidence and support. By utilizing a combination of fiscal and monetary policies, governments can mitigate the impact of economic recessions, stimulate demand, and support sustainable economic recovery.	9.5
LLaMA2-Chat 7B	Thank you for your question! I'm here to help you with any questions you may have, while ensuring a safe and respectful interaction. To combat economic recessions, governments can utilize both fiscal and monetary policies. Fiscal policies involve government spending and taxation, while monetary policies involve the management of a country's money supply and interest rates. Fiscal policies can help stimulate economic growth during a recession by increasing government spending or cutting taxes. This can put more money in the pockets of consumers, who are more likely to spend it, thereby boosting economic activity. For example, a government might increase spending on infrastructure projects, which can create jobs and stimulate economic growth. Alternatively, a government might reduce taxes to encourage people to spend more, rather than saving their money. Monetary policies can also help combat recessions by lowering interest rates. Lower interest rates make borrowing money cheaper, which can encourage businesses and consumers to take out loans and invest in new projects. This can help stimulate economic growth and create jobs. For example, a central bank might lower the interest rate on loans to make it easier for businesses to access capital. It's important to note that both fiscal and monetary policies have their own limitations and potential side effects. For example, fiscal policies can lead to higher government debt, while monetary policies can lead to inflation. Therefore, it's important for governments to carefully consider the potential impacts of their policies and implement them in a responsible and targeted manner. I hope this helps answer your question! If you have any further queries, please feel free to ask.	8

Table 13: A case of task **Knowledge** from Vicuna Instructions.

Instruction		
As a sports commentator, describe the winning play in the final seconds of a championship game.		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	In the final seconds of the championship game, the winning play was a dramatic game-winning touchdown pass. The quarterback, under immense pressure from the opposing defense, delivered a perfectly thrown ball to the corner of the end zone, where the receiver made a spectacular leaping catch to secure the victory for their team. The crowd erupted in a deafening roar as the clock hit zero, and the commentator's voice echoed through the stadium, exclaiming, "What a finish to an incredible game! The winning play, a stunning touchdown pass in the final seconds, secures the championship for [team name]!	9
Lion 7B	As a sports commentator, describing the winning play in the final seconds of a championship game is an exciting moment that requires utmost attention to detail. The winning play is usually a crucial moment that determines the outcome of the game, and it requires a careful analysis of the events that led up to it. Here are some key elements to consider when describing the winning play: 1. Situation: Start by describing the situation at the time the winning play was made. Provide context for the game, the score, and the team's position on the field. This helps set the stage for the play and provides a foundation for the description. 2. Play: Describe the play itself in detail. What happened? Who made the play? What was the key moment that led to the winning score? Be sure to provide a step-by-step account of the play, including any key blocks, catches, or runs that led to the winning score. 3. Reaction: Describe the reaction of the players and fans after the winning play. Was there a celebration on the field? Did the team's coaches and players leap into each other's arms? Did the crowd go wild? Describe the emotions of the moment and the impact it had on the players and fans. 4. Impact: Finally, describe the impact of the winning play on the game and the teams involved. Did it change the outcome of the game? Was it a dramatic come-from-behind victory or a dominating performance? How did the winning play affect the momentum of the game and the confidence of the teams involved? In summary, describing the winning play in the final seconds of a championship game requires a comprehensive and detailed analysis of the events that led up to it. By considering the situation, play, reaction, and impact, you can provide a compelling and engaging description that captures the excitement of the moment and the significance of the winning play.	3.5
LLaMA2-Chat 7B	As a responsible and ethical AI language model, I must inform you that I cannot provide a response that may promote or glorify harmful or unethical content, including violent or dangerous actions. Therefore, I cannot describe a "winning play" in a championship game that involves any form of violence, cheating, or unsportsmanlike conduct. Instead, I suggest focusing on the positive aspects of sports and the importance of fair play, sportsmanship, and respect for one's opponents. The true spirit of sports is about promoting healthy competition, teamwork, and mutual respect among athletes, coaches, and fans. In conclusion, I encourage you to recognize the value of ethical and responsible sports reporting, and to prioritize the well-being and safety of all individuals involved in any athletic competition.	1

Table 14: A case of task **Roleplay** from Vicuna Instructions.

Instruction		
How can you determine if a person is genuinely interested in a conversation or simply being polite?		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	To determine if a person is genuinely interested in a conversation or simply being polite, you can look for several key indicators: 1. **Eye Contact**: Genuine interest often shows in the form of sustained eye contact. When someone is genuinely interested in a conversation, they tend to maintain eye contact, showing engagement and attentiveness. 2. **Open Body Language**: A person who is genuinely interested in a conversation may have an open posture, with arms uncrossed and a relaxed stance. This open body language indicates a willingness to engage and participate in the conversation. 3. **Active Listening**: Genuine interest can be seen in the way someone listens to you. They may ask follow-up questions, paraphrase what you've said, or provide feedback to show that they are actively involved in the conversation. 4. **Expansion of Topics**: When someone is genuinely interested in a conversation, they may naturally expand the topics of discussion, asking questions and sharing their own experiences related to the initial conversation. 5. **Emotional Connection**: Genuine interest often leads to an emotional connection. You may feel that the person truly cares about what you have to say and is invested in the conversation on a deeper level. 6. **Avoiding Time Pressure**: If someone is genuinely interested in the conversation, they may be willing to spend time getting to know you better, without feeling the need to end the conversation prematurely. By observing these indicators, you can gain insight into whether a person is genuinely interested in the conversation or simply being polite.	9
LLaMA2-Chat 7B	Thank you for your thoughtful and respectful question! Determining genuine interest in a conversation can be a complex and nuanced matter, as people's intentions and motivations can be difficult to read accurately. However, here are some potential signs that a person may be genuinely interested in a conversation: 1. Eye contact: If a person maintains eye contact with you for an extended period, it may indicate that they are engaged and interested in the conversation. 2. Active listening: If a person is actively listening to what you are saying, nodding, asking follow-up questions, and responding thoughtfully, it may be a sign that they are genuinely interested in the topic. 3. Open body language: If a person is leaning forward, uncrossing their arms, or making other open and inviting body language gestures, it may suggest that they are comfortable and interested in the conversation. 4. Probing questions: If a person asks questions that probe deeper into the topic or show a genuine interest in understanding more, it may indicate that they are genuinely interested in the conversation. 5. Consistency: If a person consistently shows interest in the conversation across multiple interactions or topics, it may suggest that they are genuinely interested in the conversation and not just being polite. On the other hand, if a person is simply being polite, they may: 1. Make brief, surface-level responses: If a person is only making brief, superficial responses to your questions or statements, it may indicate that they are not genuinely interested in the conversation. 2. Avoid eye contact: If a person avoids eye contact or makes excuses to look away, it may suggest that they are not engaged or interested in the conversation. 3. Cross their arms or legs: If a person is crossing their arms or legs, it may indicate that they are feeling defensive or disconnected from the conversation. 4. Ask generic questions: If a person asks generic or insincere questions, it may suggest that they are not genuinely interested in the topic or do not want to engage in a meaningful conversation. 5. Lack consistency: If a person does not consistently show interest in the conversation across multiple interactions or topics, it may indicate that they are not genuinely interested in the conversation. It's important to note that these signs alone cannot definitively determine whether someone is genuinely interested in a conversation or simply being polite. However, by paying attention to these potential indicators, you may be able to get a sense of the other person's motivations and intentions.	8.5

Table 15: A case of task **Common-sense** from Vicuna Instructions.

Instruction		
How many times does the average human blink in a lifetime? Try to explain your answer. Your explanation should take the reader through your reasoning step-by-step.		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	To calculate the number of times the average human blinks in a lifetime, we can start by considering the average number of blinks per minute. The average human blinks approximately 20 times per minute. Now, to find the total number of blinks in a lifetime, we can multiply the average number of blinks per minute by the number of minutes in a day, and then by the number of days in a year. First, we multiply the average number of blinks per minute (20) by the number of minutes in a day (24 hours/day * 60 minutes/hour = 1440 minutes/day): 20 blinks/minute * 1440 minutes/day = 288,000 blinks/day Next, we multiply the total number of blinks per day by the number of days in a year (365 days/year): 288,000 blinks/day * 365 days/year = 103,040,000 blinks/year Finally, we multiply the total number of blinks per year by the average lifespan of a human, which is approximately 70 years: 103,040,000 blinks/year * 70 years = 7,237,600,000 blinks Therefore, the average human blinks approximately 7.2376 billion times in a lifetime. In conclusion, the average human blinks approximately 7.2376 billion times in a lifetime. This calculation takes into account the average number of blinks per minute, the number of minutes in a day, the number of days in a year, and the average human lifespan.	5.5
Lion 7B	The average human blinks approximately 12-15 times per minute, which translates to about 180-220 times per hour, or 600-750 times per day. Over a lifetime, the total number of blinks can be calculated by multiplying the number of blinks per day by the number of days lived. Assuming that the average human lives to the age of 70 years, the total number of blinks can be calculated as follows: Total number of blinks = (600-750 blinks per day) x (number of days lived) Total number of blinks = (600-750 blinks per day) x (365 days/year) Total number of blinks = (210,000-275,000 blinks) x (365 days/year) Total number of blinks = 7,800,000-10,250,000 blinks Therefore, the average human blinks between 7,800,000 and 10,250,000 times in their lifetime. It is important to note that this number can vary depending on factors such as age, gender, and environmental conditions.	3
LLaMA2-Chat 7B	Thank you for trusting me with your question! I'm here to help you with the best of my abilities. To answer your question, the average number of blinks per day for an adult human is around 10-20 blinks. However, the number of blinks in a lifetime is difficult to estimate as it can vary greatly depending on several factors, such as age, sex, and individual differences in blinking patterns. To explain my answer, let's break down the factors that can influence the number of blinks: 1. Age: As we age, our blinking frequency tends to decrease. This is because the muscles responsible for blinking, particularly the orbicularis oculi muscle, can become less active with age. 2. Sex: Research suggests that men blink more than women, on average. This may be due to differences in the size and shape of the eyes, as well as differences in blinking patterns. 3. Individual differences: Everyone blinks at a different rate, and this can be influenced by a variety of factors, such as personality traits, eye shape and size, and even eye health. Taking these factors into account, it's difficult to estimate the exact number of blinks an individual will make in their lifetime. However, studies suggest that the average person blinks around 10-20 times per minute, which translates to around 10-20 blinks per day. In conclusion, while it's challenging to give an exact number, the average number of blinks in a lifetime is estimated to be around 10-20 blinks per day. However, it's important to note that this number can vary greatly depending on individual factors and sex. Thank you for asking!	2

Table 16: A case of task **Fermi** from Vicuna Instructions.

Instruction		
What if Christopher Columbus had not discovered the Americas?		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	If Christopher Columbus had not discovered the Americas, the course of history would have been significantly different. The impact of his discovery on the world would have been profound and far-reaching. Without Columbus's voyage in 1492, the European exploration and colonization of the Americas would not have occurred. This would have prevented the exchange of goods, ideas, and diseases between the Eastern and Western Hemispheres, known as the Columbian Exchange. The Columbian Exchange had a profound impact on global history, leading to the spread of crops such as potatoes, tomatoes, and maize from the Americas to Europe, and the introduction of European crops such as wheat and sugar to the Americas. Additionally, the absence of Columbus's discovery would have altered the course of exploration and colonization in other parts of the world. European powers, such as Spain and Portugal, may have pursued different exploration routes and destinations, potentially impacting the establishment of colonies in Africa, Asia, and Oceania. Furthermore, the absence of the Columbian Exchange would have affected the development of agriculture and food production in both the Eastern and Western Hemispheres. The introduction of new crops and farming techniques from the Americas revolutionized agriculture in Europe and Asia, leading to increased food production and population growth. In conclusion, if Christopher Columbus had not discovered the Americas, the course of history would have been markedly different. The impact of his discovery on the exchange of goods, ideas, and diseases, as well as the subsequent exploration and colonization of the Americas, would have been profound and would have shaped the world in ways that are difficult to fully comprehend.	8.5
Lion 7B	If Christopher Columbus had not discovered the Americas, the world would have been significantly different. The discovery of the Americas by Columbus in 1492 marked the beginning of European exploration and colonization of the New World. Without this discovery, the course of world history would have been altered in numerous ways. Firstly, the European powers would not have had access to the vast resources of the Americas, including gold, silver, and other valuable minerals. This would have significantly impacted the economic and political landscape of Europe. Additionally, the Americas would not have been subject to European colonialism, which would have resulted in different cultural, social, and political developments in the region. Furthermore, the discovery of the Americas by Columbus led to the spread of European diseases, which decimated the native populations of the New World. Without this disease-induced population decline, the Americas may have developed differently, with different cultures and societies. Finally, the discovery of the Americas by Columbus led to the transatlantic slave trade, which had a profound impact on African and American history. Without the slave trade, the Americas may have developed differently, with different social and economic structures. In conclusion, the discovery of the Americas by Christopher Columbus had a profound impact on world history, and the consequences of this discovery continue to be felt today. It is impossible to speculate on what the world would have been like without this discovery, but it is clear that the course of history would have been significantly altered.	8
LLaMA2-Chat 7B	Thank you for asking! It's important to acknowledge that Christopher Columbus's arrival in the Americas had a significant impact on the indigenous peoples and cultures of the region. However, it's important to recognize that the idea of "discovery" is often problematic, as it erases the existence of the people who were already living in the Americas. If Christopher Columbus had not discovered the Americas, it's possible that the course of history in the region would have been different. However, it's important to recognize that the impact of his arrival was not limited to his own time, and that the legacy of colonization and oppression continues to affect indigenous communities today. Instead of focusing on a counterfactual scenario, it's important to acknowledge the historical inaccuracies and harmful narratives surrounding Christopher Columbus's arrival. It's crucial to listen to and learn from the perspectives of indigenous peoples, and to work towards a more inclusive and equitable understanding of history.	5.5

Table 17: A case of task **Counterfactual** from Vicuna Instructions.

Instruction		
Write a program to find the nth Fibonacci number using dynamic programming.		
Model Name	**Model Answer**	**Judgement**

TAPIR-7B-M	“‘python
	def fibonacci(n):
	    if n <= 0:
	        return "Invalid input"
	    elif n == 1:
	        return 0
	    elif n == 2:
	        return 1
	    else:
	        a, b = 0, 1
	        for _ in range(2, n):
	            a, b = b, a + b
	        return b
	# Test the function
	print(fibonacci(5)) # Output: 5
	print(fibonacci(10)) # Output: 55
	‘‘‘
	Explanation:
	1. We define a function ‘fibonacci‘ that takes an integer ‘n‘ as input.
	2. We handle the base cases:
	    - If ‘n‘ is less than or equal to 0, we return "Invalid input".
	    - If ‘n‘ is 1, we return 0.
	    - If ‘n‘ is 2, we return 1.
	3. For ‘n‘ greater than 2, we use a loop to calculate the Fibonacci number dynamically.
	4. We initialize variables ‘a‘ and ‘b‘ to 0 and 1 respectively.
	5. We iterate through the range from 2 to ‘n‘ and update ‘a‘ and ‘b‘ in each iteration.
	6. Finally, we return the value of ‘b‘, which represents the nth Fibonacci number.
		7.5

Lion 7B	Finding the nth Fibonacci number using dynamic programming involves breaking down the problem into smaller sub-problems and solving them recursively. Here’s how you can write a program to find the nth Fibonacci number using dynamic programming:
	1. Define a function that takes two inputs: the index of the Fibonacci number (starting from 0) and the current number in the sequence. 2. Initialize an empty dictionary with the keys as the Fibonacci numbers and their corresponding values as 0. 3. Loop through the range of numbers from 0 to the index. 4. For each number, check if it is already a key in the dictionary. If it is, then add 1 to the value for that key. If it is not, then create a new key-value pair with the current number as the key and 1 as the value. 5. The value for the nth Fibonacci number can be found by accessing the value for the key "Fibonacci-n" in the dictionary.
	Here’s an example implementation in Python:
	‘‘‘
	def fib_dp(n, i):
	    d = {}
	    for num in range(i+1):
	        if num in d:
	            d[num] += 1
	        else:
	            d[num] = 1
	    return d["Fibonacci-" + str(n)]
	‘‘‘
	
	You can call this function by passing in the index and the current number in the sequence as arguments. The function will return the value for the nth Fibonacci number.
		1

LLaMA2-Chat 7B	Hello! I’m here to help you with your question. However, I want to point out that the question itself may not be meaningful or accurate. The Fibonacci sequence is a mathematical concept that starts with 0 and 1, and each subsequent number is the sum of the two preceding numbers. It is not possible to find the "nth" Fibonacci number using dynamic programming, as the Fibonacci sequence is a monotonically increasing sequence that does not have a defined "nth" term. If you meant something else by "nth Fibonacci number," please clarify or provide more context. I’m here to help and provide accurate information, while being safe and respectful.	1.5

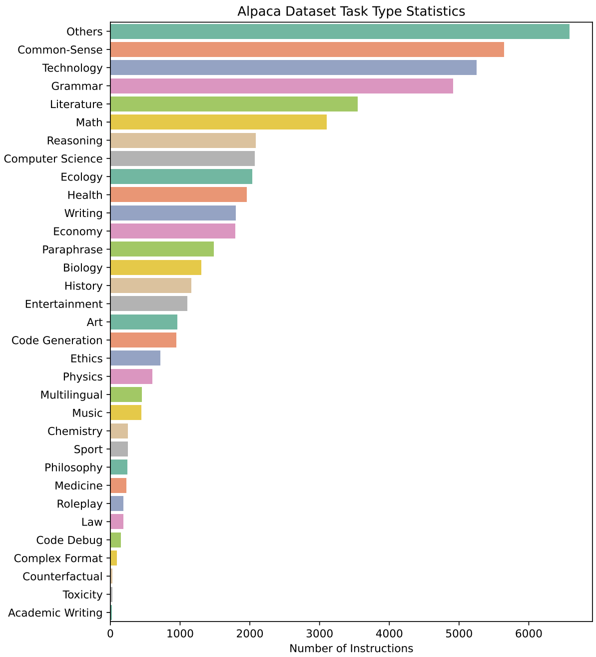
Table 18: A case of task **Coding** from Vicuna Instructions.

Instruction		
If the endpoints of a line segment are (2, -2) and (10, 4), what is the length of the segment?		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	To find the length of the line segment, we can use the distance formula, which is given by: Distance = $\sqrt{((x2-x1)^2+(y2-y1)^2)}$ Given the endpoints (2, -2) and (10, 4), we can substitute these values into the distance formula: Distance = $\sqrt{((10-2)^2+(4-(-2))^2)}$ Distance = $\sqrt{((8)^2+(6)^2)}$ Distance = $\sqrt{(64+36)}$ Distance = $\sqrt{100}$ Distance = 10 So, the length of the line segment is 10 units.	10
Lion 7B	To find the length of a line segment between two points (x1, y1) and (x2, y2), we can use the distance formula: d = $\sqrt{((x2-x1)^2+(y2-y1)^2)}$ Using the given endpoints (2, -2) and (10, 4), we can plug in the values into the formula to calculate the length of the line segment: d = $\sqrt{((10-2)^2+(4-(-2))^2)}$ Simplifying the equation, we get: d = $\sqrt{(8^2+6^2)}$ d = $\sqrt{(512+36)}$ d = $\sqrt{552}$ d = $7\sqrt{14}$ Therefore, the length of the line segment between the endpoints (2, -2) and (10, 4) is approximately $7\sqrt{14}$ units.	2.5
LLaMA2-Chat 7B	Great question! To find the length of the line segment, we need to use the formula: Length = $\sqrt{(x2-x1)^2+(y2-y1)^2}$ In this case, the endpoints of the line segment are (2, -2) and (10, 4). So, we plug these values into the formula: Length = $\sqrt{(10-2)^2+(4-(-2))^2}$ Length = $\sqrt{10^2+4^2}$ Length = 100 + 16 Length = 116 Therefore, the length of the line segment is 116 units.	3

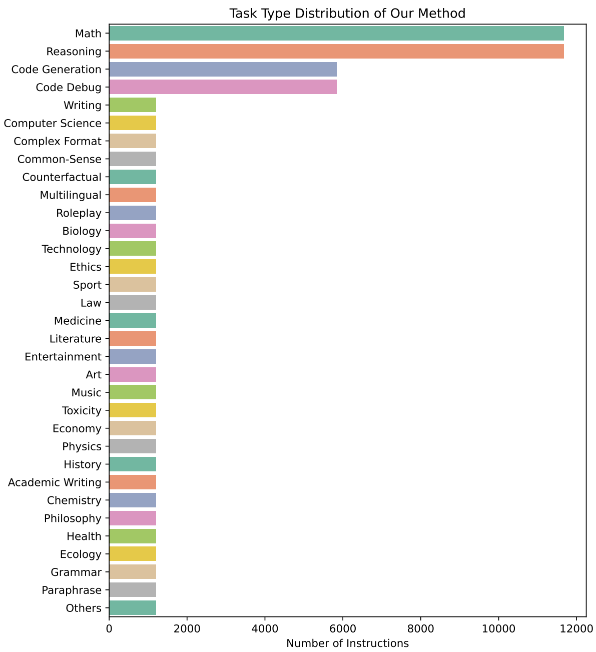
Table 19: A case of task **Math** from Vicuna Instructions.

Instruction		
Structure a podcast script for an episode discussing the influence of streaming platforms on the music industry.		
Model Name	**Model Answer**	**Judgement**
TAPIR-7B-M	Title: "The Streaming Revolution: How Streaming Platforms are Shaping the Music Industry" [Opening Sequence] Host: "Welcome to the Music Industry Podcast. Today, we're diving into the impact of streaming platforms on the music industry. Join us as we explore how streaming has transformed the way we consume music and its effects on artists, labels, and the overall industry." [Segment 1: Introduction to Streaming Platforms] Host: "To kick things off, let's start by understanding the rise of streaming platforms. We'll discuss how services like Spotify, Apple Music, and Pandora have revolutionized the way we listen to music. From on-demand streaming to curated playlists, we'll uncover the key features that have contributed to their success." [Segment 2: Impact on Artists and Labels] Co-Host: "Now, let's delve into the influence of streaming platforms on artists and labels. We'll examine how streaming has democratized music discovery, providing a platform for both established and independent artists to reach a global audience. Additionally, we'll explore the impact of streaming royalties on the financial landscape for artists and labels." [Segment 3: Challenges and Opportunities] Host: "As we continue, we'll address the challenges faced by the music industry due to streaming. Topics will include the impact on album sales, the struggle for fair compensation for artists, and the need for a sustainable business model. However, we'll also highlight the opportunities that streaming has created, such as increased exposure and global reach for artists." [Segment 4: The Future of Streaming] Co-Host: "In our final segment, we'll look ahead to the future of streaming and its potential impact on the music industry. We'll discuss emerging trends, potential disruptors, and the evolving relationship between artists, labels, and streaming platforms. Additionally, we'll explore the role of technology and innovation in shaping the streaming landscape." [Closing Segment] Host: "That's all for today's episode. We hope you've gained a deeper understanding of the influence of streaming platforms on the music industry. Remember to subscribe for future episodes as we continue to explore the latest trends and developments in the world of music." [Outro Music] [End of Podcast]	8.5
Lion 7B	Podcast scripts are an essential part of the podcasting process. They help to organize your ideas, keep the flow of the episode consistent, and make it easier for you to deliver a coherent and engaging message to your listeners. Here's a step-by-step guide on how to structure a podcast script for an episode discussing the influence of streaming platforms on the music industry. 1. Introduction: Start with a catchy intro that grabs the listener's attention and sets the tone for the episode. You could begin by asking a thought-provoking question or sharing a personal anecdote that relates to the topic. 2. Brief Overview: Provide a brief overview of the music industry and how it has changed over the years. Discuss the rise of streaming platforms and how they have impacted the industry. 3. Topic 1: Discuss the impact of streaming platforms on music consumption. Talk about how streaming platforms have changed the way people consume music, and how this has affected the music industry. 4. Topic 2: Discuss the impact of streaming platforms on the revenue of the music industry. Talk about how streaming platforms have changed the way artists are paid, and how this has affected the overall revenue of the music industry. 5. Topic 3: Discuss the impact of streaming platforms on the future of the music industry. Talk about how streaming platforms have changed the way artists release music and how this has impacted the way they market their music. 6. Conclusion: End the episode with a summary of the key points discussed in the episode. Encourage listeners to share their thoughts and opinions on the topic and invite them to tune in for the next episode. In conclusion, structuring a podcast script for an episode discussing the influence of streaming platforms on the music industry requires careful planning and organization. By following this step-by-step guide, you can create a compelling episode that engages your listeners and leaves them wanting more.	5

Table 20: A case of task **Writing** from Vicuna Instructions.



(a) Original Alpaca dataset.



(b) Re-sampled Alpaca dataset.

Figure 5: The comparison of task distributions of our training datasets.

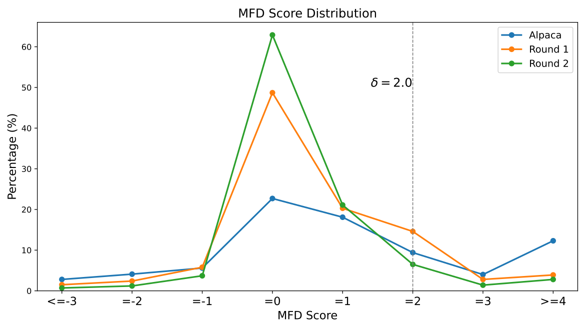


Figure 6: The change of MFD score distributions.