The present study aims to investigate the relationship between self-regulation, motivation, and creativity and Iranian University EFL students' writing skill. The research addresses the following four questions: 1) Is there a significant relation between the students' self-regulation and their writing skills? 2) Is there a significant relation between the students' creativity and their writing skills? 3) Is there a significant relation between the students' motivation and their writing skills? 4) Does membership in the four groups have a significant relation with the students' writing skills? The study design is correlational whereupon regression analysis was used to test the research hypotheses. The study uses three questionnaires and two writing tests to collect data. Pintrich's MSLQ, Gardner's AMTB and O'neilAbedi ACT questionnaires were administered to obtain information about the students' self-regulation, motivation and creativity respectively. The findings revealed a significant relationship between the students' self-regulation, motivation and creativity and their writing progress. Keywords: Self-regulation, Motivation, Creativity, Writing progress.